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

November 19, 2019

I. CALL TO ORDER

The meeting was called to order at 6:10 p.m.

II. ROLL CALL

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

Ms. Vanderwert was absent (out of the country).

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda. The motion was seconded by Ms. Foster and Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

IV. RECOGNITIONS

BF 31834 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Koryn Saunders, Counselor at Gordon Parks High School, received the Educator of the Year Award for 2019 from Concordia University, St. Paul Alumni Association. This inaugural award is for a distinguished alumni who has shown exceptional service to their profession, community, family and Concordia University. Koryn was recognized and awarded the Educator of the Year for 2019 at the Alumni Association Awards Banquet on October 10, 2019.

The following staff members were named Apple Distinguished Educators recently by Apple Inc:

Kelly Jenson, Frost Lake Elementary;
Amanda Madsen, Frost Lake Elementary;
Chris Turnbull, Office of Teaching and Learning, Personalized Learning.
These three staff were honored with this award in 2019.

Jesse Buetow, Randolph Heights Elementary, received the honor in 2017.

The Apple Distinguished Educator (ADE) program is a relationship program focused on educational excellence and leadership. ADEs are part of a global community of education leaders recognized for doing amazing things with technology to promote continuous improvement and achievement in

the classroom They explore new ideas, seek new paths, and embrace new opportunities to communicate and collaborate with each other and with Apple to bring the freshest, most innovative ideas to learners everywhere. Being part of the ADE community is much more than an honor, it's an opportunity to make a difference.

In addition to the Apple Educators, four schools received the honor of being named an Apple Distinguished School for 2019-2021. The following schools and their principals are:

Frost Lake Elementary, Melissa Kalinowski;
Horace Mann School, Jim Litwin;
Jie Ming Mandarin Immersion Academy, Bobbie Johnson
Randolph Heights Elementary, Tim Williams

Apple Distinguished School leaders, faculty, and the extended community have a clear vision for how their technology-rich environments support learning goals. School leaders have established elements for continuous innovation that include culture, team, capacity, community, finance, and measurement to provide access to well-rounded education by harnessing the power of our technology tools to implement culturally relevant instruction for all learners. Supporting their school's vision is an ongoing process that requires thoughtful planning, practice, and improvement along the way. They inspire students' creativity, collaboration, and critical thinking. And they cultivate environments in which students are excited and curious about learning.

BF 31835 Recognition of Schools, Teams, Individuals And Coaches In Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

Highland Park Middle School - The boys' soccer team was city champion.
Highland Park Middle School – The girls' soccer team was city champion.
Murray Middle School – The girls' volleyball team was city champion.
Humboldt Middle School – The flag football team was city champion.
Central High School – The boys' cross-country team had one state tournament qualifier.
Central High School – The girls' cross-country team had one state tournament qualifier.
Central High School – The girls' swim team was city champion and had one state tournament.
Central High School – The boys' soccer team was city champion and qualified for the state tournament.
Como Park High School – The girls' soccer team was city champion.
Harding High School – The girls' tennis team was city champion and had one state tournament qualifier.
Highland Park High School – The boys' cross-country team was city champion and team state tournament qualifiers.
Highland Park High School – The girls' cross-country team was city champion and team state tournament qualifiers.
Highland Park High School – The girls' volleyball team was city champion.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of October 22, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of October 22, 2019 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

B. Minutes of the Special Meeting of the Board of Education of November 12, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of November 12, 2019 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of November 12, 2019

At the November 12, 2019 Committee of the Board meeting, Superintendent Gothard began the meeting by congratulating and welcoming Chauntyll Allen and Jessica Kopp, who will begin their role as members of the board at the start of 2020. He also provided an update on the Winter Weather Plan and communication and process for students, families and staff as we begin the cold and snowy weather season. Questions from the board included radio technology for buses and schools, and the implementation of the bus tracking app for parents and families.

Next, SEAB member Ali provided an update to their work in ethnic studies, participation in Reimagine Minnesota, and their new facilitator to help support their work. Superintendent Gothard

also added information to Ethnic Studies in SPPS, and experience around this topic at the Council of the Great City Schools Conference.

Next, the Board learned more about the Pay20 Levy Update, final steps in the certification process, and how it relates to the FY2020-21 budget planning. School levy basics, factors impacting school levies, factors impacting the St. Paul levy, proposed levy figures at 5%, tax impacts to home and commercial/industrial properties and next steps were reviewed. The new FY21 budget process architecture and SPPS Budget Process for FY21, including the recent budget survey, were also shared. This presentation sparked questions from board members including the steps between the December 3rd Taxation Hearing and December 17th when the levy is certified, and the impacts from testimonies heard at the hearing; levy authority framework and calculations by Finance and MDE; and the impact of the 5% to be able to maximize the resources and budget to deliver the best education and opportunities for our students; and decisions to spend resources and how they are allocated. The Board will ultimately approve the resource allocations in the final budget recommendation. Questions also centered on the correlation between the budget survey and communication with staff, as well as information on current budget survey feedback and responses. Board members also discussed site-based decision and discretionary fund use and a structured approach to ensure our families understand the offerings of each schools and how to implement achievement plans with fidelity. Board members also raised concerns on the survey including terminology, notice of other opportunities for community engagement in the budget process, and the board's involvement, input and feedback into the process. Other points raised were clarity on what current exists in schools or what will be new, variability within the survey responses, and development of the budget survey. Board members also noted that it will be important for the District to provide an overview of education in the District and show steps and what it will look like in classrooms for families and children. It was also noted that it will be important for the District to take feedback from the survey in different ways, and to tell parents, families, students, staff, and community members how they will play a role in this process and other key points for engagement. The Board and Superintendent are grateful for this work as we begin the FY21 budget process

Next, the Board members, Superintendent Gothard, and staff shared their experiences and learnings from the Council of the Great City Schools Annual Fall Conference, including takeaways from the various sessions and guest speakers. Examples of topics included the 2020 Census, urban school district communication, social-emotional learning, district leadership training, facilities and funding, supporting students with disabilities in the event of an emergency, ethnic studies, community and family engagement, after-school programming, and achievement for males of color. Board members appreciated the variety of topics and learning from districts that are larger than SPPS and their accomplishments and processes.

MOTION: Mr. Marchese moved the Board accept the report on the November 12, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

B. Minutes of the Equity Committee Meeting of November 18, 2019

At the November 18, 2019 Equity Committee meeting, Superintendent Gothard began the meeting by welcoming everybody and thanking the Board of Education for their support in the resolution to

form the Equity Committee. He introduced board members, as well as fellow tri-chair members, Director Jeanelle Foster, and Assistant Director of Equity, Myla Pope.

Superintendent Gothard then shared information on the long-term student outcomes of the SPPS Achieves strategic plan and their alignment to the work of the Equity Committee, which will allow us time to focus and develop insights and recommendations in this very important work within our District.

The charge of the committee was also reviewed, which includes "to identify and examine disparities impacting School District students, staff, families, and community; and to bring forth and submit adaptive and actionable recommendations for addressing School District inequities to School District administration." The full resolution, which was adopted at the August 2019 Regular Meeting of the Board, was also reviewed. The tri-chairs thanked the committee members for their time and dedication to this very important work.

Next, the committee reviewed the Courageous Conversations agreements, conditions, and compass, as well as the Seven Norms of Collaborative Work to guide their work forward.

Committee members then shared at their tables responses to four key questions to the work of the Equity Committee, including their hopes, strengths and skills that will assist in their hopes for the committee, what is necessary to bring their whole self into this work, and how to model grace, compassion, and concern for all Equity Committee member as we engage in this work.

Lastly, committee members reflected on their hopes from this meeting into their future work.

MOTION: Ms. Foster moved the Board accept the report on the November 19, 2019 Equity Committee meeting and approve the minutes as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard then provided an update on preliminary data on enrollment. A formal report with more details will be presented to the Board of Education in December. He also noted that enrollment data can also be found online at spps.org/datacenter. Preliminary figures were then shared with PreK-12 with the SY19-20 October 1 enrollment count at 35,906 students.

- Board members were curious about the enrollment placement task force to talk about reasons why families making choices – what is that looking like? Response: Chief Turner and Superintendent Gothard noted that taking in data and feedback from the Board and community and the work engaged in, and there are mapped out areas to include. Some of the feedback from the community was also shared. Included will be enrollment committee and have looked at some of the enrollment process and feedback on process, last year's committee put together an exit survey based on experience at student placement center and sharing that information, and also asked to give input on retention or exit survey. We have put together preliminary questions, and they will be confirming them.

- There is a plan to be some exit survey work with families based on conversation? Response: Yes, they agree something of interest and important to look at retention. Input on questions, and keeping them within reasonable amount of time so that families will take survey. It is in the design phase. We'd like it to start to the holiday break and number of families home and have capacity in staffing to make calls and emails.
- In thinking about start times and how gathering data, and school communities? Response: We do plan to include that in the report in looking at schools that have changed start times and if it has impacted their enrollment.
- Talking about different variations, did we see any change in high school enrollment? We'll look at it and with start times do a comparison. High schools as large as they are, and we need to be careful about drawing conclusions, and will look at trends. It will be included as part of the presentation next month.

A. Facilities Master Plan External Review Report

FMP External Recommendations: Implementation Update

- Oversight
- Controls
- Staffing
- Funding/Financing

Oversight: BOE Approval Check Points

- The chart showing Board Authorization points within the Recommended Project Lifestyle was shown.

Oversight: DRAFT – BOE Gate-Check Approvals of Project Phases

- Master planning visioning
- Master project list approvals
- Budget with contingencies / Secure Funding
- Design (Predesign > Schematic Design)
- Bidding/Contract Award
- Construction
- Close-out/Celebration

Controls

- Implementation complete: Hyperion and Peoplesoft budget control/development programs - overseen by Finance Department
- Implementation continues: Procore project management software - overseen by Facilities Department

Staffing

- Human Resources, Finance and Facilities Dpts. continue to explore job duties, responsibilities, and potential positions aligned to FMP External Review recommendations, particularly in the areas of:
- Finance Operations
- Capital Program Management

Funding/Financing

- Dec. 17 BOE Regular Meeting:
  - Planning for upcoming sale of Certificates of Participation (COPs) and Capital Bonds in January or February 2020
  - COPs and Capital Bonds will fund projects starting the design and predesign process and those starting construction in spring 2020
- The chart showing Capital Funding Structure and Options was shown.

Next Steps

- Day-long retreat with Facilities Dpt. staff, architects, construction managers, and external advisors (Jacobs Engineering)
  - Confirm final project budget, scope, and ensure appropriate risk is represented
- Retreat outcomes will inform Special BOE Meeting (to be scheduled in early/mid-December) to review projects so can continue to next stage of project development
- Dec. 17 BOE meeting:
  - Vote on approving capital projects in design and predesign to move to next phase
  - Update on Human Resources process to hire more staff

QUESTIONS/DISCUSSION:

- Describe the universe of projects to be considering. What are the projects brought up on at the special meeting? Response: The Special Meeting will go through projects in predesign phase before hitting constructions and obligations connected to them. Planning to highlight how to incorporate the recommendation from the external review team to ensure scope to budget, necessary contingencies, and mitigated risk provided in report, and provide information, so that when moving forward with set sale of COPs, that the Board is informed.
- There are certain schools? There's a couple different things – projects in the process of being designed that we felt confident to be delivered, and also need to reinitiate the plan with the Board's support and engagement. The four projects are AIMS, Frost Lake, Phalen Lake, and Washington Technology athletics. Those are projects in this process and bringing more information for those. In also going back asking for time to meet with special meeting. There are 4 different places with board authorization. This process is lacking in the way we've been doing – not in linear fashion. The Special Meeting will be time as Board and team what is being asked and process and timelines. Some of the special meeting will be this learning. Preceding the meeting, there will be a retreat with Jacobs and our team to bring right information to implement. On December 17th not considering whole FMP, but just these projects in the design process. It was also highlighted that there are no new projects coming before – these are projects already in queue.
- Is there an idea of understanding the universe of all potential projects that may come about because of FMP. We have made announcements and let people at the schools and at programs, given idea of expectations might be over the next several years. It's resulted in a queue and people looking at that and hoping to get their projects in a certain year. In talking about a universe of projects, we would be suggesting that at this point as we reevaluate the FMP, that we seriously consider at least adding some things. Said from the beginning, and said it would be a fluid process sin terms of making decisions as we went along that meant there might be a project to be entered into the queue and considered. We as a board could make that important decision. Right now, taking one step at a time, therefore, our primary consideration is looking at the things on hold and put back to motion. Also have idea of universe of projects which may define what we actually get done over the next several years. We sometimes forget about smaller projects that can have big impact and help people at their buildings. As we think about this special meeting, that we have idea of thinking about that. If we have indeed as a result of this review team talking to us about some of the missteps and how to correct them and do this better, can we get a comprehensive picture of what this FMP will look like over the next year and next several years? Response: There is an opportunity to look at the prioritization. The beauty of the FMP is that it allows there to be criteria in place to ensure whoever yelling loudest didn't automatically move to the top of the list. In agreement opportunity to look at other projects and see how they fit into criteria agreement on in how we prioritize.
  - Director Brodrick thanked the Superintendent for saying that maybe looking once again at criteria and priorities to ensure the list of things we intend to do is true. Have seen this whole process of looking for capital building projects and seen range from being very appropriately bound by criteria and priorities, and the strategic plan, and also have seen it has become political. However, that political nature of projects we can never run away from. Schools and programs desirous of certain things and every right to speak up on their behalf to get those things, and our job is not to react to political pressure, but to stick to strategic plan and priorities. We need to as a board talk about this at onset of the new FMP, and the suggestions form the external report, and our obligation to follow up on those.

- Absolutely understanding that the political nature of building projects is always something as a board to think about and face honestly, effectively and courageously. We are ready to say there are some things to think about and might need to take another big look at some of those other projects. Response: In preparation, our staff is planning to meet with Jacobs, our external advisor, and the goal is to go through the projects that were discussed in making sure they are appropriate to come before the board and the budget is solid.

- We have a committee that has been formed from start of FMP, deliberated around ideas for prioritization. That committee is still in existence and working. How does that committee fit in with the rethinking of priorities as we move forward, and also, with a strategic plan that will continue to identify opportunities in buildings and evaluate what we should be doing with buildings. Will that all be reconstituted? Response: One recommendations form external review team, was a citizens review team. The committee, the charge was different. Do think there's an opportunity.
- It was noted that the schools are AIMs, Phalen Lake, Frost Lake, District Service Center, and Washington Tech field.
- Another piece to address within the FMP has traditionally discussed large projects, and often haven't talked about smaller projects that have contributed to the experience of students, and we will talk about bringing those projects on board, such as locker replacement, field, or playground. They are important to the school community and spending a significant amount of money, and start including them and bring information forward to share. At the retreat, and also invited and attending are the contractors, as well as external architecture firms with Jacobs and district staff. At the retreat on December 4-5, going over projects talked about.
- The think along governance – coined with FMP think-along, and they have traditionally come together purposeful conversations. Last conversation was around middle school and helped to talk about how the FMP will align with the middle school model. We've also had conversations about other things and should reinject them into the process. Once the review process is complete, we would re-involved the FMP Governance Committee.
- We're in the process of completing of completing Humboldt and Como Senior - those are incorporated, those projects currently being worked on. Response: Those projects are in the final completion stage. The next experience will be celebratory.
- We would at some point as a board be able to see a newer FMP to go out for 5 years? Is that planning to come? Part of challenging as board members we've been grandfathered in and it is malleable, which is a strength and flexibility. Response; Jacobs is calling it "re-initiation". We no longer have the leased space at Plato, and Office of Teaching and Learning is based at E-STEM, which is also growing. Space at 1930 Como will be for non-school based staff. The data on enrollment will also have impacts; ten years ago may not have planned for buildings. A ten-year plan is too long. We can have a vision for 10 years, but to put in finance and board checkpoints. 3-5 years is the best practice with the data and swings seen. We can learn a lot – this is first step as governing body to ensure right information to make right decision. No problem slowing down if not making right traction or disagreement with moving forward. Projects listed are being worked on, and the remaining – process in place everyone feels comfortable with.
- We have sites that have heard or were on the list, it's critical for each site understand their future and how positioned for success form academic programming and form facilities side to ensure a vision for all schools to be successful and parents, staff and students, wok together towards a positive way. Response: That is great feedback and keep that in forefront, Board hears from community.
- In looking at the retreat, will the finance department be at that retreat? Response: Chief Tuner has invited Chief Schrul and her team to participate and attend. It will be most helpful for the finance team to be a part of it, and it will be helpful for them to attend as well.
- That is important – as said previously, Director Brodrick has tremendous faith in entire SPPS professional staff to come together now at this junction and do the right thing and work together fo our kids. This is so very important right now. This re-initiation. Re-committal. Our cause is good and hearts are pure, and kids are counting on us.

B. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period October 1, 2019 through October 31, 2019. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

A. Gifts

BF 31836 Acceptance of $5,000 Donation to Hazel Park Preparatory Academy

That the Board of Education authorize the Superintendent (designee) to accept the donation to support the success of students at Hazel Park Preparatory Academy, and send a letter of appreciation to Data Recognition Corporation.

BF 31837 Acceptance of Monetary Gift to Open World Learning Community

That the Board of Education approves the acceptance of the monetary gift of $20,000.00 presented to Open World Learning Community from Open World Learning Community PTO.

BF 31838 Acceptance of Gift from the Saint Anthony Park Lutheran Church

That the Board of Education authorize the Superintendent (designee) to accept the donation from the Saint Anthony Park Lutheran Church and to implement the project as specifies in the award document, and to allocate the gift to budget code 19-342-291-000-5096-P001.

BF 31839 Gift Acceptance from Wallin Education Partners

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

BF 31840 Acceptance of Gift from Timothy Scott

That the Board of Education authorize the Superintendent (designee) to accept the donation of $7,000 from Timothy Scott and provide a letter to express the appreciation for the gift.

B. Grants

BF 31841 Request for Permission to Accept a Grant from the Best Buy Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Best Buy Foundation for funds to support the Genius Squad; to accept funds; and to implement the project as specified in the award documents.

BF 31842 Request for Permission to Accept a Grant from the Bush Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Bush Foundation for funds to support the Indian Education Program; to accept funds; and to implement the project as specified in the award documents.

BF 31843 Request for Permission to Accept a Grant from the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education for the funds to design a food chemistry course at Johnson Senior High School; to accept funds; and to implement the project as specified in the award documents.

BF 31844 Request for Permission to Accept a Grant from the University of St. Thomas

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Center for Teacher Residencies through the University of St. Thomas for funds to increase diversity in teacher retention; to accept funds; and to implement the project as specified in the award documents.

BF 31845 Request for Permission to Submit a Grant to Allina Health

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Allina Health for funds to support the school garden program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31846 Request for Permission to Submit a Grant to the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ecolab Foundation for funds to support AVID at Humboldt High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31847 Request for Permission to Submit a Grant to the Minnesota Department of Natural Resources

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Natural Resources for funds to create and maintain five pollinator gardens; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31848 Request for Permission to Submit a Grant to the Minnesota Historical Society

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Historical Society for funds to create a cultural resource room at the Office of American Indian Education and build three teacher resource kits; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

D. Agreements

BF 31849 Request to Sign Career Pathways Academy Concurrent Enrollment Joint Powers Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY20.

BF 31850 Request to Sign Concurrent Enrollment Joint Powers Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY20.

E. Administrative Items

BF 31851 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period September 1, 2019 – September 30, 2019.

(a) General Account	#716070-717236 #0003497-0003513 #7003447-7003477 #0003913-0003989	$52,120,927.62
(b) Debt Service	-0-	$5,450.00
(c) Construction	-0-	$5,493,995.43
		$57,620,373.05

Included in the above disbursements are two payrolls in the amount of $34,179,562.50 and overtime of $161,758.37 or 0.47% 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 February 29, 2020.

BF 31852 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 November 24, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

F. Bids

G. Change Orders

X. OLD BUSINESS

A. Pay20 Levy Update

Superintendent Gothard then introduced Marie Schrul, Chief Finance Officer to provide an update on the Pay20 Levy and final steps in the certification process and how it relates to FY2020-21 budget planning.

Levy Basics and Impacts

School Levy Basics
- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Pay20 school levy funds the 2020-21 school year
- Districts receive payments after the May and October collections from the County
- Levy can only move down after October 1

Factors Impacting School Levies
- Changes in tax base (increases often result in less state aid for equalized formulas)
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Other Post Employment Benefits (OPEB) obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

Factors Impacting the St. Paul Levy
- Overall, St. Paul's estimated market values and tax capacity are up 6.4%, values well above the Pay 2008 peak
- Market values are increasing in the double digits for 35% of homes, 40% of apartments, and 37% of commercial/industrial properties
- Thomas-Dale/Frogtown, Dayton's Bluff, Payne/Phalen, North End, and West Seventh are all areas with higher increases in residential market values
- City, County and School portion of fiscal disparities aid increased. District increased by $6.13 million.

Proposed Levy

Levy Category	Certified Pay19 Levy	SPPS Proposed Pay20 Levy Ceiling	Difference
Operating	$ 71,112,468.34	$71,690,324.75	$577,856.41
Pension/OPEB/Contractual	39,544,457.62	37,860,071.32	(1,684,386.30)
Facilities	64,258,911.32	74,393,597.20	10,134,685.88

Community Service	3,779,160.32	3,685,753.77	(93,406.55)
Total - All Levy Categories	**$ 178,694,997.60**	**$187,629,747.04**	**$8,934,749.44**
Percent Change			5.0%

Estimated Annual Property Tax Impact | Home from 2019 to 2020
(assuming a 0% increase in market value)

- The estimated change at 5.0% was reviewed for homes at an estimated home market assuming a 0% increase in market value. At the median home market value of $199,800, the estimated change is $(47.28).

Estimated Annual Property Tax Impact | Home from 2019 to 2020
(assuming a 7.3% increase in market value)

- The estimated change at 5.0% was reviewed for homes at an estimated home market value assuming a 7.3% increase in market value. At the median home market value of $199,800, the estimated change is $36.10.

Estimated Annual Property Tax Impact | Commercial/Industrial from 2019 to 2020 (assuming a 6.0% increase in market value)

- The estimated change at 5.0% was reviewed for commercial/industrial properties at an estimated commercial/industrial market value assuming a 6.0% increase in market value. At the median commercial/industrial market value of $525,000, the estimated change is $(142.05)

What Happens Next?

- November
  - 12th: Ramsey County mails tax statements
- December
  - 3rd: Truth in Taxation Hearing
  - 17th: Board of Education certifies final Pay20 levy
    - The certification sets approximately 20% of the revenue for the FY2020-21 budget (July 1, 2020 – June 30, 2021)

Pay20 Levy Calendar

- The dates and action of the Pay20 levy calendar were then reviewed.

After Pay 20 Levy Certification

- Planning for upcoming bond and Certificates of Participation sales in January 2020
- Continue to monitor District's enrollment projections as levy revenue is calculated based on this data
- Continue planning for FY2020-21 budget (FY21 budget process is highlighted next)

New FY21 Budget Process Architecture

- Adopted from Government Finance Officers Association best practices
  - Smarter School Spending
- Partnership between Academics, Programs, and Finance to develop a budget supporting the SPPS Strategic Plan

A diagram showing the different areas of input for coming together to inform the FY21 budget was shown.

SPPS Budget Process for FY21

- Plan and Prepare
- Set Instructional Priorities

- Pay for Priorities
- Implement Plan
- Ensure Sustainability

QUESTIONS/DISCUSSION:

- A part of the planning and with the budget process, what kind of a process to determine best place for community engagement? Will there be some at sites, or with the budget committee and how that plays a role in this. There was a time when sites did have conversations around this, and some may continue. do feel that those groups of community members and parents that met at the schools to consider site plans – it was a great way of including community in a way that was organic in terms of understanding of budget opposed to bringing in more random or volunteer basis to think about overriding issues both necessary, but advocate for breaking down by site for folks to have input. Is it uniform across all schools? Response: We are underfunded by per pupil at $664 per student, or $25M for SPPS, and amount we're underfunded to meet federal IDEA for students receiving specialized services, that amounts to $50M, and for ELL services that we provide and are proud of at $13M – for a total of $88M. if funded appropriately. When buildings are allocated discretionary funds and through site council or unique needs, there was great ability to come together and have real decisions about different options. Some great use of site councils. Some will continue. For others, the discretionary fund amount may impact the process.
    - Board members noted they see them as valuable in communicating and engaging publically and understand how we have to approach these things. They're part of the conversation about education around obstacles and challenges. We understand we can't give them much money to parse but engaging in conversation at that level.. Response; We do still hold those meeting. Chef Schrul with budget tool kit and budget fair, and great job with those things.
- In terms of engagement around the budget, sent out a survey and got over 3000 responses and how that feeds into the process is one way to get feedback from communities. An update on budget survey, which is first piece of engagement around budget process. Response: Opened in early November, and currently open to November 26th. Have over 4000 responses. 3% community members, 40% parents, 35% staff, and 23% students. Sent to all parents and guardians, students 8-12, and link for community reps and all staff. Out of that for respondents who indicted racial and ethnic identity, 3% American Indian, 9% black, 13% Asian, 6% Hispanic, 1% Pacific Islander, and 70% white. This was response could apply to all. Multi-racial could reply to more than one. We are also looking at target strategic to increase representation – not only number responses but to diversify the representation of perspectives.
- Board members noted there was extensive conversation at the Committee of the Board also on this topic. Director Marchese noted beyond survey how seeing efforts and timing of those efforts to reach a broader range of people. Time frame on survey and timeframe with planning. Not a lot of extra time built in with holidays too. Speak to what the plan is now. Concerned by demographics seeing, and a question – is a survey to the community a good way to reach community members who we wish to reach or not the broadest based method to do that? Response: A survey is a method of engagement, and doesn't reach everyone in same way. Times to do extra work in encouraging and inviting folks to fill out surveys. We need to and are some trust building about those things in community. We started with advisory councils and explaining how it will be used. Staff from OFECP spend time in community – this is primary message in community work this month and talking about survey and how it will be used. The design if functionally different and timed so that it will be used to inform remainder of process. Remainder of engagement will be in January and with a tight timeline, we're going to do more of a drill down engagement. Previously, a lot of times we would use the world café-model or other things, sit in small group and dig into key issues. Want to ensure the things we put in front of them in January are things we can make changes on and make input to inform the remainder of the budget process. Then talked about third step of engagement school based tool kits, so principals have what they need to engage in their school community. More engagement because it is a multi-year year process through the later spring.

- Director Marchese noted that he appreciates more to come in the process. Think concern is over and more than just pumping up turnout – maybe not the right method to solicit input and do something different. As the discussions as have been going on and reported, noted comments from community certain level of anxiety around decision around priorities and how and when they'll be able to weigh in concerns from building level staff but about choices district wide that will impact them and where to plug into process. That's concerning because making a big change and systems change will require care in how we roll it out. Getting feedback and anxiety that people are experiencing because see that it can be a big change. There will be antral question in how did they get their chance to give feedback and what happened to it? How are we handling that and issue that could undermine what is important about what trying to do to use established priorities and use them to make fiscal choices. In bringing the community with us in this process, how are we going to do that and address those concerns? Response: absolutely, share that anxiety with what if somethings cut that I care about? Best way to get ahead is with communication and laying out plan. We are working to put a plan as soon as possible and stand behind it. We want to ensure the engagement throughout the process is building trust with the community.
- Obviously strong and helpful community groups that we do partner with and while appreciate the specific kinds of ways to connect, we do have groups that could be partners in this work and as we continue to work on our strategic plan, part of it that has appealed to a lot of people ifs that it is a plan that will only work with community engagement and that is built into it. It has to be flexible. How are we working with our larger partners and groups to be able to invite them into this conversation as partners? Response: We have leveraged relationships with community groups and reached out to them to engage at first part in increasing responses to survey. Some balances that we have to keep in mind many partners and community members have participated in strategic planning process when it first began, and continue to keep those relationship and communications open. At the same time, build in trying to have them reach out to their network and they represent parts of the community, perspectives, and have networks of their own. Asking they engage with us and reach out to networks balance in asking to take survey, then we are going to need to be accountable. Going back, being transparent and trying to manage expectations and honest which what asking and what able to deliver at the time. Beginning process in a way that we like to focus on what we all care about and what has brought us together around strategic plan, we'd like to focus on if we are identifying focus areas of which a lot of people care about across the community.
- The timeline for the budget process – when and where does the survey live? Where does the feedback and OFECP come to inform us on this timeline? Emphasize the community input is so crucial and cannot do this alone with just school district without including community. Response: The survey will close on November 26th and looking at tight turnaround of 2.5-3 weeks to hand results off. Key piece of analysis is the variation of perspectives and how different respondents vary or differ in terms of perspectives of focus areas. Once hand it off to 5c team to inform rest of the community engagement process. The turnout around the process in January because for the in-person engagement to do around fy21 budget, need to do engagement harvest and prepare feedback for the leadership and board within a week for it to inform the next steps. In looking at the timeline, we're in the center, with steps 6, 7 and 8 9 in timeline, and engagement we're going to do will be specifically around item 8 in January.
- With the information form the survey, we will receive information as to how we allocate resources? How are we going to use the data and where does it live? If we are intentional about our community in survey and giving feedback and opinions and voices experiencing it matter, which step could they expect we've looked the data, taken inputs and we are take that data and information to allow us to make decision about budget process and considered their input? Response: The survey is on the set instructional priorities. It's around steps 4 and 5 – confirming instructional priorities and soliciting more feedback. The next engagement in January is in center Pay for Priorities column. Allocating resources, and to schools and programs, sites take it from there and have that community based work with school communities. Continue as multi-year plan to do more engagement. More detailed budget timeline that we have and posted on the website, and more updated presentation with more details coming up in December that will lay out more steps and details behind all these high-level steps.

- Director Foster noted that in thinking about numbers, 70% white, and talking about engagement and who is missing. Now we have self-imposed timeline for a week, where 70% aren't majority in district. Have concerns in this process. Question is who and how. We know who, and question is how. Concerns we are being inclusive and what can we do, and step back or stand in, or who to reach out to? Response: The Friday timeline is to confirm aspects for January.; there is work happening to increase turnout through our partners, staff fin OFECP in help to share survey. This one matters, and there is action happening now. We will redouble our efforts.
- Superintendent Gothard noted that in SY17 and 18, there were incremental adjustments to previous years and assigning costs to the next year's budget, and asking what we could cut and how it would fit. This is not the perfect way, and we are learning every day and asking those same questions, and we have to be uncomfortable and willing to address it right now and into the future. We will learn a lot from this, and cannot be over influenced by those who have responded and internally, take into account some of the imbalance of results. This is a way to show the priorities match the community, and the survey and engagement sessions to find that congruence and move forward.
- It was also noted that we should consider extending the deadline and how to rethink the timeframe to take what we have learned and how to implement from the research and help us to guide the work forward. It was also noted board members will be sending emails and sharing to their social media with information on the budget survey and look forward to future information on the results and updates.

B. Policy Update

BF 31853 THIRD READING: 503.01 - Children & Youth Experiencing Homelessness

1. THIRD READING: 503.01 - Children & Youth Experiencing Homelessness

503.01: Children and Youth Experiencing Homelessness

- We are updating the current Policy 503.01: Attendance: Homeless Children & Youth. It is being proposed that the policy be retitled to Policy 503.01: Children and Youth Experiencing Homelessness.
- Why do we have this policy?
  - To ensure that children and youth who are experiencing homelessness receive the same educational opportunities as other students who are not homeless; and McKinney-Vento Homeless Assistance Act and applicable Minnesota law.
- Why are updates being proposed?
  - To create alignment with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001
    - Children and youth who experience homelessness have the right to receive a free, appropriate public education
  - The services provided under McKinney-Vento provide families the opportunity to maintain education stability for their student, which is key to their educational trajectory and success.
    - One of the priorities of the act is the provision of transportation services to allow students experiencing homelessness to remain in their school of origin, which is defined as the school that the student attended when they first experienced homelessness.
- Changes include details on: Purpose Statement, General Statement, Definitions ("children and youth experiencing homelessness," "school of origin," and "homeless liaison" – Project REACH and Fostering Connections), School Selection and Enrollment, Dispute Resolution, and Transportation

QUESTIONS/DISCUSSION: None

MOTION: Mr. Schumacher moved approval of the changes to Policy 503.01 - Children & Youth Experiencing Homelessness. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes

Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

2. SECOND READING: 510.03 – Class Rankings

510.03: Class Rankings
Why are updates being proposed?

- At the May 22, 2018 Board of Education meeting, the Student Engagement and Advancement Board (SEAB) presented on the inequities of the current policy.
- They recommended that SPPS, "Implement consistent recognition of academic achievement by updating policy 510.03."
- They proposed for the district to:
  - Celebrate academic success of more students
  - Remove the verbiage, "the top ten students ranked by grade point average of each high school's senior class will be identified and recognized in alphabetical order" from the current policy
  - Develop consistent use and logic of weighted course material that supports a district-wide system for recognizing academic honors

Changes to the policy include:

- Removing "the top ten" verbiage (currently paragraph two)
- Adding this language (proposed paragraph two):
  - *2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.*
    - *High Honors with Distinction (Summa Cum Laude) — Cumulative GPA average of 4.000 and above*
    - *High Honors (Magna Cum Laude) — Cumulative GPA average of 3.75 to 3.99*
    - *Honors (Cum Laude) — Cumulative GPA average of 3.3 to 3.749*

Implications of proposed changes:

- The District will no longer host the "Celebration of Excellence" which honored the top ten from each high school
  - The cost savings from no longer hosting the "Celebration of Excellence" will be used to buy cords and help to support individual high schools' celebrations
  - High school principals have requested for Board members and Senior Leadership Team to have a presence/role at their school-level celebrations
- High schools that do not currently have the GPA cutoffs for honors, high honors, and high honors with distinction as stated in the proposed policy, will have to update their internal systems and practices and communicate those changes to students and families.
- Because we are doing away with "top ten" - who have been acknowledged in newspapers historically - the District will need to find a new way to best recognize students publically that appeal to newspapers

QUESTIONS/DISCUSSION:

- With these changes, does that mean the Celebration of Excellence will not be held in 2020? Response: Correct, that is the plan.

XI. NEW BUSINESS

A. Resolution of Recognition of Hmong American Day in Saint Paul Public Schools

BF 31854 Resolution of Recognition of Hmong American Day in Saint Paul Public Schools

RESOLUTION OF RECOGNITION OF
HMONG AMERICAN DAY IN SAINT PAUL PUBLIC SCHOOLS

WHEREAS in 2013 former Governor Mark Dayton signed a proclamation recognizing May 14 as Hmong American Day highlighting the Hmong refugees and their families immigrating to the United States to escape war and persecution, to find opportunities, and to better their lives and the lives of their children and recognizing Hmong Americans' contributions in helping to build a vibrant and diverse Minnesota, contributing socially, politically, and economically to our state, and

WHEREAS in 2019, Governor Tim Walz established May 14 each year as Hmong Veterans Memorial Day (HF8/SF10) in honor of Southeast Asian Americans and their allies who served, suffered, sacrificed, or died in the Secret War in Laos during the Vietnam War in the years 1961 to 1975 in support of the armed forces of the United States, and in recognition of the significance of May 14, 1975, the last day that the overall American-trained Hmong command structure over the Special Guerilla Units in Laos was operational, and

WHEREAS the Saint Paul Public Schools Board of Education recognizes the great sacrifice of Hmong people supporting the United States during the Vietnam War, and

WHEREAS we celebrate the rich and diverse culture of Hmong people in our communities and in our schools, and

WHEREAS we acknowledge the contributions of the brave Hmong Veterans whose history should be commended and observed in Saint Paul Public Schools, and

WHEREAS the legacy and stories are an opportunity to teach our students the importance of understanding all of history and in many instances highlighting forgotten heroes.

THEREFORE BE IT RESOLVED, in keeping with the state proclamation and statute, the Board of Education for Saint Paul Public Schools recognizes and appreciates the importance of May 14th as Hmong American Day and Hmong Veterans Memorial Day and encourages all schools and district staff to spend time sharing about the contributions of the Hmong people, Hmong Veterans, and encourages all students to participate in activities that acknowledge the history and celebrate the importance of the day.

QUESTIONS/DISCUSSION:

- Director Schumacher noted that from talking to young students presented and folks from communities, this is an exciting opportunity for us. It is important and critical and statement making as board and district as importance of neighbors and community. He is happy to vote yes.
- Director Marchese noted this opportunity to express recognition for what we have in midst and community that is so diverse, rich and full and active in contributing many different ways and something for all to acknowledge as a community, and important that the community understand as a whole what we are doing, who is here, and history of Hmong people in the community. He thanked the District for bring forward.
- Director Xiong noted that in hearing from students and serving on the Board and ensuring their education is and continues to be relevant and continue to learn about each others' history plays a role in shaping each other and our current society. In echoing Director Marchese, this is an importance example of us ensuring to our students that we see them, and looking at SPPS, where we are very unique in our demographics of Asian American students are the largest population in the district. This is important to ensure that we recognize culture, recognize our histories are all tied together and we are all connected in a woven fabric. She went on to share her experiences as a first-generation Hmong American student, and her experiences at Hmong American Day at the Capitol, and seeing elementary students from SPPS and to be inclusive of our middle and high school students in that event as well in

this day to celebrate. She also shared a family story about a great-uncle who was 14 and with 9 other Hmong men helped to save 1 American pilot during the Vietnam War. As a student, she did not learn about her history from teachers, but it was she that taught her teachers about her history. It was at a JROTC boot camp in Chicago that she corrected a drill sergeant about her Hmong ethnicity. The drill sergeant that asked further about the SGU. She noted the recognition of her history in this experience. She also noted her strong belief in learning and hearing from high school students in pushing for ethnic studies and for curriculum to be relevant. Students should be learning who they are in school. The importance of resolution is recognizing and seeing and firmly stating that we recognize and see you student, diverse students and in our district.

- We need more of this, and not recognize one day, and celebrate everyone's culture and every day should be a celebration of our ethnicity and diversity. We can do better and believe in everyone that we are headed in that direction.

MOTION: Ms. Foster moved approval of the Resolution of Recognition of Hmong American Day in Saint Paul Public Schools. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

B. Action on the Contract of the Superintendent

BF 31855 Action on the Contract of the Superintendent

At the conclusion of the annual evaluation of the superintendent reported in August, there was consensus among board members to begin the process of renewal of Superintendent Gothard's contract. At that time, we noted Dr. Gothard's strong leadership abilities, his public advocacy for our students and for SPPS, and for his constant nurturing of community partnerships.

We believe Dr. Gothard has set a strong foundation for our schools, most notably through our strategic plan, SPPS Achieves.

In addition, along with the accolades we have expectations. We expect our superintendent to continue to make strides to improve equity and close achievement gaps in our District.

QUESTIONS/DISCUSSION:

- Director Schumacher noted that he agrees with our comments Chair made about Dr. Gothard as someone who was a part of the selection process, we needed a leader in community outreach, and strength of leadership, quality of person, system analysis and put together a strong strategic plan and build community around it; someone willing to go out and meet community, met individuals, groups, elected officials, leaders of for profit and non profit – his calendar every day is filled. His responses to people with specific individual concerns very unique to situations, and yet connected with them and deepened relationships to further our ability as a district toe ensure all kids get educational environment they need to succeed. He has strongly focused on partnerships in all ways and done with strength of commitment to equity and lens central to the work and success. He expressed appreciation for his leadership and think we've been able to see now in how he's handles adversity and some situations in our district that have come up and think most recent is the FMP and there was absolute transparency around how to tackle it and do better. We are all in this together, and coming out of it in a better place and a plan.

He feels strongly that Dr. Gothard is the leader we want, right leader for SPPS, and for Saint Paul and for kids, and thanked his for his commitment, energy, passion and expertise around this real immense but critical task.

MOTION: Ms. Ellis moved approval of the contract of the superintendent. The motion was seconded by Mr. Schumacher

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

Superintendent Gothard then thanked the Board and reaffirmed his commitment to the Board, staff, community members, families, and SPPS students. He is grateful for the support and encouraged by our collaboration to improve long term student outcomes. He also thanked his leadership team and appreciates their patience and persistence. to the staff and students, he has enjoyed building critical relationships to build the best opportunities for all our students.

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Xiong reported her time and learning at the Council of the Great City Schools Conference. She added that it is a great conference and opportunity to learn about many great things other school districts are doing nationally, including immersion programs, redistricting. Many schools grapple with school choice. This is a great opportunity for professional development for board members. We have a lot of creative and may community members with great ideas and experiences and in looking at state as whole, we are 3nd largest in MN and experience with networking with other school districts in Minnesota, many smaller districts are learning from us. This conference is an opportunity to learn for those much larger than we are. Our challenges are so unique in Saint Paul. The opportunity to meet with other districts\ at this conference and network with them and learn from them is an experience that recommend for all school board members to attend. She is in total support of professional development for board members, also something we encourage for all staff members. In being the smaller school district there, it's interesting to learn from much bigger district. Realization that SPPS is so unique because of student demographic and fact that large EL population. Student groups are unique and fact that the largest student group is of Asian decent that makes us unique in conversations, and yet experience and how we are able to share our work we do with immersion programs. She reflected on of thinking about the dialogue on education that we can do better and in our school district not because only of demographic - we should be able to create environment in district recognize all students. And how do we celebrate diversity, inclusive and capture all of the cultures and lived experiences in our district and use as a strength in district.
- Chair Ellis noted she attend the pre delegate assembly to get ready for upcoming MSBA delegate assembly and legislative session. There were 24 resolutions and understanding not a funding year but policy. Many reasons and opportunity continue conversation about funding and fully funding schools. appreciate space to bring school board members together, and hearing things from Saint Paul are on the front line and how these situations and concerns are reaching school board members in smaller districts and working together and use collective power to help students in district.

- She recounted her time in listening to Mayor Carter speak to students at Harding. One of things heard asking and bubbling up with pride for students to show up in brilliant, supportive of mayor, and one listening to mayor talk about things happening in community and how city is addressing and talking about it, and one student said they appreciated him being there and can they give him a hug. It was a beautiful moment. She heard from the mayor and from students everyone is feeling some way about the events that are happening and violence in the city and ways to address it. She appreciated that the mayor was there to talk with students. Not just talking at students, and hearing from them and passing the mic and amplifying students voice and listening to experiences and their feelings in community. To watch our students see someone who looked like them in this role and what they can do and this city is theirs and their future in the city that future will belong to them – to hear him say that resonated. To see students around him, and feels form students and from the mayor – looking out for each other and showing kindness, and what doing to lift each other up. Appreciated time at Harding with student and mayor – really amazing.
- She also noted the LCD and Special Education Parent Academy gradation. It was a proud moment for parents and learning. appreciate coming together every week for 6 weeks help them build community and messaging – now you know information can share with other families – this is how you connect people to advocacy for their child.
- She also noted the hard and necessary conversations at the Equity Committee meeting.
- Chair Ellis also noted that her son attended FlipSide on a no school day due to conferences. It was an amazing experience for him. She encouraged the sharing of more information about programs and flipside that schools get opportunity and would like to know calendar. Encouraged to market programs for families on days when there isn't school.
- Director Schumacher noted the fashion show at Bridge View and the interactions and joy, and educators, staff and kids, transports you to a beautiful place so fun, great music from DJ.
- Director Foster noted this Friday is Friday Forum and reminded everyone that it is open to everyone and begins at 11:30am at Washington Tech – it is parents' experience in SPPS.
- Director Xiong noted the ESP of the year from Education Minnesota, Yasmin Muridi received it. Also congratulations to the others nominated.
- Director Marchese mentioned that at the MSBA Delegate Assembly, 6 of the 7 board members will be there and showing up in force.

XIII. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (6:05 unless otherwise noted)
   - December 3 (Special – Taxation Hearing) | 6:00 p.m.
   - December 17
   - January 7, 2020 (Annual)
   - January 21
   - February 18
   - March 24
   - April 14
   - May 19
   - June 9 (Special – Non-Renewals)
   - June 23
   - July 21
   - August 18

B. Committee of the Board Meetings (4:30 unless otherwise noted)
   - December 3
   - January 7, 2020
   - February 11
   - March 10
   - April 7

- May 5
- June 9
- August 5 (Wednesday)

XIV. ADJOURNMENT

Ms. Ellis moved the meeting to adjourn, and Ms. Foster seconded the motion. It passed by acclaim.

The meeting adjourned at 9:31 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