

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

October 22, 2019

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m.

II. ROLL CALL

Present: Ms. Xiong, Ms. Vanderwert, Mr. Schumacher, 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. Ellis moved approval of the Order of the Main Agenda with one change – to move New Business to immediately follow Committee Reports. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31812 Acknowledgement of Good Work Provided by Outstanding District Employees, Departments and Partners

Jan Spencer de Gutiérrez, District Arts Supervisor, was recently named the 2019 - 2020 Administrator / Supervision Art Educator of the Year by Art Educators of Minnesota (AEM).

Jan will be recognized at the AEM annual conference in early November at Minnesota State University-Mankato. She will also be facilitating a session and assisting with other AEM work during the conference.

In addition, Jan will be recognized at the National Art Educators Association conference in March 2020. Jan has also been recently named to the Ordway Center for the Performing Arts Board of Directors representing Superintendent Joe Gothard and SPPS.

Tami Johnson, Licensed School Counselor at Harding Senior High School, received the Educator of the Year award from the National Indian Education Association (NIEA) at their annual convention earlier this month. Tami is part of the White Earth Ojibwe Nation. Honoring and celebrating the achievements of Native educators for their work and dedication to their students and commitment to excellence in education is among the founding principles of the NIEA. That is why every year, the successes of standout educators are recognized during the Annual NIEA Convention and Trade Show, the largest convening of Native educators in the country.

The Annual NIEA Convention & Trade Show brings together more than 2,000 Native educators, advocates, researchers, school officials, and tribal leaders to discuss ways to advance educational opportunities for Native students.

Margaret Shultz from Career & Technical Education Pathways; **Don Mullin** from Saint Paul Building and Construction Trades Council; **Rick Petersen** from the North Central States Regional Council of Carpenters; **Ryan Hoen** from United Association of Steamfitters, Pipefitters and Service Technicians Local 455 (and former SPPS pipefitter); and **Brian Winkelaar** from the International Brotherhood of Electrical Workers Local 110; and the **Facilities Department** for collaborating on the Student Trades Exposure Program.

The Career Technical Education Pathways program and the Facilities Department recently designed a program where SPPS students that had met the requirements for graduation could participate with SPPS trades staff to learn about the actual work of the trades. This collaborative effort is called the Student Trades Exposure Program and it started with two students interning in the electrical and carpentry areas this past summer.

The Facilities Department and the unions have designed a program where the experience will include participation in the unions' technical training centers and lead to the pre-apprentice programs. This program helps create a smooth and linear pathway for SPPS students to achieve a career in the construction industry. While this program is open to students interested in each of the 15 skilled crafts contained within the Facilities Department, these three trades collaboratively worked with SPPS to improve and refine the program based on our initial batch of students.

Mr. Mullin is unable to join us this evening, as he is currently teaching one of our Community Education classes just down the street at 1780 W. 7th on "Choosing a Career in the Trades."

The **Hmong Dual Language Team** presented at the Two-Way Dual Immersion Conference held in Reno, Nevada in early October. The conference provided a powerful collaborative opportunity with Hmong Dual Language colleagues across the country, and with fellow dual immersion educators of other languages from other states. The team met with Dual Language educators from North Carolina, Wisconsin, Texas, California and Nevada, heard from key researchers in the field, and presented the groundbreaking work around standardizing the teaching of the Hmong Language in Saint Paul Public Schools to conference attendees.

The Team represented SPPS well and significantly contributed to the overall total of 53 Hmong Dual educators who attended the conference.

The Association of Two-Way & Dual Language Education (ATDLE) was formed into a national organization in 2013 having been part of a state organization for over ten years. The Board of Directors developed its national non-profit organization to offer professional training and technical support to TWBI/DL throughout the country.

SPPS Hmong Dual Language Team Members:

Bee Lee, Jackson Preparatory Magnet, Principal

May Lee Xiong, Phalen Lake Hmong Studies Magnet, Assistant Principal

Be Vang, Harding Senior High School, Principal

Xong Moua, Washington Technology Magnet, Assistant Principal

Seepha Vang, Hmong Dual Language/Immersion, Teacher on Special Assignment

Phoua Yang, Hmong Dual Language/Immersion, Coach

Ka Ying Yang, Jackson Preparatory Magnet, Teacher

Nag Yang, Jackson Preparatory Magnet, Teacher

Bao Xiong, Phalen Lake Hmong Studies Magnet, Teacher

Bounthavy Kiatoukaysy, Phalen Lake Hmong Studies Magnet, Cultural Specialist

Youa Lee, Harding Senior High School, Teacher

Moslais Xiong, Phalen Lake Hmong Studies Magnet, Teacher

Shoua Lee, Washington Technology Magnet, Teacher

See Yee Yang, Washington Technology Magnet, teacher

Chivouayi Lo, Harding Senior High School, Teacher
Soua Her, Jackson Preparatory Magnet, Teacher
Gaoshue Moua, Jackson Preparatory Magnet, Teacher
Ong Xiong, Phalen Lake Hmong Studies Magnet, Teacher
Mee Kong, Jackson Preparatory Magnet, Teacher
Leigh Vang, Phalen Lake Hmong Studies Magnet, Teacher
Chong Xiong, Phalen Lake Hmong Studies Magnet, Teacher
Chao Vang, Phalen Lake Hmong Studies Magnet, Teacher
Maykoly Vang, Battle Creek Middle School, Teacher
Billy Chan, Assistant Superintendent, Division of Schools

Team Members then shared information and a short presentation on the Hmong Dual Language Program and their time at the conference.

Director Schumacher shared that background, and in the slides, that this group of people starting in SPPS and working on collaboration started something that has never been done putting together a combination of culture and language, a curriculum, that will be used throughout the nation. This is an incredible landmark for us as a District, for the Hmong community, and the leadership they have shown teaches us all and informs us all to provide the best education for all our kids. He thanked them for their work. It's a tremendous accomplishment, and we are privileged and lucky to have this team.

Director Foster added that as we look at race and equity in this District and serving every kid, and thinking about the impact of 1/3 of our students who are Hmong English Learners, and the impact in our district. We are working with teachers, educator, and leaders across the district, and they are leading national work that should be in every community. In a community as diverse as Saint Paul, and this group is leading that work for our learners. SPPS can achieve this for each and every community that resides in our district. She thanked them for their leadership in innovation, and to continue this model for other areas. She thanked the team and their families for this work – it's a win-win situation for all areas of this district.

Director Xiong also emphasized that our teachers are the pioneers in our nation in this work, and never had happened in any school district in the nation. As pioneers leading this work, they are also the models and leaders in this work. On a tour of Jackson, and talking to teachers, who were translating and printing them, and into books, so that our students can read English books in Hmong. Teachers continue to do this work in creating the curriculum. They are pioneers, and because of them, SPPS is a leader in this work and supporting other school districts to model this work in culturally relevant education and Ethnic Studies, and relevant to our students today. This is an example of that, and thanked the staff for their dedication to ensure our students have the materials that are important, and the education needed to see themselves in SPPS.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with items C3 – Contract Approval for Emergency Transportation, E3 – Permit Categories and Rate Changes, and F1 – Request for Proposal (RFP) – No. A216592-A - Data Centers Upgrade and Site Switch Replacement pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	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 September 17, 2019

MOTION: **Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of September 17, 2019 as published. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

B. Minutes of the Special Meeting of the Board of Education of September 24, 2019

MOTION: **Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of September 24, 2019 as published. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	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 October 15, 2019

At the October 15, 2019 Committee of the Board meeting, Superintendent Gothard began the meeting recognizing Indigenous People's Day, and his time spent with students and community in honoring this day. He also shared that it is Principal Appreciation Month, and recognized our principals and provided an update on their ongoing, regular professional development that allows our principals to collaborate with each other.

Next, members of SEAB provided an update to their work, including the introduction of a new facilitator and their work with the Office of Equity. SEAB members look forward to learning more about their work with the Board and maintaining and building connections.

Board members then learned more about the SPPS Achieves Measures for Success in Year 1 of the plan, including the metric and status of six long term student outcomes, and the ways to interpret the status of each student outcome. Questions centered on prioritization, feedback and communication to teachers, staff, and families, the difference between typical and aggressive growth, ways to continue to track, contrast and compare with the dramatic changes, assessment of curricula in areas, and reflections of successes and challenges. Discussion points also included the suggestion to present both qualitative and quantitative data, and alignment of state standards and showing the success of students, as well as how we communicate with families and the community in a clear, transparent way.

The next agenda item was the 2020 Legislative Agenda, and information was shared on the session preview, important dates, legislative activity around special education, general education, and key topics of stabilizing education funding, increase and diversity of teacher workforce, enhance taxpayer equity, enhance local control and reduce mandates, and provide resources for child and family stability and

support. Questions centered on school safety funding, investments to diversify our workforce, future budgets, prioritization of one-time funding, the School Finance Task Force, and board collaboration and advocacy at the capital.

Next, a proposed policy update to 510.03 – Class Rankings was presented, and included reasons for the updates, changes to the policy of removing “top ten” verbiage and adding language on recognition of academic achievement based on the Latin Honors system, and implications of the proposed changes. This presentation sparked discussion among the Board including feedback from principals, number and percentage of students who will be recognized for their academic achievement, recognition of SEAB for their recommendation of this change, timeline, allocation of funds, ways to honor students who impact school climate, the weighted grading system and correlation to access to advanced classes. Consensus among the Board was to move this policy to the three-reading process.

The next item on the agenda was the SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council. Background and recommendations of Principal’s Guidance and Community Partnerships and Programs were shared, including the response to each recommendation and guideline. Questions from the Board centered on the response of a study into the LCD person of contact and stipend, timeframe in developing materials and quarterly LCD Leadership Team meetings, content of the training for principals and counselors, board member experience with CLUES and their YA! Program, transportation for families, and structure for the role of the LCD contact and schools in which one is requested. Board members and council members expressed confusion and frustration with responses to the LCD contact person recommendation, stipend, and structure to ensure the achievement of our Latino students. Parents also shared their experiences and their passion for their students, families and community. Superintendent Gothard shared that he will meet with his team and further discuss a plan based on this presentation and discussion.

Members of the Facilities team then shared information on SPPS Sustainability Summary and Future Framework. Sustainability is about balancing present and future needs, as well as balancing environmental, social and financial needs, and requiring collaboration. It is a mix of people, planet, and profit, and each overlaps within sustainability. Data and information on the three pillars of energy, resources, and water within SPPS were shared. Potential Board policy on environmental sustainability was also addressed. This presentation sparked many questions and discussion points from the Board, including energy usage change data, efforts around solar energy and building candidates, the pyramid of energy reduction, change in energy usage in newer and renovated buildings, a request for a summary of information on solar energy within the District for community members, examples of policies from school districts across the country and the importance of community involvement in the design of a policy for SPPS, dining room trays and utensils, details on the reusable bags for breakfast to go, single-use plastics, composting, behavior changes that will impact sustainability, recycling, prioritization within deferred maintenance, sustainability within SPPS curriculum and materials, possibility of electric buses, and rain gardens.

The Board then learned more about the Final FY19 budget revision, including figures for all funds to revenue changes, expenditure changes, and fund balance re-appropriation, as well as fully financed fund revenue and expenditure changes. The Board then approved the recommended motion to approve the Fiscal Year 2018-2019 final budget revision as presented.

Lastly, board members conducted a work session to discuss onboarding for new board members to be held after the November 5, 2019 elections.

MOTION: Mr. Marchese moved the Board accept the report on the October 15, 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 and Ms. Xiong.

The motion was approved with the following roll call vote:
Ms. Xiong Yes

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

VIII. SUPERINTENDENT'S REPORT

A. Facilities Master Plan External Review Team Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, to present the findings and recommendations on the Facilities Master Plan External Review Team Update.

Superintendent Gothard grounded the presentation and provided a recap the charge, our commitment, ribbon-cuttings in buildings which were about students and keeping pace with the evolving needs of teaching and learning, and that there was no evidence of malfeasance or intentional misrepresentation of the FMP.

Review and Assessment Framework

Board of Education/Board Representative

- Oversight of FMP review process
- Directs External Review Team

FMP External Review Team

- Determines fact-finding parameters, processes, and outputs
- Directs Internal Technical Workgroup in fact finding and data gathering
- Reports back to BOE/Representative

Internal Technical Workgroup

- Data gathering > provides information for External Review Team

FMP External Review Team

- Jacobs Engineering – Construction/Finance/Industry Best Practices
 - Chappell Jordan
 - Shannon Jasien
 - Alexandra Marler
 - Stephanie Sadowsky
 - Aaron Sarfati
 - Agustin Villafana
- Steve Torgrimson – Facilities/Finance Advisor
- Mike Vogel – Facilities/Finance Advisor
- Kelly Smith, Baker Tilly – Tax and Assurance Advisor
- Donald Mullin – St. Paul Building and Construction Trades Council

Chappell Jordan, from Jacobs Engineering, also provided more information as a member of the External Review Team.

\$179M Increase for 18 Projects

- District spent more money than originally planned on projects, but did not overspend or overpay on projects
- Scope of work on sites expanded to meet program needs and address unforeseen conditions
- Lack of adequate contingency formula (40% +/-) to account for unforeseen conditions
- “Light” vs. “heavy” renovation originally applied to square footage
- Unanticipated educational needs; added scope
- Furniture, fixtures and equipment (FF&E)

Findings and Recommendations

- Oversight
- Controls
- Staffing
- Funding/Financing

Findings and Recommendations: Oversight

- District has paid for good-quality products at a fair price
- District slow to identify and implement key project control systems and communication processes
- Certain systems/controls being implemented
- Board of Education should have more input at various stages from planning to construction
- A chart was presented that showed the different stages of Recommended Project Lifestyle and Board Authorizations after each part of the plan

Findings and Recommendations: Controls

- Additional financial and construction management controls needed
- Checks and balances in a large-scale capital improvement program
 - Lacking / fall short in meeting needs
 - Many systems are now in process of implementation

Findings and Recommendations: Staffing

- Staffing adjustments
 - New positions
- Facilities and Finance Departments
 - Improve collaboration among departments
 - Cross-train departments in each other's expertise area
 - Training in systems controls for new and existing staff

Findings and Recommendations: Funding/Financing

- Capital-improvement funding strategy needs to be adjusted
- Must meet the needs of a substantial 10-year capital-improvement plan
- Annual FMP budget is \$112M for 10 years
 - 10-year vision implemented in 5-year increments to allow for flexibility
 - Responsive to changing priorities

Next Steps

- All projects not currently in construction will be re-scoped and vetted with appropriate systems controls
- Funding will only be pursued for fixed project budgets
- Master schedule and master budget to be developed
- Provided to the administration and public on a regular basis
- Determine how best to implement other recommendations
- Organizational restructuring to better support magnitude of major 10-year capital program
- District committed to being more transparent, communicative, and diligent in managing/delivering FMP

QUESTIONS/DISCUSSION:

- Director Schumacher noted that he appreciated the thorough and comprehensive insight gained from this work, and there's a lot to go through, but it gives us specific understandings of how we got to where we are and where we need to go in order to do things in the right way. In looking at these buildings, they are great, and it's good to know we are getting the value we hoped we were for our kids. And yet, we are at a place where the corrections made and will be made will put us on a better and stable platform for delivering the environments for the best possible learning for our kids, which everyone wanted to get from this. We sometimes feel like everything is in place to make things work, until we face-to-face with challenges. We don't have experience with a project this size and doing what it takes to get it down right. We experienced it at every level, and the board is a part of all this, and we take

our accountability and our responsibility seriously. To be able to hear from folks who have been in these situations, and they are unique in school districts. It's reassuring to understand where we should go. The ways we are going to be informed to provide oversight, and how to think about these projects moving forward will be helpful. Clearly, the kinds of new structure systems and personnel coming in to help will be able to inform us and help us as board members.

- In reading through this document, realizing there was an acknowledgement that the overwhelming nature of it, help was needed, and because of transition in leadership, perhaps it was difficult to understand how to provide the help that was dawning on facilities and financial people. If the recommendations are followed, there will need to be additional folks in. What are general understanding of what kinds of budgetary changes or priorities to put this plan back on stable financial and implementable path? Response: For a program of this size, we have two choices – to build internal expertise to build continuity, or we can hire external contracted services to provide oversight. We a little of each currently. We may not need to hire more people, but find that balance. The funding that we would use for FMP would be part of construction costs for a set project. We first need to establish key leadership for construction and finance, and build the right staffing levels for us to do the recommendations we accept. In Finance, it has been a challenge to get positions filled, and get our baseline staffing in place to get folks to be focusing on primary objectives. If we want to optimize this work, it's establishing leadership in construction and finance, working with them to develop the team and organizational structure, and supporting that.
 - Folks working at sites and schools who have patiently worked through construction at their sites, that those folks will be debriefed as move forward, so that new site leaders can have a better experience, which isn't seen in the recommendations, but important to ensure we are listening to that and do a better job of working within our buildings in these transitions and construction so that leaders are supported in better ways, and students as well. Construction has an impact on how our kids are learning, and pull from expertise for learned lessons and experiences as best as possible for our sites.
- Director Vanderwert noted that in reading the report, some of it was troubling, but likes the staffing suggestions, and in the 4 years she has been on the Board and hearing about how stretched everyone is in Finance and Facilities, and the cuts in the past 4 years and demands of staff. This is Administration and we are reaping the cuts right now because of that. We have constantly said we want more money to go to the schools and meet the needs of kids, and have cut Administration, and have cut it severely. We are living with those consequences, and understand the budget also needs to include administration and support for Facilities and people serving the whole district. She is excited that it will be taken from construction budgets.
- In the debt policy, what could that look like and how will it help us? Response: At Minneapolis Public Schools, it was tackled in entering the major capital program. The debt policy and the reimbursement policy in place, that helps with suspending ahead of bonding to cover that. That's done already. The debt policy is helping to understand what you feel comfortably with in debt to carry over time. In the write-up, the MPS debt policy states that 70% of debt needs to be paid in 10 years – it can be aggressive. It needs to be researched and evaluated and looked at for guidance to the Board and CFO on dealing with debt. Debt is an important part of major capital program in building long term assets, and paying for it with long-term debt service.
- Director Marchese thanked the External Review Group and their service in helping us understand this process, and helpful for the context and wisdom, and appreciated that we have good suggestions, including debt policy, and structure and staffing.
- He then made observations, and the foundation of what we're trying to do remains important – the future of our students and their learning, and have the best opportunity to be successful. In coming onto the board, what was brought to him and those board members seemed to be an exciting opportunity modernize our facilities. It also means that because it's so important and commitments made to the community, the process as a board had integrity and the ways to make decisions had integrity. There are things about these observations in this report that are troubling; they implicate the board's ability to do the work, and hope those will not be the future. From the beginning, this has been a huge undertaking and set up to succeed. For us to make decision that were quality, we needed to rely on the judgement of staff and make them accurately, and as to how this should be organized and structures. We had to understand the scale and scope to make commitments fiscally and to the public of what to expect. He was troubled by the comment the things about risk not included in initial estimates

were something the board should have had an awareness of – in making a public commitment of this district's resources, the board needed to know the risk was not fully explained at the time making those choices in 2016. It also implicates the accuracy of the information about the status of the projects, but also the changes to be made. A lot of the information that came to us was in drips and drabs – it was hard to make very educated choices when presented with information this is what we need to do to continue to move forward, without knowing how this will interact with the other choices in this project to make educated decisions – including replacing a building versus improving.

- He is concerned about the observations about internal staff capacity and lack of communication between staff. As a board, we have the right to expect our staff will act in the professional way possible in order to further the work of the district. People were trying their best to keep things moving forward, but there was also something missing in the culture between these areas, and that was allowed to continue over a period of time.
- Also in the funding streams, and brought contract changes, and how we make those changes and understanding the financial implications. There wasn't clear information to the Board about how these things would interact together.
- We approved a 10-year plan that was ambitious and necessary and important for the District. We never saw the information on the choices of staff and about the use of funds, that would impact the commitments that the Board made the community about what they could expect to see. There was an undermining of the Board to do their job, and that is troubling. As a board member, that is concerning because there is a public responsibility to ensure we are getting the best quality information and making choices in the best interest of the District. We need to continue forward in a project to modernize our buildings, but what it looks like going forward needs to be different, and appreciate the Supt's comments about making these changes going forward. We need to be clear with the community that we will be making important changes to see what this will look like going forward – need to be about process, financial commitments, and staffing and support in our administration to support this work.
- He is hopeful that we will see that going forward, and also that by accepting this, the Superintendent is making a commitment to the community about how it will change. The board needs to support him to do that, and needing to hold him accountable for how this moves forward. We cannot repeat the level of mistakes made in this process, and still have the confidence of the community. We have a responsibility as a board to be clear with the community and with ourselves on these choices. For all of the good feelings in the building, we still have a responsibility to have conscious choices about how we got there, and will be important, and looking to the Superintendent as he implements these recommendations. He hopes that we will continue to important work of improving our facilities, and also be fiscally responsible with our resources from the city residents to do this work.
- Director Brodrick noted that he shares the concerns of his colleagues. He thanked Director Marchese for his frank and candid approach to the issue. He also noted that in looking at the next steps, they look like they are on the right track and good next steps. In particular in light of Director Marchese, it is very important to us as a board and Superintendent and staff to be continually working together on those and communicating with one another on an ongoing regular basis how we are implementing the next steps, especially in being transparent in delivering the FMP. He is pleased to look at the next steps and we are committed to working together in knowing the FMP.
- He also shared that he commend the members of the external review team and leadership team for a comprehensive report. He also noted that it was a formidable task to wade through this report and sure it will require further reading in looking at it, and trying to provide oversight and monitoring to our next steps. Because this report is such an overwhelming document, and understand that our own staff has just received this report within the last couple days, and first question is:
 - When will our staff have an opportunity to respond to this report? Response: We respond to reports and information all the time and collaborate around information. Responses from district staff will be best utilized to optimize our work moving forward. There are many findings and recommendations – as great as they are, we may implement pieces of them and looking for those from departments to calibrate and understand how to best utilize that. We need to balance our external committee with our internal responses. People are open to sharing feedback, and if that is something facilities or finance would like, we will ensure there is space for that.
 - People in this district do not shy away from approaching the superintendent – he noted publically, that that is an accurate remark. In talking about in this district, we need to change our culture because our culture has not always been like that. He applauded the superintendent for saying

that, and one of the reasons asked, because he encouraged the folks working on the FMP and working on the next steps, that they will be able to talk to their immediate supervisors and superiors. He wants people to feel comfortable in further details and explanations to the report, and make sure that this report is really utilized by the people that will do the work. How will we make these next steps work? Response: We do really good work, and individually and in departments and groups, but we want to be great. The first is a common understanding of how we work with each other and it needs to be all the time and around SPPS Achieves and policies that guide us to increase long term student outcomes and the kind of district we want to be. For us to be that great organizations, it will take us working together to dig into the report, set up the structure to guide us, and from facilities and finance perspective, to do cross-work. It will be important that everyone has an understanding of the work and how it fits into decisions for the FMP. The good news is that we have learned a lot and given attention to this, and the board has directed the superintendent to ensure the FMP is on pace. We will need to pull together a timeline to demonstrate the steps and how we will proceed. He wants the board to have a number of dollars on a building, reported, and monitored, and held accountable to that.

- He also sensed that there were differences of opinions between members of the review team. Are there differences of opinion that were had as a team that think the Board should be aware of? Response: Chief Baker noted the wanting to ensure the report was not “whitewashed” - we wanted to ensure that we were as transparent on the team felt. In the appendices, there are individual reports on the findings and recommendations. The main items in these overall oversight, controls, funding and finance were agreed upon. There may have been differences in opinions of how we got there – but brings in credibility of teams work knowing they wrestled with things. There may be small differences in the how, but the what was agreed upon – greater collaboration, funding stream to meet the needs, supports and controls for management. There was no doubt with the team agreeing to those items, but the vehicle how to get there was differences.
 - It's important in talking about allowing our staff to feel comfortable in coming forward and helping to improve this whole process. They will be reading this report, and there may be things that they agree or disagree with. In the spirit of changing culture, we want to ensure those folks have an opportunity to point those items out and ways they can help to do it. Advise to use soft skills with staff to ensure we do a better job in the future. Response: Many of things also talked about findings and recommendations to ensure we are never in this place again, and we have those. We may not be able to implement all right now, but pieces. Because of the nature of the recommendations and system, we will need to adjust and changes to be made. Committed to the success of these projects, there will be changes and we are committed to making that happen.
 - Many of the recommendations are “transformational” and call for serious redefinitions for the roles of personnel. Things Director Marchese noted that – it will have to happen, and with the trust in our Superintendent and all of us to improve our culture, we will be able to do that fairly and justly. But the most important item is that we will ensure this will never happen again.
 - As elected officials, we are sworn to represent the public and to be responsible for the running of the school district. We are a governing board, not a managing board. However that does not excuse us from our responsibility to monitor and provide oversight and this is where add for advice from team members or from the superintendent, because as professionals, or as regular citizens, what would be your advice to us, not only to hold ourselves accountable to fulfill this responsibility, but to make sure that our staff gives us the timely and accurate information so that we can be responsible to the public? How can we do a better job of making sure these 7 elected officials are continually not feeling like they don't know enough? Response: In the flow charts, one of them is the simple version, and another is the more difficult process on where the board is within that process and decisions. If get a master schedule, and master budget in place, and controls system to see the overall program and big picture, that will be a major piece, and to see the baseline data, understand it, and things that are of risk or highlighted. Another concerns was looking at it by school, and in pieces. There needs to be bigger picture item, and understanding projects below are impacted, and in moving things around that you understand and it is communicated. The controls system will be very important. If the board chooses to reinstate the programs and in the scope, there is a master schedule and cash flow and looking at next round of projects in

terms of scope, and do a deep dive in next projects. The FMP itself in terms of the projects, how to prioritize and met with campuses, and information needed – that worked nicely. The implementation and reporting of it would be considered the mis-step. A dashboard will also help for the board to see the progress. initially, there may need to be monthly reports on where we are, and then quarterly. There were questions that the minute you feel uncomfortable, you need to stop. If you get that feeling, back up and talk to superintendent and staff. In working in MPS, and reporting to finance as a director and embedded in facilities group, there was confusion about their plan, and was in the process of putting together and training practice understand terms, funding vehicles and restrictions, and giving the board “cheat sheets” to help understand the process, and understand sources of funding, checks and balances in place. education is good, and worth the investment in this long process.

- We're on pause right now, and there are projects that need to be finished. Are we going to be on pause with all projects until we have a new system of reporting, or is there a transition period? Response: Based on our ability to dive into this report, that we have to look at a few options in how to launch this new initiative. The external review team is great in what they have learned, and may help with implementation of recommendations as well. We need to determine that internal structure, and make sure the team agrees to it, and will stand by it. Some of the best advice from this process is to look 1-3 years versus 10 years and focus on that smaller group of projects, and likely where we will begin. We will also provide the board a timeline and training with our Board and colleagues to understand what they are approving and timelines, and communicate routinely.
- Will we need to approve the continuation of the projects already exists in some way, or will that come back and we need to finish and here's how we're going to it? Response: We have work underway right now. Future projects are somewhat on pause. Before any project starts construction, there will be a new process in place for approval.
- Chair Ellis is encouraged by next steps, and still disappointed this is at the place we are at. It has altered trust for board members in community, where they believe we were not fiscally responsible and let things happen and did nothing to shift or change them sooner, and not understanding process and spending.
- Talking about the FMP as a program – always seen part of Facilities. Going forward, is FMP considered a different and separate program from Facilities, and if so, where will it land operationally? Response: FMP referred to as a program is the overall scope and magnitude to implement it. It involves everyone from the governing table to partners in in securing finances, facilities, city and state. There are a lot of moving pieces. It as a program is referred to as a generality and overall magnitude.
- In talking about having consultants running the FMP, and what would that mean and how many people would that be? Response: While we don't know what the org chart will look like but in looking at the current org chart included, and understanding in the overall magnitude in scope, we have incredible internal capacity, but also have to rely on external partners to do this work. My plan to the Board is that any of the funding for positions would come from fund 06 – which is our construction account. It is not my instinct to add positions from the general fund – it should be from the FMP and funding from the schedule. We need to understand the work to accomplish and be the best organizational structure to put into place for financial constraints, and the FMP will drive the need to partner with other external partners or consultants.
- Chair Ellis also noted that if we have spent more on these projects, what impact will that have on things going to do moving forward? We haven't seen the work as this is what was done, and this was the cost or overview of the project of where we began and ended for entire project and costs. In having these conversations, and being transparent will be helpful. The dashboard will be helpful, and while we may not have the current capacity, we do like that. If we are talking about moving forward with FMP, which believe is the right thing for this district to do and investment in community, students, and staff and buildings. It is important in sitting at the JPTAC and talking about he jobs this is bring to the city, which is important. Hesitate on whether or not have enough things in place before we talk about the next iteration of the FMP. In talking next steps, there needs to be concrete things to show us before agreeing or looking at anything else moving forward. Response: Hearing loud and clear do the FMP. Number one is do it right and from the review, and comments and suggestions. In working on a cash flow model, and working with

\$112M/year with 3 funding sources. What happened in that in a hard program, we don't have that issue. The first round had 10 projects, and going through the changes, because of the changes in cost, we may have only done 6 of those 10. We pushed out those next projects until the next funding stream based on the cash flow. We are not fixed to a number. The second part, based on the priorities, the hardest, most difficult projects were done first, and the later ones may anticipate major renovations based on age and changes. theoretically 60% over on 10-12, the next round, overage might be less. The average might be less. the reason coming back to 10 year piece is because the demographics might change and housing might change or businesses that might impact a single area. That will necessitate a change. and it may need to be prioritized and flexibility comes into play. Anything outside 3-5 years is outside the planning parameters; going 10 years makes it difficult to guarantee and priority.

- Director Xiong echoed points from colleagues. She appreciated, and thanked the external review team for their work and the report, and thanked the facilities and finance team as well. She's come to learn that here in SPPS we have hardworking and dedicated people who showed up to do their work, and thanks for doing that; Per the report and finding, in addition to that, we have people who are dedicated to doing the work, and therefore, our efforts to ensure that the work we did and conducted is done thoroughly. We being the second largest school district, it's apparent that we have outdated systems and a capacity issue with not having enough staff to do this work thoroughly and well. In this finding, not only with capacity, and need for knowledge and depth, to do the work, and also look at the overall work to be done to assess if there are gaps in the plan. She appreciated the recommendations to build a team to do this work well, and that's important for the next steps.
- In the timeline, and through reading this report and 10 year timeline, that was worrisome, and appreciate the recommendations for a 3-5 assessment for our plan and projects.
- For the recommendations to set protocols and systems to do this work well. She is hopeful this report recommendations systems that will allow us to be efficient and effective with our FMP plan going forward.
- About the external review team and the future of it. Perhaps the next steps this team will help to implement the recommendation? About the timeline and terms of and liking the diagrams included in the report about how projects will be presented to the Board for approval. What is the timeline for updates on progress with FMP going forward? How would the Board receive reports on updates on progress for the FMP? Response: Superintendent Gothard noted that he will commit to communicating a broad, general level of sketch of timeline so the Board knows what to expect, and then we will get to work on meeting those deadline and what it may look like for the board. we may take a project ion schedule to model what a new process would look like to simplify one. In terms of the external review team, we didn't know the results. It has given some tools and information, and looking forward to how to implement to what the next steps that we agree on are for SPPS. If the team or any one of them can be there to help us, we may talk about that. Their work is complete after tonight by contract, and would need to talk more about what it would be to help us into the future. That would be included in future steps.
- When the FMP was originally proposed, it put timelines of schools, and when under construction or see school redone. With this new report and recommendations on next steps to ensure our plan is efficient and effective, how are we communicating with schools who have been waiting for updates, and are we looking to follow the same sequence of schools that are next in line for construction? Response: We're going to have to communicate with all schools and have been communicated with them. With schools that might be on hold, Bruce Vento was on the schedule to have major renovations done, and with these things to fix, another option and being responsible pause and don't know if it makes sense for major renovation when we can design a whole new schools. When we design a new school, there are other things we can bring in from the community that could be used – such as expansion of PreK spaces or early childhood hubs, food shelves, and can incorporate into the design. As difficult as a pause is for people, it gives us time to look at priorities' in 3-5 years out. In scheduling and sequence, 10 years could work, but details it's problematic not knowing what 10 years will look like. Our FMP is populated frequently and continue to be and share as much information with our community and board. These monthly reports will be an important check in as well/
- Director Foster thanked to all involved to the team and staff. This process in reading this report, what set most is that we all come onto the board with a different skill set and some may not have the skill set

in facilities. She reflected on her skill set, and learning more about this process. She learned that she didn't know the answers, or what questions to ask. She recalled being told about cost overruns and percentages, and timing, and having those and as a board member, informed to a point that the leaders and experts were in the room. We talk about capacity, skills, time, workloads, and balancing all that. This process has had to look deeper, asking more questions and bring those back. There were lessons learned from this process, and looking forward to the recommendations and reports, and see there were differences which were helpful, and it was an honest assessment coming from different folks that have been in the industry doing this work with skill and capacity to do this work. The timelines and how we're moving forward are very important, and being consistently in the loop for communications and folks who are asking questions.

- Superintendent Gothard thanked Chief Baker and the external review team. The FMP is all of us and how we work together and know we've been committed moving forward. We have very passionate people who care about their work, and we did this to be responsible to all. We need to ensure we are doing this in the right way and to communicate that to the board and community.

B. Human Resource Transactions

MOTION: Ms. Ellis moved approval of the HR Transactions for the period September 1 - September 30, 2019. Mr. Brodrick and Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with items C3 – Contract Approval for Emergency Transportation, E3 – Permit Categories and Rate Changes, and F1 – Request for Proposal (RFP) – No. A216592-A - Data Centers Upgrade and Site Switch Replacement pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31813 Donation from Inver Grove Honda to Cherokee Heights Elementary School

That the Board of Education authorize the Superintendent (designee) to accept the donation and have the funds used to support student achievement outcomes at Cherokee Heights Elementary School.

BF 31814 Gift Acceptance for Flooring at Four Seasons A+ Elementary from Julie Mickelson

That the Board of Education authorize the Superintendent (or Designee) to accept the gifts from Julie Mickelson and provide a letter expressing appreciation for the gift.

B. Grants

BF 31815 Request for Permission to Accept a Grant from 3M Gives

That the Board of Education authorize the Superintendent (designee) to accept a grant from 3M Gives for funds to support 2019-20 school year at E-STEM Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31816 Request for Permission to Accept a Grant from Bush Foundation

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

BF 31817 Request for Permission to Accept a Grant from the Saint Paul Youth Programs Fund

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Youth Programs Fund for the afterschool Science Club program at Washington Technology Magnet School; and to implement the project as specified in the award documents.

BF 31818 Request for Permission to Accept a Grant from the Shakopee Mdewakanton Sioux Community

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Shakopee Mdewakanton Sioux Community; to accept funds; and to implement the project as specified in the award documents.

BF 31819 Request for Permission to Accept a Grant from Teaching Tolerance

That the Board of Education authorizes the Superintendent (designee) to accept a grant from Teaching Tolerance that supports school climate improvement; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 31820 Change Inc. Services in SPPS

That the Board of Education authorize the Superintendent (designee) to approve the expenditure General Education funds, Special Education funds, and Gateway to College funds in an amount not to exceed \$150,000 for site-based mental health services provided by Change Inc.. This amount supports site-based mental health services a 12 SPPS sites, and is equivalent to the amount expended during school year 2018-19.

BF 31821 District Provided Cell Phone Service & Equipment Agreement

That the Board of Education authorize the Superintendent (designee) to approve and enter into the agreement between SPPS and Verizon Wireless.

D. Agreements

BF 31822 Approval to Create a Cooperative Sponsorship between St. Paul Central High School and Open World Learning in Girls' Gymnastics

That the Board of Education authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Girls Gymnastics with Open World Learning at Central High School.

BF 31823 Approval of an Employment Agreement with Operative Plasterers Local Union No. 265, to Establish Terms and Conditions of Employment for 2019-22

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Operative Plasterers Local Union No. 265 is the exclusive representative; duration of said Agreement is for the period of June 1, 2019 through May 31, 2022..

BF 31824 Memorandum of Understanding with GOATote LLC.

That the Board of Education authorize the Nutrition Services Department to negotiate and enter into an appropriate and reasonable MOU with GOATote LLC for a reusable bag program on behalf of the District.

BF 31825 Request Permission to Continue an Agreement with the Minnesota Department of Health to Participate in the Minnesota Immunization Information Connection

That the Board of Education authorize the Superintendent to enter into an agreement with Minnesota Department of Health for ongoing participation in the Minnesota Immunization Information Connection (MIIC).

E. Administrative Items

BF 31826 Monthly Operating Authority

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

(a) General Account	#715103-716069	\$47,111,710.91
	#0003460-0003496	
	#7003416-7003446	
	#0003819-0003912	
(b) Debt Service	-0-	<u>\$337,862.00</u>
(c) Construction	-0-	<u>\$3,655,023.89</u>
		<u>\$51,104,596.80</u>

Included in the above disbursements are two payrolls in the amount of \$9,982,977.30 and overtime of \$54,312.15 or 0.54% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. 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 January 31, 2020.

BF 31827 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 October 31, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31828 Request for Approval for Funds from the Minnesota State High School League's Foundation

Authorize the Superintendent (or Designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31829 Facilities Department FY20 Purchases over \$175,000 Correction

That the Board of Education authorize the contract correction to the Facilities Department FY20 Purchases Over \$175,000 board agenda item that was approved at the September 17, 2019 meeting.

F. Bids – pulled for separate consideration

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31830 Contract Approval for Emergency Transportation

Chief Jackie Turner provided highlights of this item. It will increase the capacity to our transportation system for two vendors to current fleet - Minnehaha Transportation and Northfield Lines. Between the two, we believe they will add capacity of 6 additional routes, and some dedicated to Extended Day Learning. Northfield Lines is under district approval amount, felt important because it is outside the scope of traditional way to approve transportation companies, which is typically 3-5 years and contract and proposal for that duration of time to give support to that company that we will do business for 35 years and to provide stability for the district. Because of the current situation in the district and statewide, one of the companies pulled from our routes the Friday before school started and left us in a difficult situation. With the addition of these two companies, our efficiency will continue back to normal with over 90% of routes on time to school and to home.

She also shared that there will likely be another company once we can continue to validate the requirements to contract with the district, and we anticipate they will complete the requirements to contract within the next few weeks.

She also thanked Tom Burr and his team, who have been driving buses since the first day of school to add capacity. Everyone who has a license in the transportation department has been driving every day.

- Clarify by adding these two companies to our fleet, how short are we still after adding them? Response: After adding these two, we believe there may still be 3-4 routes that will still need to be covered. After the addition of the third company, that should put us back on par for where we'd like to be.

Director Xiong also thanked Director Burr for driving buses so that our kids can come to school, and another example of passionate employees and dedication, and so many hard-working staff members who show up every day to ensure our systems run smoothly.

The recommendation is also cost neutral with the pulling of the other company, those resources will be diverted to resource these companies.

MOTION: Ms. Vanderwert moved that the Board of Education authorizes the Superintendent (designee) to award contracts based on the District's increased need for yellow school bus vendors. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

BF 31831 Permit Categories and Rate Changes

The Board requested more details on this item.

- A brief explanation on the philosophy behind the thinking setting up the fee schedule. It's important the public understands that we encourage the use of our buildings by our community and try to do it in an equitable and fair way as possible. Response: Late winter, the team members of the permit committee, with a report and acknowledgment that it was time to modify our permit system and fee structure. With that, the team brought forth data and information after review and analysis and agreed that our buildings are for use of the community, and to ensure that we are nimble and flexible in welcoming the community to our buildings. We also felt that we needed to be more transparent with our rates structure and permits structure and to align it to the type of permits requests we are receiving. Some categories were eliminated because they were never requested or used. We also felt that we should be more tight with categories and explicit for nonprofits, or partners and help define that, and also should be able to have some credit for string partners, and realigned those items. Some fees went up and some went down, and we feel this aligns with what it costs to maintain and support the needs of the buildings. Some permits call for permitter to not have to pay actual cost with the exception of the custodial costs, which is a true cost. We did align the fee structure with to compensate and pay the staff for hard costs. As we look at our cost structure and compare it to other organizations and districts in the area, we feel this is fair and competitive cost structure.

If any organization feels their fee is not aligned with their mission or outside their scope, there is an appeal process.

- Would you say our relationships with our youth groups in our communities, that those relationships are good? Response: Yes.
- How about collection of fees – is that a tough one for us? Response: Typically, it is not. Most of our permitters realize and understand that there is a fee when they sign a permit, that they are prepared to pay for that cost. A few isolated incidents, we are able to take care of those in a professional and efficient manner. She thanked the community for taking care of our buildings when using a permit, and have very few problems with that, and a testament to our community in taking care of our buildings.

- In the connection between our buildings and communities is so important that this fee schedule will not get in the way of really encouraging people in community to use our buildings? Response: Yes, that is true.

MOTION: Mr. Brodrick moved that the Board of Education adopt the updated permit category and rate changes based on the Permit Committee's recommendation. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

BF 31832 Request for Proposal (RFP) – No. A216592-A - Data Centers Upgrade and Site Switch Replacement

The Board requested further information on this item in looking at those big numbers included and more details on the lump sum costs.

Chief Turner noted that as a 1:1 district and with an increase in our applications and technology, that we are a district in constant use and need for increase in bandwidth. With this request, it is an approval for a RFP for data center upgrade and switch replacement. SPPS qualifies for E-rate, which is universal service fund that is funded by the Federal Communications Commission, and a grant program for school districts to improve technology systems. We do qualify and are allotted a certain amount based on our FRL data. Given that, every 5 years, we are allowed to encouraged to apply for this grant. The majority of the costs is supported and funded by the E-rates grant program and money that the district will not need to pay, and the vendor will be working directly with the E-rate organization. Thee remainder we will need to pay. The grant will cover 70-80% of the cost, and we need to pay the 20-30%. that will be funded a portion from the IT department and worked with Deputy Davis to find some efficiencies within the current department, and the other portion will be from the general fund and working with finance to find those resources, and looking over the 18 month funding cycle, so some will be from the current budget, and the remainder from the future funding years.

MOTION: Mr. Brodrick moved that the Board of Education authorize award of RFP No. A216592-A to Insight Public Sector, Inc, for the purchase of technology connectivity hardware; switches, wireless controller, router, licenses, maintenance, installation and training in the amount not to exceed \$4,942,488. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. Policy Update

1. SECOND 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:

- Were there any changes before the first reading and the second reading? Response: There has not been any changes.
- Have we reached out to the Project REACH team? Response: We will follow up to ensure that has happened.

2. FIRST 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:

- In thinking about those numbers of students if we were to implement this how many would we be able to recognize and celebrate, what would those be? Response: It would have been 949 students in 2019 that would have been honored.
- In knowing the principals are on board with this, can we also assume they have informed the rest of the staff, particularly class advisors and counselors, and folks directly involved, because this is quite a change in a long-standing method of honoring students and the long-standing tradition of the Celebration of Excellence. With this being the first reading and wanting to publicize this, will there be further publications or memos sent to the schools to remind them this is happening? Response: We agree that schools need to have that information. we have options and opportunities to provide information to schools. We are somewhat hesitate to say this will happen without full approval from the board moving forward, but can start give them heads up that the board is discussing this and if approved, this is what it would mean.
- In thinking about traditionalists that might have push back and give them the opportunity provide feedback prior to the third reading.
- The building level honors programs, and have wondered about the role of board members at those programs. Those can be long programs, and roll of board members to play at those ceremonies. They differ by school. It’s important for board members to play a role, and also be clear with building leaderships of what role is best suited for board members to play and consider what that looks like across buildings in the district. Response: Wanting to make sure there is specific information to the Board on their role in these events, and also seems to be desire to be consistent process in schools.
- It’s helpful to think about the structure in the honors programs, similar to the roles in the graduation ceremonies. It’s a more intimate program that the gradation, and a good opportunity to talk to students, parents, and staff that is not Roy Wilkins. Response: We will come back with specific information, and we have heard from principals that they are looking forward to board members playing a role in these evets, wand will bring back specifics on how that will look.

XI. NEW BUSINESS

A. E-STEM Middle School Update

Superintendent Gothard welcomed Jocelyn Sims, Principal of E-STEM, to provide and update and recommendations to the Board.

Crosswinds to E-STEM Middle Schools

- Purchased in May 2018
- Principal hired August 2018
- Interest in STEM school
- Environment stood out
- Added E to STEM
- Named E-STEM Middle School

E-STEM Transformation

- February 2019: Construction at E-STEM Middle School began
- Focus areas:
 - Gender neutral bathrooms for 6th grade area
 - Removal of ½ walls to open up classroom space
 - Technology upgrade (projectors, speakers, internets, labs, etc.)
 - Kitchen upgrades
 - Main office remodel
 - Main door secured entrance
- Furniture planning to support innovative learning spaces that enhance the E-STEM focus
- E-STEM staff are hired and begin the planning work

Fall of 2019 – E-STEM Middle School Opens

- 185 brand new St. Paul 6th graders
- 6th grade neighborhood, cafeteria, elective spaces, offices, performance area all furnished with brand new furniture
- August 30: Camp E-STEM and 140 of 185 students attended
- Open House was a success; close to 100% of families visited
- September 4: first day of fun and success
- Week of September 9: E-STEM students learn to bike
- September 30: Fitness Center Ribbon Cutting Ceremony and Interdisciplinary Unit Kick Off of “How can WE improve and utilize our outdoor spaces for learning?”
- E-STEM students choose the Raptor as its mascot
- Photos were shown of students and staff at E-STEM

Next Steps for E-STEM Middle School

- Seek approval from the SPPS School Board to officially name E-STEM Middle School.
 - If approved, begin to elicit feedback from parents, students, staff and community regarding possible name choices for E-STEM Middle School.
 - School Naming Committee to determine top 3 choices and put to a vote.
 - Present top choice to the School Board no later than December, 2019.

QUESTIONS/DISCUSSION:

- What process will be used for families and students? Response: There is a parent group called FAM, Families Attending Monthly. We’ve also started the process by letting them know after Board approval, there would be community session at E-STEM and potentially in the community if folks cannot make it to E-STEM to bring more folks in and think about our environment, and feel about our school, and that we are a part of SPPS and St. Paul and elicit ideas. We want to have discussion around this in our community, and with our students for their perspectives.

MOTION: Mr. Schumacher moved that the Board of Education approve the process to officially name E-STEM Middle School, and approval to begin to elicit feedback from parents, students, staff and community regarding possible name choices for E-STEM Middle. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Xiong requested for our graduations, and learning that each of our high schools have different graduation requirements get a report or information of what each high school requires for students to graduate from their schools.
- Director Vanderwert requested to develop a new way of the consent agenda items to include more information. We often get requests to approve grants, and don't know what do with the grant, what doing with them, or expect outcomes to be. Happy to work with somebody on new format, and not have to pull so much from consent agenda and more information.
- Director Xiong also requested information on how we plan to allocate and utilize school safety one-time state allocation. Response: That will be included in an update and provided.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Vanderwert provided an update on a few meetings. One was county got a grant from Pritzker to coordinate Birth-to-3 services for children in the county. They hired a fellow who has been working on it and finding not a lot of communication between departments at the county and working on it. Good to know littlest ones getting attention in the county which will help all of us.
- SPCC working on the grants, and money to provide, and review 30 applications were submitted. In visiting some of the nonprofits, and is the Karen organization of Minnesota with great after school programs with mentors in the community to help our Karen students get ready for college. CLUES and their YA! Program in a brand new building with an amazing technology center available to kids in the community, and encouraged everyone to visit. Also the Keystone non-profit does mentoring and reading prep for kids in some of our community centers like McDonough and Hallie Q. Brown. There is a lot of great things going on out there.
- The St Paul 3K Steering Committee met, including Director Vanderwert and Superintendent Gothard, and long conversation about goals of the program, and the group concluded that main goal will be kindergarten readiness, and that will compound out into many. They will be presenting at the February Committee of the Board to give an update, and there are great things happening in the community for our youngest learners.

XIII. FUTURE MEETING SCHEDULE

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

- November 12 (Special – Canvass Election Results) | 4:30 p.m.
- November 19
- 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)

- November 12
- 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 Mr. Marchese seconded the motion. It passed by acclain.

The meeting adjourned at 9:39 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