

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

August 20, 2019

I. CALL TO ORDER

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

II. ROLL CALL

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

Director Schumacher was absent (pre-planned trip).

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.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31768 **Acknowledgement of Staff**

Welcoming new leaders to the district:

Billy Chan, Assistant Superintendent
Joshua Delich, Assistant Superintendent
Marcy Doud, Assistant Superintendent, Specialized Services
Anthony Walker, Director, Community Education
Brian Flotterud, Director of Support Services, Technology Services
Dave Watkins, Chief of Schools
Megan Sheppard, Director, Equal Employment Opportunity
Kevin Burns, Director, Communications, Marketing & Development
Maijue Lochungvu, Assistant Director, Teaching & Learning
Susan Mondry, Assistant Principal, Saint Paul Music Academy
Theresa Jackson, Principal, Nokomis Montessori North Campus
Abigail Felber-Smith, Principal, Nokomis Montessori South Campus
Stacie Bonnick, Principal, Washington Technology Magnet
Melissa Kalinowski, Principal, Frost Lake Elementary
Robert Sahli, Principal, Adams Spanish Immersion
George Nolan, Interim Principal, Central Senior High School
Heidi Koury, Principal, Cherokee Heights Elementary

Lydia Kabaka, Principal, Mississippi Creative Arts
Hatti Moeller, Principal, The Heights Community School
Amanda Musachio, Principal, Dayton's Bluff Achievement Plus
Andrew Hodges, Principal, Capitol Hill Gifted & Talented
Jennifer Mickelson, Principal, Four Seasons A+
Sarah Lightner, Assistant Principal, Battle Creek Elementary
Paul Richardson, Assistant Principal, Battle Creek Middle
Kate Garvey, Assistant Principal, Bruce Vento Elementary
Leah Bourg, Assistant Principal, Crossroads Montessori & Science
Jennifer Ewald, Assistant Principal, Hamline Elementary
Norman Bell, Assistant Principal, L'Etoile du Nord French Immersion
Matthew Severns, Assistant Principal, Parkway Montessori Middle
Andrew Beard, Assistant Principal, The Heights Community School
Elizabeth Diemer, Assistant Principal, Dayton's Bluff Achievement Plus
Kristen Longway, Assistant Principal, Frost Lake Elementary School
May Lee Xiong, Assistant Principal, Phalen Lake Hmong Studies Magnet
Ryan Eggers, Assistant Principal, Murray Middle School
Kate Hinton, Assistant Principal, Washington Technology Magnet
Steve Hoemann, Assistant Principal, Washington Technology Magnet
Elizabeth Cherek, Principal, John A. Johnson Elementary
Elizabeth Corris, Assistant Principal, RiverEast Elementary & Secondary
Guillermo Maldonado Perez, Assistant Principal, Creative Arts Secondary School

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with items C1 – Contract with Metro Transit, C2 – Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Behavior Intervention Specialist Support SY 2019-20, C3 – Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2019-20, C4 – Sanneh Foundation Dreamline Program SY 2019-20, D3 – EL Education Cooperation Agreement for 2019-20 SY pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of July 23, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of July 23, 2019, as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

Mr. Marchese Yes

B. Minutes of the Special Meeting of the Board of Education of August 13, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of August 13, 2019, as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

C. Minutes of the Special Meeting of the Board of Education of August 15, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of August 15, 2019, as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of August 7, 2019

At the August 7, 2019 Committee of the Board meeting, Superintendent Gothard began the meeting by sharing his experiences from National Night Out, Administrator's Academy, and his upcoming canoe trip with students. He also shared preliminary details about a formal resolution that will be presented to the Board on the recommendation for a standing Equity Committee. Questions centered on the tri-chair leadership and determination of the board members to help lead this committee, as well as the goals, purpose statement and guiding values as we move forward with the Equity Committee. An update on the FMP External Review Team was also shared, with questions on the membership and charge of the team, including its independent nature and diversity.

Next, a presentation showing salary comparisons for board positions was shown, including data points both locally and nationally, and comparative figures to SPPS. Conversation from board members involved the election process for the national comparatives, health insurance compensation included, budgetary questions, timing, and fund balance, importance of a regular review with the last update in 1988, and comparison to city council and county commissioner compensation. The Board directed the Executive Committee to bring a recommendation forward at an upcoming Regular Board of Education meeting, including the changes to compensation and direction for a policy update to include a regular review.

Next, the Board was presented with information on Safe Routes to Schools, including benefits of this program to the City, School District, and Students. The 6 Es of Safe Routes to Schools were discussed, including equity, engineering, encouragement, evaluation, education, and enforcement. Implementation and plans were reviewed, including schools with completed plans and core components of a plan. SPPS initiatives were also shared, including Walk to School Day and the SPPS Bike Fleet. The Safe Routes

Steering Committee is a multi-agency committee that meets bi-monthly to align plans and resources. The policy plan and funding of this program were also shared. This presentation sparked questions from the board involving signage and bike racks, the importance of snow plowing, enforcement of sidewalk hazards, communication of recommended routes, selection process of schools for this program, and stipend funding for adults to assist students in “group walks” and patrol. The Board also noted the importance of communication to families and students about safety on the streets, both in warm and winter weather. Alignment to city and state improvement projects was shared, as well as the role of the local grant coordinator for Safe Routes to Schools, and accessibility to bicycles and locks for our students and families.

A policy update included changes to Policy 503.01: Homeless Children and Youth. Reasons for the policy were reviewed, including to ensure that children and youth who are experiencing homelessness receive the same educational opportunities as other students who are not homeless; and alignment to the McKinney-Vento Homeless Assistance Act and applicable Minnesota law, as well as services within this act, including educational stability and transportation. Details and definitions within the policy were also addressed. Discussion from the Board involved questions on the title to be person-first, conversations in community to ensure policies for children and youth experiencing homelessness are removing barriers for both them and their families, as well as alignment with state statute. Questions also involved “school of origin” and transportation for students, the remarkable work of Project REACH, importance of placement and enrollment for families who are experiencing homelessness, and language about “highly mobile.” The Board also noted the recent City Council session that involved homelessness and the work of board members and the community on this important topic. The Board also shared that these are students and families who are too often invisible, and it is time to bring them to the light. The Board approved the recommended motion to move this policy, with noted changes to the three-reading process.

Lastly, board members conducted a work session to determine attendees of the Council of the Great City Schools Annual Fall Conference in October.

MOTION: Mr. Marchese moved the Board accept the report on the August 7, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Resolution to Form Equity Committee

Superintendent Gothard this shared more about the resolution to form a standing District Equity Committee. He highlighted the work of Myla Pope, Assistant Director and her team. He has seen her and her team do incredible work throughout the District, and that Equity needs to find its way throughout the entire District. In community engagement and meetings on the strategic plan, closing disparities has been on the front line of almost every engagement session – the community cares about it and demand there are real changes in ways students learn, access opportunities, and ways to celebrate our beautifully unique and diverse community. We have a strategic plan in place and the Equity Committee will be aligned and support that work. He then highlighted a few points including that it will be tri-chair led, and this was an issue that was consistent throughout community engagement sessions, and the plan was built to address academic achievement. The Equity Plan and SPPS Achieves will support each other and work side-by-side to advance all goals. The Equity work should also be represented by many different voices, and how we can grasp these persistent gaps together in a way that build agency and pride. He's excited for the work, and

the approval will provide the structure and bring back future updates to the Board. The approval will give the ability to solicit members and co-construct our work moving forward. His commitment is to provide frequent updates and the Board appointee also frequently present as the planning proceeds to meet the expectations of the Board and community.

BF 31769 Establishment of Equity Committee

WHEREAS, the Board of Education values and celebrates diversity and the unique qualities of all students, families and staff; and

WHEREAS, the Board of Education is focused on decreasing disparities in achievement based on race, ethnicity, culture and identity; and

WHEREAS, under Board Policy 211.02, the Board of Education may establish special and standing committees of the School District by resolution; and

WHEREAS, the Board of Education finds the establishment of a standing School District Equity Committee will serve School District students, families, and staff, and the community as a whole;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:

1. Establishes a standing Equity Committee.
2. Appoints and designates, through the Board Chair, the following as permanent Committee Tri-Chairs:
 - a. The School District Superintendent;
 - b. The School District Assistant Director, Equity; and
 - c. A Director of the Board of Education.
3. Specifies that, in addition to the Tri-Chairs, the Board Chair shall appoint 15 members to serve on the Equity Committee based upon recommendations from the Committee Tri-Chairs through an open nomination process. The 15 additional members shall consist of:
 - a. Three (3) School District leaders;
 - b. Three (3) staff members from School District schools;
 - c. Three (3) current students;
 - d. Three (3) current parents/family members; and
 - e. Three (3) community members.
4. Specifies that the term for each non-Chair member shall be two years. A non-Chair member may be reappointed for additional terms but may not serve three consecutive terms.
5. Charges and authorizes the Equity Committee:
 - a. To identify and examine disparities impacting School District students, staff, families, and community;
 - b. To bring forth and submit adaptive and actionable recommendations for addressing School District inequities to School District administration.
6. Assigns the Equity Committee the following duties:
 - a. To define and annually review its guiding principles and mission;
 - b. To identify, on a biennial basis, three to five goals and objectives aligned to the charges and authority described above to be addressed over the two-year period;
 - c. To outline the specific steps to meet the identified goals and objectives.

7. Directs the Equity Committee to meet on a monthly basis pursuant to the Procedures for School Board Committees stated in Saint Paul Public Schools Policy 211.02.

QUESTIONS/DISCUSSION:

- Elaborate on how we will have good, legitimate outreach to many diverse communities? Response: There are many different ways we can do that – the Board input and input of our staff will be important. The planning team has considered many different ways. To build continuity, we'd like there to be terms and stagger those terms. We have details to work out, but the support of the Board will allow us to get started.
- Would this committee be an advisory committee to the Board? Yes, the updates provides and the directions would be governed by the Board appointee, and be the commitment to bring back actionable items directed by the tri-chair led committee to demonstrate our progress and achievement of the goals.
- With the tri-chair positions, would it be desirable to have someone from outside the school district governing body as a part of leadership of the committee? That is something we considered and to make sure we can convene to keep the committee moving forward, we want to have access to each other in ways that may get more timely in how to respond to work of the committee. At times, with spreading the planning group out, there can be limitations, and we can schedule as tri-chair led committee more effectively.
- Director Brodrick noted that we do not want it to appear to be an internal committee as opposed to an external committee that is advising us in terms of equity for our entire school district. He is concerned that the public absolutely understands that we are looking for input from the tremendous diversity that we celebrate in Saint Paul.
- Director Vanderwert noted that she is excited for this committee, because this is a driving issue in our district. It will be important to lay down a foundation of guiding principles, and hope to come back what it is we believe and value, and how will those values guide the decision-making and work. Response: Superintendent Gothard noted that he has personal beliefs and values for the committee, and those will be important, and also believes that the beliefs and values will be formed by the committee as a whole, and ideas and values held by others that also need to be heard.
 - Director Vanderwert noted she hopes those will be shared with the Board.
- Director Xiong noted she is excited for the committee, and emphasized the importance of including of students on this committee, and ensuring they participate and have a seat on this committee to talk about not only our needs to ensure the practice that we have here is equitable, and also how we create and equitable school system for them, and that they are an active voice. Response: Currently the resolution states that there will be 15 members outside of the 3 tri-chairs, including 3 current students. The meetings will be open and noticed, where there may be other opportunities for folks to see what is going on and to participate as well.
- Director Marchese noted that he shared the enthusiasm of his colleagues for this committee. This is important step to move forward. It was suggested that SPPS Achieves plan and the items that emerge from the Equity Committee need to be supportive of each other, and the charge does state that recommendations be brought forth to Administration, which is important. How do you foresee recommendations here to and harmonizing with SPPS Achieves, with concerns that if a recommendation from the committee that moves in a different direction than SPPS Achieves and how we course correct and allocate resources and make choices. Response: Throughout the past 30 years and strategic plans for SPPS, and throughout that time achievement gaps have persisted or become worse in looking at categorizing demographics and outcomes of students. One of the ways may be to conduct an Equity Audit, that includes outcomes and strategic measures, and go further as well, and become a place to support actions and policies, and provide information to make best informed decision to know we are implementing our strategic plan and doing it in a way that is intentional efforts to remove and eliminate disparities. It's looking deeper at our organization and looking for areas that have historically failed or led to disparate outcomes for students.
- Director Marchese noted his hope and expectation for the committee there will be concrete items that the District can do that are actionable, items that are bold to push staff, community, and ourselves to do things different, and the nature that they can be accomplished in timeframe or clarity so people understand what's changing and how. Concerns about aspirational conversations and leaves

discussion at the higher level, and admire a problem in different ways and actual steps to make things different are harder. The diagnosing of the issues won't be the problem; the hard part will be making the culture change that implements this and embeds it in our work. The value of Equity has to be embedded in SPPS Achieves, so it is not seen as something on parallel track, but a track of SPPS Achieves.

- Director Foster noted that she is glad to see this is moving, and progress in talking about this at the previous COB meeting, and hope that will continue to be the conversation.

MOTION: Ms. Ellis moved the Board approve the Resolution regarding the Establishment of Equity Committee. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

B. Back to School Report

Superintendent Gothard then introduced staff to provide an overview for the Board of Education on the state of readiness for the first day of school, Tuesday, September 3, 2019. He noted that staff continues to prepare for the start of an exciting year and continue to supports efforts to ensure the District is prepared for students and staff.

Division of Schools

Focus areas:

- PreK- 12 Area Assignments
- Collaborate with the Division of Academics/Alignment of resources
- Build stronger relationships with our leaders
- On-going collective commitment to ensure vertical and horizontal alignment
- Collective commitment to leadership development

Leadership Development

Five Themes for School Year 2019-20

1. Adaptive Schools
2. Distributive Leadership
3. Academics Big 3: Positive School Culture, SEL/PBIS, Culturally Relevant Instruction
4. Racial Equity
5. Second-Order Change

Leadership Academy

Adaptive Schools | Distributive Leadership | Big 3 | Racial Equity | Second Order Change

- Meeting 1 included areas of focus including cohort opportunities, Critical Friends process, guiding questions, and Theory of Action for critical feedback.
- Meeting 2 included building leader capacity with Distributive Leadership and Second-Order Change, skills/tools/reflection, and foundational learning for shared learning.
- Meeting 3 included providing a timely response and PD to support areas of focus and leadership development, connections to 5 themes, SPPS Achieves, etc. for differentiation.

District-wide Teacher Professional Development

- New Educators Week
 - Nearly 300 staff August 20-22

- Opening Week
 - School offerings:
 - Up to 10.5 hours
 - Aligned to school improvement goals
 - District offerings:
 - Sessions to support 5,000 staff from Tuesday-Thursday
 - *Cultivating Asset-Based Practices for Multilingual Learners*
 - 2.5 hours aligned to meeting the needs of our EL students

Human Resources – Staffing to be Filled

• Clerical	12.00 FTE
• Educational Assistants	13.08 FTE
• Teaching Assistants	40.07 FTE
• School and Community Service Professionals	12.0 FTE
• Counselors	0.00 FTE
• Social Workers	3.00 FTE
• Teachers	52.30 FTE

Operations

- Finance
 - Training/Meetings
 - Process requisitions and contracts
- Safety, Emergency Management & Security
 - All administrators have been trained in school safety/security planning
 - Working on individual site safety plans
 - SRO contract
- Technology Services
 - Introduction of the Technology Governance Committee
 - Print, Copy Mail implementing new service request system

Facilities

- Major Construction Projects
 - Major milestones at Como and Humboldt
 - E-STEM coming online!
- General cleaning and repair
 - All non-summer school sites are cleaned and ready
 - S-Term and Freedom School locations will be ready shortly, thanks to great communication and coordination with program & site staff
 - Wet summer equals increased grounds care, less time
 - ±300 community volunteers have participated in large-scale school beautification / readiness efforts

Nutrition Services

- Student and Parent Focus Groups
 - Feedback shaped our new menu
 - Perspectives from students of all ages
- Menu Philosophy
 - Available on spps.org/ns
 - Focus on reducing added sugars
 - Priority to limit added sodium
- Menu Changes
 - Vegetarian options every day
 - New culturally relevant foods
 - More kid-friendly ideas
- Green “Bag Share” Pilot
 - Washable multi-use canvas totes

- Environmental service made possible with Goatote
- **11,593** Students Directly Certified
- **17,546** Applications for Educational Benefits distributed
- **29,139** Newsletters mailed to homes
- **39** Community Eligibility Sites
- **37** Supper Programs

Transportation and Start Time Change

- School bus transportation information postcards will begin arriving to families on or around August 26
- 4,000 safety strobes to support elementary students walking to school
- Metro Transit Go-To Cards after school pilot

Enrollment/Recruitment

- Students accepted
 - Average daily placements for August – 102
 - 2,057 KG applications (approx. 52 are awaiting placement)
 - Over 8,701 grades 1-12 applications
- Pre-Kindergarten
 - Enrollment
 - Just over 2,200 Pre-K applications (391 on waiting list not placed)
 - Pre-K Full Day Programs
 - Added full day at various sites including Crossroads Montessori, Crossroads Science, Nokomis North, Nokomis South, Galtier, The Heights, JJ Hill, Phalen-Hmong Dual Language Program and Riverview Community
- Outreach
 - Extended hours through first week of school
 - Attended National Night Out events
 - Back to School events throughout city
 - Individual outreach to Kindergarten, Grade 6 and Grade 9 students without placement
- Charter School Student/Family Support
 - Westside Summit School (gr, K-8)
 - Attended School Fair
 - Received and managed all school records
 - Worked individually with families to identify enrollment options
 - Provided HR support

E-STEM

- 199 currently enrolled students (200 target)
- Fully staffed
- Camp E-STEM: August 28
- Open House: August 29, 2019
- Learning Community

Community Education

- ECFE
 - New program - Highwood Hills
- Discovery Club Increased Capacity
 - 360 additional seats
 - 60 new staff
- Flipside After School Middle Level
 - 2 day middle school programming
 - Battle Creek, Global Arts Upper, Hazel Park, Highland Park, Parkway

Start Time Change Engagement and Support

- Childcare

- District/School Liaison
- Increased Discovery Club capacity by 35%
- Implementing morning pilot at Riverview
- Safe Routes to School
 - Safe Routes to School Coordinator
 - City/SPPS Taskforce
- Athletics
 - Reviewed every site and developed plans

QUESTIONS/DISCUSSION:

- In Nutrition Services, and we are increasing dinners, is that more than last year? If so, how many more? Response: Yes, we have 5 new schools this year, and 32 schools last year. It will be at different elementary, middle, and high schools. More information on the number of students can be provided.
- In the enrollment waitlist, there are 9 new sites that are full day PreK? How many did we have before? Response: We went from 23 half day, and now have 61 full day sections.
- Director Vanderwert is excited for Nutrition Services as well, and noted that SPPS is nationally recognized.
- She is happy in the reduction of plastic and changes to the menu, and suggested calling the cafeterias dining rooms, as we think about food as part of our curriculum, and for students to develop manners and social skills to help them feel comfortable in the world.
- She also noted school buses need to stop at stop signs.
- In our staffing under HR, how do these numbers compare to past years at a couple weeks from school and trends of the last few years? Response: We are a little behind this year in about 15 FTE, which are specific to teachers. Other groups are similar to past year trends.
- Do we do anything specific in recruiting or extra? Response: We do a little more data mining, and go back into the database and see who we may have contacted for positions in the past 18 months that we didn't connect with and reach out to them again. We also get more creative in finding teachers who are talented educator, but maybe not licensed, and work with them and request variances to cover the gaps.
- Are any of the folks who were in positions that were cut, but we picked up – as we talked about positions that may have been cut, but have vacancies? Is there information on that? Response: Yes, we have. We have usually recalled those individuals at this time. We continue to have employees exit the District throughout the summer. We will face a bit of this in July resignations or retirements, and teachers thinking about the next year, and because it is difficult to fill some of those positions in July and August.
- Director Xiong noted that planning and operations of organizing to ensure we have a great school, and thanked staff and Chief Turner for the presentation, and for a small glimpse of the work that the team is doing to prepare for a new school year.

C. FMP External Review Team Update

Superintendent Gothard introduced Chief of Staff Cedrick Baker to provide an update on the Facilities Master Plan External Review Team.

Timeline

- July 2: Review Team begins fact finding work
- July/Aug/Sept: BOE receives progress updates
- Fall: External Review Team reports findings/recommendations
- Fall/Winter: Community engagement (inform) to communicate recommendations
- Winter>: Implement recommendations and Phase 2 communications plan

Capital Funding Structure and Options

- The current funding structure for capital improvement projects was reviewed, which are mainly funded through the property taxes (tax levy) and two main ways, including Pay-as-you-Go (PAYGO), and pay debt over time

How Capital Funding is Used

- Long Term Facilities Maintenance (LTFM) pays for health and safety projects along with projects adhering to the Americans with Disabilities Act (ADA), deferred and Maintenance Projects, and remodeling for prekindergarten spaces.
- Certificates of Participation pay for to buy or build a new building, or to renovate an existing building.
- Capital bonds are used for “Betterment Purposes” such as to improve existing facilities and grounds.

Preliminary Findings

- Areas of strength: Invoice protocols for architectural and engineering (A&E) contracts are consistent with industry standards
- Suggested improvement: Implement a shared project tracking system accessible to both the Facilities Department and Business Office to view projects and related costs in real time

FMP External Review Team

- Cedrick Baker – Project Oversight, Chief of Staff, SPPS
- Donald Mullin - St. Paul Building and Construction Trades Council
- Kelly Smith - Baker Tilly, Tax and Assurance Advisor
- Steve Torgrimson – Facilities/Finance Advisor
- Mike Vogel – Facilities/Finance Advisor
- Chappell Jordon – Construction/Finance/Industry Best Practices, Jacobs Engineering

FMP External Review Webpage

- www.spps.org/fmp > FMP External Review
- FMP External Review Team
- Option to sign up for FMP review updates
- FMP background/history
- Glossary of terms
- FAQ
- Facts sheet(s)

QUESTIONS/DISCUSSION:

- What is the difference between long-term facilities maintenance, and standard custodial maintenance for a school district? What encompasses long-term facilities maintenance as opposed to custodial work and maintenance and upkeep? Response: This will also be provided. LTFM are broken out into projects under \$100,000, PreK accessibility and deferred capital expenditures and maintenance projects – they are all buckets under LTFM. For projects under \$100,000 for physical hazards, other hazardous materials, environmental health and safety management, asbestos removal and encapsulation, fire safety and indoor quality. Projects over \$100,000 are asbestos removal and encapsulation, fire safety and indoor air quality. For PreK, remodeling for PreK and PreK instruction approved by the commissioner, and accessibility and those projects for ADA. Deferred capital expenditures and maintenance projects, including building envelopes, hardware, equipment, electrical, interior surfaces, plumbing, mechanical systems, professional services including salaries, roofs, and overall site projects. That provides a list of approved areas under projects for LTFM.
- Director Brodrick noted the concerns on the difference between long-term facilities maintenance as opposed to expensive things that may fall under preventative maintenance. An example is installing an artificial turf, and know eventually we will need to replace it; therefore, can we use tax levy money to maintain that turf so it lasts longer? These are the types of things that continually arise in saying we want to build things, nice things for kids, and money to last as long as possible. Response: Long-term facilities maintenance is formerly the alternative facilities maintenance program, run and operated by the state. We are looking to the future in planning for long term costs we’ll need. In many times and mentioning 5 distinct categories – the main purpose is to replace like with like, such as roofs and parking lots, and a way to plan adequately for those foreseen costs. The LTFM plan is approved annually and a 10-year plan to forecast the replacements where needed, and also to deal with ADA modifications to make, and in the case of PreK it afforded us to do that work. In the deferred maintenance, there are

other ways the District funds that, but not always through LTFM. It's planning for the future versus spending money to prevent from those costs in the future.

- Is there a way we can begin to have more flexibility in terms of accessing funds for the types of projects mentioned and the difference between the projected and new or replacement, and deferred maintenance, and any way for the local school boards to get a money pathway from the State to be more conducive to maintaining our facilities at any given moment? Response: We will work with the team to have more precise answer, and more could be provided to the Board.
- Director Brodrick noted that community members will say they know we are building new and people like it, that we are making this big time investment in our facilities because they want and we want the children of SPPS to have comparable facilities to have comparable facilities to any other school district in the state and country. They also want to know if we are doing a good job of taking care of what we have? He has always felt that somehow we run into challenges in terms of the balance between thinking in terms of replacing something or creating something brand new, and maintaining what we do have. Is there a way to do this better in terms of school finance and best facilities for urban kids? Response: Yes, as an example in looking playground and assessing the playability and legal codes and working a plan to address those. There are a lot of creative ways of incorporating philosophy and vision for the facilities, and no one path for any one project or application. Specifically on deferred maintenance, that has been a part of some of the members of the External Review Team conversations, and we can go back to the review team and have more conversation and provide insight into that and see if that could be a part of the report out of the findings.
- Director Brodrick noted that he appreciated the description of the work of the team, and the leadership provided to them. The meetings of the team and the investigative work of the team members in interviewing and reviewing documents, and when it is complete, will there be evidence that will describe the process when the final findings of the team are presented? So that when a community member asks if we are happy with the findings, and accept them, but ask how they did the work. Will there be a summative description of how they actually came to their ultimate findings? He also thanked Chief Baker for the preliminary findings, and types of things we want to hear to ensure transparency throughout the process. Response: We envision as a final report in addition to the findings and recommendations, is also a summary about the process to show how the team got to the findings and their recommendations.

D. Human Resource Transactions

MOTION: Ms. Ellis moved approval of the HR Transactions for the period July 1, 2019 – July 31, 2019. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with items C1 – Contract with Metro Transit, C2 – Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Behavior Intervention Specialist Support SY 2019-20, C3 – Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2019-20, C4 – Sanneh Foundation Dreamline Program SY 2019-20, D3 – EL Education Cooperation Agreement for 2019-20 SY pulled for separate consideration. The motion was seconded by Ms. Xiong and Ms. Foster.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31770 Acceptance of Gift from Lynn and Gloria Johnson Family Foundation

That the Board of Education authorize the Superintendent (or Designee) to accept the gifts from the Lynn and Gloria Johnson Family Foundation.

B. Grants

BF 31771 Request for Permission to Accept a Grant from the Minnesota Department of Human Services

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Human Services for funds to provide substance abuse prevention and cultural education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31772 Request for Permission to Accept a Grant from the University of Minnesota Bell Museum of Natural History

That the Board of Education authorize the Superintendent (designee) to accept a grant from the University of Minnesota Bell Museum of Natural History for funds that cover the cost of field trip buses; to accept funds; and to implement the project as specified in the award documents.

BF 31773 Request for Permission to Accept a Grant from the US Soccer Foundation

That the Board of Education authorize the Superintendent (designee) accept a grant from the US Soccer Foundation for the in-kind installation of one or more mini-pitches (customized hard-surface courts suited for soccer programs) in Saint Paul Public Schools; and to implement the project as specified in the award documents.

BF 31774 Request for Permission to Submit a Grant to Blue Cross Blue Shield Minnesota

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Blue Cross Blue Shield for funds to create a Bike Hub at OWL; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31775 Request for Permission to Submit a Grant to the Minnesota Indian Affairs Council - Dakota and Ojibwe Language Programs

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the American Indian Affairs Council for funds to develop an aligned curriculum for Dakota and Ojibwe language programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31776 Request for Permission to Submit a Grant to the St. Paul and Minnesota Foundations

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the St. Paul and Minnesota Foundations for funds to support the Govie Leadership Program, expand peer tutoring and provide professional development in Culturally Responsive Teaching to staff; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31777 Request for Permission to Submit a Grant to the St. Paul Children's Collaborative

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the St. Paul Children's Collaborative for funds to provide ongoing professional development to the district's childcare provider partners; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts – pulled for separate considerations

D. Agreements

BF 31778 Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

That the Board of Education of Independent School District No. 625 enter into an agreement concerning the terms and conditions of employment for International Union of Operating Engineers, Local No. 70; duration of said Agreement is for the period of July 1, 2018, through June 30, 2020.

BF 31779 Lease Agreement with Community Action Partnership of Ramsey & Washington County - Head Start

That the Board of Education authorize the Superintendent or designee to execute the Lease Agreement between the District and Head Start at the Belvidere Building, located at 271 Belvidere Street East.

E. Administrative Items

BF 31780 Monthly Operating Authority

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

(a)	General Account	#712582-713929	\$52,028,608.32
	#0003389-0003412		
	#7003343-7003385		
	#0003623-0003729		
(b)	Debt Service -0-	\$0.00	
(c)	Construction -0-	\$4,610,800.91	
		\$56,639,409.23	

Included in the above disbursements are two payrolls in the amount of \$39,131,481.48 and overtime of \$190,748.68 or 0.49% 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 November 30, 2019.

BF 31781 2019 Facilities Radon Testing Results

If optional radon testing is undertaken, the District is required by law to report the results to the Board of Education. This agenda item fulfills that reporting requirement.

BF 31782 Settlement Agreement

That the Board of Education approve the settlement agreement in the above referenced matter and authorize its Superintendent, or his designee, to sign the settlement agreement.

F. Bids

BF 31783 Classroom Audio Visual Upgrades at Maxfield, Bridge View, Focus Beyond, and Wheelock

That the Board of Education authorize the award of Classroom Audio Visual Upgrades at Maxfield, Bridge View, Focus Beyond, and Wheelock to Muska Companies for a lump sum base bid total of \$459,091.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31784 Contract with Metro Transit

The Board requested more information on this item.

- For the \$1.5M, what is the District receiving, and what do your students get as a benefit and service? What's the future of our ability to increase reliance on Metro Transit for transportation? Response: We receive 2,000 Go-To cards, which are bus cards that students can use 24/7 on buses and trains to go to school, activities, family activities, work, and use it at any time. Right now, the schools served by Go-To are Gateway to College, Journeys, Focus Beyond, Creative Arts, Johnson and Gordon Parks, for a total of about 2000 students. The pilot program mentioned in the Superintendent's Report is not included in this contract, and that will be an additional cost, and have received positive feedback from Creative Arts and Johnson on the ability and flexibility to get to school and around the community. In terms of our partnership and the future to offer all students, we are not there yet. Metro Transit continues to be honest that they don't anticipate it will happen this year or next year. We are working together as a team about every 6 weeks with our leaderships teams to talk about ways to try different avenues to get more students access to Go-To cards, and a reason for piloting the extracurricular activities program. They continue to struggle with barriers such as driver shortage, bus garage available and space, and lack of buses. They also get Saint Paul and the way our city is designed if it would be in the best interest for all to be on Metro Transit, with some schools that are not centralized, and bus ride could be an hour or more. It's not necessarily the goal to have all students on Go-To cards, we are slowly adding schools. If the pilot works well, we may be able to add a secondary site to look at adding a secondary site on the line, such as maybe Como or Central.

- How valuable are the Go-To cards for students? Response: It entitles the student to free transportation all school year with their ID card and show to get on the bus or train, and free access all school year to where they need to go, including weekends and days with no school. During the summer, Metro Transit has a program for the entire city for all schools for students who qualify for FRL at as significantly reduced rate for \$25 for a Go-To card for the entire summer, and we work with Metro Transit to coordinate and organize those for families. A number of students do that as well.
- Students pay for that themselves? Or their families? Response: Yes.
- Is there any possibility for an exclusion from the payment for those who qualify for FRL? How much partnership we could do with Metro Transit to give our kids greater mobility and we both have budgets, but want kids to be able to get around the city. Response: They also offer a \$1 a ride for families who qualify for FRL or families at the poverty level, they qualify through Metro Transit to receive a \$1 ride – and pay \$1 to go anywhere in the city during the day through the Transportation Assistant Program.
- Director Marchese noted the conversations with Metro Transit, and the responses have not changed over the last several years. If we really wish to see a secondary school to move to full service by Metro Transit, are we asking that or setting that as a goal? Is there a goal in these conversations to show a point in time where we can bring another school to Metro Transit? Hoping we can move toward future where increasing proportion to use Metro Transit. Response: Metro Transit has been willing to try things, and we have been pushing as well, which is how we got to the extracurricular pass. They asked us where our needs were, which included extracurricular and students who don't have access to yellow buses after school, and have a need for secondary students to have access to transportation home. We are working together with schools to offer very reasonable rides. Initially the transportation depart as a department as pilot we are going to pay for the rides for extracurricular at secondary sites. We're starting the secondary to ensure families are okay with students taking the city bus home. Metro Transit has also been helping to add part schools at certain grade levels. That's a cost for us because we need to pay for the yellow buses for 9th and 10th graders, and city bus for 11th and 12th graders. We would be paying double. That is our next move is to see the extracurricular routes, and if we agree to look at grade level by school, and anticipate for Fall 20-21. Encouraged by constantly meeting and pushing one another and heard from Metro Transit they have heard us, heard community and know Board has desire to put as many students on Metro Transit as possible.
- Director Marchese suggested an update to hear about this further along in the school year, and it would be nice to know where the discussions are. He has been asked by families, specifically around the school start times, and students on Metro Transit buses. We know the layout of the city and capacity limitations, and pleased there has been discussion, but the Board should be aware of an update maybe late-Winter or February timeframe and beginning to think more about the next school year. A number of parents and community members are interested in this.

MOTION: Mr. Brodrick moved that the Board of Education authorizes the Superintendent (or Designee) to contract with Metro Transit to provide student transportation for school years 2019/2020 through 2023/2024. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

BF 31785 Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Behavior Intervention Specialist Support SY 2019-20

The Board requested more information on what they provide at the two sites, the amount of money is considerable, and know about the effectiveness of the program, and information on what kind of comparable programs are implemented at the other schools. The two schools are Washington and Humboldt.

Superintendent Gothard then welcomed Heather Kilgore, Director of Family Engagement and Community Partnerships to share more about this item.

SELBI works with students in a way to build relationships in a restorative approach and connecting way to students who may be exhibiting challenging behaviors, and they support students to learn new skills and to get back to the classroom to be key members of the community. They're a relatively new partner to the District and new organization with strong background and experience in this work. Their initial evaluations have been very positive and principals have been supportive. They started at Humboldt and grown to Washington. Their key marker is noted in a decrease in student behavior incidents of about 75%.

- Describe the communication and relationship between SELBI staff (5 at Washington and 2 at Humboldt), and how that works in the interaction between SELBI staff and connectedness to onsite teachers to ensure there is a good relationship and communication? Are they working with the whole community? Response: It's everything from 1:1 student and adult working together, and they also use restorative practices such as circles. At Humboldt, the SELBI staff feel like they are part of the team in problem solving and are folks who get to focus and specialize in supporting students in emotional and relational ways. They have 1:1 meetings, small groups, collaborating with educators, and restorative circles. This is new at Washington and work to build relationship with staff, and absolutely the orientation and philosophy for the organization and staff.
- If our goal is to improve social, emotion learning behavior, and particularly within the classroom, we can't rely on someone counseling student outside the classroom. Need to have cooperation, partnership and collaboration to help that teacher who may have been the person called on the behavior specialist. We need to ensure how these folks feel we're all in this together. It was also noted that in SPPS Achieves, and our 1a initiative on PBIS and social emotional learning, one of the things exciting is to align partnerships with the 1a initiative.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (or Designee) to contract with SELBI for Behavioral Specialist support at two (2) sites for SY19-20, and to implement the services as specified in the contract. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

BF 31786 Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2019-20

The Board requested more information on the evaluation of these programs, and how they are working. SPYS has a longstanding relationship with SPPS. They do comprehensive surveying of students, teachers, and administrators. Teachers and administrators report they add value to their building, and students report they feel more engaged in their studies. One of their key items is youth voice and building capacity of young people in leadership and self-advocacy. Our principals invite them back year after year and a relationship that is going well.

- Is this an increase in staffing or less? Response: This is consistent with staffing in the building, but one building made a change to the SELBI, but not a change for the partnership between the two doing the work.
- Is the \$275,000 more or the same? Response: It is holding steady, and the same as last year.
- Some of the work has been in restorative practice (RP), and what kind of work will this program be doing in this buildings? Response: That is something that SPYS in a school that is a RP pilot, they are supportive and working with a student, they would participate as another caring adult as appropriate. One of the great opportunities with 1a is to align even tighter with our partners. In the case where the school instituted RP, SPYS participates, and they receive their own training and RP

approach that they would also use in working with students. It would be in alignment with the building practices.

- Is the work with the organization designed so that we have an ongoing relationship with them for a number of years, or is the goal to increase our staff capacity where SPYS may move, and have capacity to address with our own staff? How long or in what manner do we continue to work with SPYS? Response: In initial conversations, we need to talk about that and think about the structure of these relationship and capacity building. It's worked to now that behavior interventionists have been key parts of the buildings, with annual contracts to check in. It's a great opportunity re-evaluate and do a strategic approach going forward.
- Director Marchese encouraged administration to think about the longer term view and contracting for services that are not SPPS staff, and the committed to the work we are contracting for, and thinking to bring it in house and embed in organization. If it's contracted, it's easy to not do it and whatever was done was lost to the outside organization. In relating to something like RP we are trying to use to change culture in a long term way. Concerns about using outside vendor to support work long term that is about long-term culture change, and something that should be supported with own District staff and built into the budget in a different way. Typically a consultant is used for a special skill or timely matter. He encouraged staff to think about longer term and the structure of the contract and the area of RP work and behavior support is built into the strategic plan and thinking embedded into organization more overall.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services (SPYS) for Behavioral Specialist support at two sites for SY2019-20, and to implement the services as specified in the contract. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

BF 31787 Sanneh Foundation Dreamline Program SY 2019-20

The Board requested more information on this item, including the total cost and evaluation results. Director Brodrick reiterated Director Marchese's remarks in so much work in increasing achievement of students, and it's an integral part of the strategic plan and there should be an idea of how these programs are working and fitting into the strategic plan. We have heard favorable things of all of them, but do think if going to be truly committed to our strategic plan, we need to sure we are clear that consultants and outside groups are doing the things that we want to have done to achieve that plan. Response: The data and stories are critically important. The alignment is an exciting thing, and the strategic initiative 9a in community partnerships and evaluating effectiveness and to ensure they are fitting with our plan. Excited for the data on the relationships.

It was noted about the great partnership between the Sanneh Foundation and SPPS. The total price for the Dreamline program would be \$400,000, but District pays \$180,000, and the Sanneh Foundation raises money for the remaining costs. They have been a great partner for the District. There's more work to align and evaluate. They are in it with us and in our neighborhood and we look forward to continuing to work with them. They also have great ideas for teachers of color pipeline that we are eager to explore with them.

Their program evaluation results also show promising results for Black and Latino students. That's important to us in the strategic plan and addressing achievement gaps in the District and a relationship to continue, with room to tighten the alignment.

Director Brodrick noted it's difficult to get hard data to justify the things we do, especially in education and see results later. He is anecdotal, and has heard anecdotal descriptions about these programs and enjoys that, but also do need more systematic in evaluations all programs we are buying – we want to know what we're doing with our strategic plan and if we hire someone to help us with it, are they qualified, are they on board, and do we know what is happening.

- There are 5 schools, and also names funds as part of Indian Education – which 5 schools are included, and is AIM one of them? This relationship has been mainly at our high schools, and the schools that the Indian Education program is supporting are Harding, Como Park and Johnson. They are not the only funding stream, but are paying a portion to prioritize some support for American Indian students. (The other schools are Washington and Humboldt.)

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (or Designee) to contract with Sanneh Foundation for Dreamline support at five (5) sites for SY19-20, and to implement the services as specified in the contract. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31788 EL Education Cooperation Agreement for 2019-20 SY

The Board requested more information on this item.

- This is a cooperation with MDE and wonder what it will provide because it's a big contract with expeditionary learning. Response: This is a comprehensive school effort that has been happening for 8 years at OWL in leadership development and teacher training, in addition, there is a capacity to look specifically to create high order thinking and authentic work through rigorous thinking with students. In addition to the contract, there will be 2 site visits each month and work to develop leadership development and teacher practices. OWL became exemplary school or credentialed school and had over 20 educators to learn from OWL. The work on the walls by the students are rich, deep work, with reiterations to give kids an opportunity to have a whole experience and grounded in ensuring students are given the opportunity of application, real-life, and rigorous thinking and doing. Throughout the year, there will be trainings with leadership and staff and conferences. In terms of the cost value and output in student work, one of the items is that walking into OWL the first thing to see is the richness of the work, and how it is happening, and work in terms of how to get to level of work and application and deep thinking, and allowing teachers to delve into highlight engaging kids to drive them in rigor and thinking. The training received and this year's focus on culturally relevant instruction with specifics to student engagement to push authentic work in the classroom. They have continued through the spectrum to develop a school that is credentialed and recognized through EI.
- Assistant Superintendent Delich recognized OWL for their authentic, deep, student engagement and program. Director Vanderwert noted that she is a big fan of this program at OWL and wishes there were more programs like it in the District.

MOTION: Ms. Vanderwert moved that the Board of Education authorize the Superintendent or designee to approve the 2019-2020 partnership between Open World Learning Community and EL Education. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. Policy Update

1. FIRST 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

XI. NEW BUSINESS

A. Summary of the Annual Performance Evaluation of the Superintendent

At a Special Closed Meeting of the Board of Education on August 13, 2019, board members discussed the annual performance evaluation of Superintendent Joe Gothard. Here is a summary.

Overall, the Board is pleased with the work of the Superintendent and has confidence in his leadership. Board members acknowledged that strong foundations have been set for success, and Superintendent Gothard has developed an impressive strategic plan to support a strong school district.

This year the Board decided to use the Minnesota School Board Association's Superintendent Standards-based Evaluation. As this is the first year using this tool, the Board decided to review all eight standards in

this evaluation. Future evaluations will focus on a fewer number for the year. The standards are Governance Team, School District Finances, Communication and Community Relationships, School District Operations, Human Resources, Teaching and Learning, Student Support, and Ethical and Inclusive Leadership. The rating scale ranged from ineffective, to developing, to effective, to highly effective.

The Board acknowledges that much of the work of the past year has been focused on the development and an initial implementation of the SPPS Achieves plan. The Board appreciates the work of the Superintendent and his staff to develop ten key priorities. This is a substantial undertaking that also provides the Board and the Community with a roadmap for understanding how the District will be set up for future success. As the Board considers the overall performance of the Superintendent, the Board would like to offer the following observations:

Board members see the Superintendent's overall leadership as one his strengths and rate him highest in the standard for Ethical and Inclusive Leadership. The Board values his strong personal leadership characteristics and cultural competencies. The Board also appreciates the Superintendent's nurturing of our new and diverse leadership and talent in the District.

The Board acknowledges the Superintendent's strong personal and communications skills in developing community relationships. His effective public advocacy on behalf of the District and development of key relationships with community partners to support the work of the district continues to be critical to ensuring the success of all students.

The Board rated the Superintendent as effective in the standards of Teaching and Learning, Human Resources, and Governance Team. Regarding Teaching and Learning, the Board acknowledges the Superintendent's knowledge and commitment in improving instruction; at the same time, the Board recognizes that there remains much work to be done District-wide to ensure all students are receiving the education that meets their learning needs while developing a culture that is responsive to those needs. The Board acknowledges the Superintendent's strength in the revised staff development programming, an updated principal selection process, and improved interview and evaluation processes within Human Resources. He has also strengthened the District's employee relations by hiring a Director of Equal Employment Opportunity in response to concerns about harassment and in conjunction with revisions to the District's harassment policy. He is setting high expectations for professionalism throughout the District. The Superintendent has put in place hiring and training practices to continue to build a diverse workforce. As to the Governance Team standard, the Board acknowledges the Superintendent's work in clearly aligning action items to board policies and improving the caliber of board presentations. Adjectives the Board used to describe his governance abilities include, clear, diligent, professional, respectful, collaborative, responsive, structured and methodical.

Key areas for growth include:

- the need to develop a priorities-based budget*
- building a sustainable financial future for the District*
- enhancing the District's communication capacity (including strategic communications)*
- addressing ongoing concerns about the overall effectiveness of Operations (including Facilities)*
- developing and strengthening the District's Equity focus through concrete initiatives*

Areas for future growth include continuing to lay out an overall vision for how the strategic plan will impact the qualitative experiences of students and staff in SPPS and continuing to lead the culture change in the District to better engage students and meet their educational needs.

For subsequent evaluations, the Board will be focusing on standards related to District Operations, District Communications, Teaching and Learning, and Equity.

At the conclusion of the evaluation meeting, there was consensus among board members to begin the process of entering into negotiations for a renewal of the Superintendent's contract. Board members look forward to continuing to work with the Superintendent on the continued implementation of the SPPS Achieves strategic plan and the overall operations of the District.

QUESTIONS/DISCUSSION:

- Chair Ellis thanked board members for their meeting, and from our conversations and questions for the Superintendent that students are at the center of this work, and how are we going to change the outcomes for students in the District, and thoughtful about the future of the District and how to build it. She appreciated the time for that and hard work. To the Superintendent, she thanked him for his patience as the Board worked to figure out how to continue to ensure SPPS is the best in the state and continue to improve outcomes for our students.
- Superintendent Gothard thanked board members for their belief in the district, which motivates and spurs him to know that's the conditions he works towards. With the extensive time spent with him, he noted the Board can sense the excitement for the start of the new year, and the culture we are building in executing our strategic plan and improve outcomes.
- He also reaffirmed to the Board and the community his deep commitment to SPPS. He thanked everyone to afford him the opportunity to begin the second stage of the contract.

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- In regard to the Metro Transit contract, Director Marchese suggested an update to hear about this further along in the school year, and it would be nice to know where the discussions are. He has been asked by families, specifically around the school start times, and students on Metro Transit buses. We know the layout of the city and capacity limitations, and pleased there has been discussion, but the Board should be aware of an update maybe late-Winter or February timeframe and beginning to think more about the next school year. A number of parents and community members are interested in this.
- Director Brodrick requested to talk about C1-C4 in terms of evaluation, cost value, and the fact that we have had very good reports on these programs, and data to see results. More information and update on items talked about in the consent agenda with contracts – Metro Transit, SELBI, SPYS, Sanneh Foundation. Specifically to understand very clearly the alignment with the strategic plan, and how we can do a more systematic job of evaluating outcomes from the work of these contracts and organizations.

C. Board of Education Reports/Communications

- Director Vanderwert shared an update on the Saint Paul Children's Collaborative. They met last week and are issuing their RFPs in their money they hold of over \$1M in grant possibilities (one approved in the consent agenda.) She serves on the review team and is able to visit those program.
- Director Vanderwert also shared a few thoughts over the past three years, in learning about the community that cares about its kids. What our kids see and hear from the adults around them, really model for them what their role is in this world and acceptable behavior. Now more than ever we have to be the adults we want our children to be – no matter the situation or our feelings about it. SPPS is critical to the success of our city. We are educating our future leaders. Families have choices from excellent community schools, magnet schools with focused learning, or different language immersion programs. We are a lucky city, however SPPS is not perfect. With kids learning who they are in every buildings, things that are disappointing, surprising or scary are going to happen. How we react to those things is really important. She encouraged all of us to use our communications in person, via email or social media to remember two things – our children are watching. When anyone uses disparaging comments in regards to our school, children hear it, and their trust and motivation is

damaged. If the adults in the world don't think administration or schools care about them or are incompetent, why should they work hard to show respect or perform in our buildings? If they see or hear us sharing misinformation or threats, they will believe it's okay for them to do that too. If they see teachers expressing frustration, why would they choose to become a teacher? Our behaviors have long term implications for children's lives and the future of our schools. The words we use are powerful. Families have heard our schools are failing, so they choose to take their children out of SPPS. While we know what they heard is wrong, we never get to the chance to prove that. When we stage protests or post angry comments on social media, parents seeking schools begin to doubt that they should enroll their children in our schools. The rise of charter schools in our city is evidence of that. She urged everyone to ask ourselves – how will these words help, or conversely how or who will it hurt in our district? Instead of just being frustrated, let us know your feelings and experiences. We need to hear it. This team is working hard to provide the best opportunities they can and appreciate the feedback. Check in with us because we need to hear that. Check with us on the facts to ensure comments are accurate and based on real rationale thought is really important. This team responds to those questions, and want your voice to be heard and concerns to be considered. We have to be the adults we want our children to be. If we want them to be inclusive, collaborative and honest and respectful, we must be inclusive, collaborative, honest and respectful. As union leaders, board members, schools, and families, we all want a thriving, vibrant, expanding school district. We must work together behind the scenes to make the changes necessary. Our challenges do not always have to be public. Our children know when our words and actions are congruent. Our children are watching. She is proud to be resident of Saint Paul and to serve our children and families. If we work together this next school year, we can keep children at the center of our decision making and culture, and it is up to us as adults in this community to build the kind of community so many of us, including our children, want, crave, and deserve.

- Chair Ellis shared that she, Director Vanderwert, Director Foster, Director Schumacher, and Vice Chair Marchese were at the Eid Festival, which was fun and dancing. It was an opportunity to be in community, and the Horn of Africa hosted the event. It was nice to see a lot of our kids, and to hear SPPS was a great partner in location and determining to fit capacity. Overall, it was a great event and appreciated the opportunity to be out with everyone.
- Director Foster and Chair Ellis were also at the MN Trades Academy Graduation, and shared information on the partnership. It was exciting to be there and to see that event.
- Director Foster noted it is two weeks to school starts, and welcome everyone back with Admin Academy, over 300 new staff onboard, celebrated new leaders, and allowing spaces and spaces, getting to buildings, celebrating students and welcoming them back with great joy, and getting to know everyone, and having a fun beginning to a happy new school year.
- She also reminded the community the Board is here for a resource and bridge and to invite to spaces and tell us what is going well, and challenges. The Board is here to help and welcomes invitations to buildings and spaces.

XIII. FUTURE MEETING SCHEDULE

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

- September 17
- October 22
- 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)

- September 10
- October 15
- 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 Ms. Foster seconded the motion. It passed by acclaim.

The meeting adjourned at 9:11 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