

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

July 23, 2019

I. CALL TO ORDER

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

II. ROLL CALL

Present: Mr. Marchese, Ms. Ellis, Ms. Foster (present, but missed roll call), Mr. Brodrick, Ms. Xiong, Ms. Vanderwert, Mr. Schumacher, 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. The motion was seconded by Mr. Marchese and Mr. Schumacher.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS - None

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with items the exception of B8 – Request for Permission to Submit a Grant to the McKnight Foundation, B10 – Request for Permission to Accept a Grant at Bridge View School from the Minnesota Department of Education, C2 – Fraser Contract for Early Learning Programs, and E6 – Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE), which were pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of June 18, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of June 18, 2019 as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

B. Minutes of the Special Meeting of the Board of Education of June 30, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of June 30, 2019, as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS - None

Because there was not a Committee of the Board Meeting in July, there was no Committee Report.

VIII. SUPERINTENDENT'S REPORT

A. District's Health and Benefits Program Update

Superintendent Gothard welcomed Executive Director of Human Resources, Laurin Cathey, to provide an update on Saint Paul Federation of Educators' and Teamsters to gather information and vote to enter into the Public Employees' Insurance Program (PEIP). There is currently another year within the contract, and we support opportunities for health care coverage that offers flexibility and is cost effective. If the District terminate the contract early, it would generate a \$4M early termination fee. He recapped the letter sent to SPFE leadership that asked them to delay the change to PEIP to January 1, 2021, which would fulfill our contract with HealthPartners and prepare for new enrollment. He also stated that when HealthPartners was selected, and the 2nd year of the contract was capped to fulfill the two years of the contract, and for us to expect them to waive the fee is quite an ask when we in good faith negotiated the contract with them.

Executive Director Cathey then provided facts relative to the RFP and decision-making. The RFP process included three finalists – HealthPartners, Medica, and PEIP. While PEIP was the lowest bid financially, the LMC process considered other factors in addition to financials, and examples were provided. He also provided details on the RFP process and timing, and intentional in the process for reflection and discussion before details on the LMC evaluation, scoring and decision. He further explained our work and implementation and continuation of our current healthcare plan, which is two years, and details on the Health Insurance Transparency Act and statutory language. He also noted past trends in the SPPS health care contract, as well as the potential effects of moving to PEIP for employees and the District.

QUESTIONS/DISCUSSION:

- For certification, the 9-7 vote to stay with HealthPartners that Executive Director Cathey mentioned, when was that? Response: That vote, both the 9-7 and subsequent decision to take a unanimous perspective forward happened in May 2018.
 - Was there a second vote of the LMC more recently? Response: There was not a second vote of the LMC. The opportunity given to them to move did happen within those bargaining units and conversations with their membership.
 - Director Schumacher noted then, that there was an opportunity and openly discussed a year ago before the contract was signed to determine the best way forward.
- Director Marchese noted his appreciation for the clarifications and understanding of the feelings around this topic, and those included in Public Comment. It's clear that the District should not be paying an additional cent to anyone as a result of this. As a member of the Board, it is his responsibility to ensure we are making decisions that are fiscally sound. We have a long way to go before any money leaves the district – especially \$4M.
- In the discussion around the Labor Management Committee (LMC), did any members of SPFE express an intent to use the statute to move to PEIP? Response: No, not during the LMC meetings. Our first notice of the intent was indicated in March 2019.
- At the time going through LMC process, no one representing SPFE discussed moving their bargaining unit to another plan at the time? Response: Correct.
- If they had something at that time, would it have made a difference in the District's decision to contract with HealthPartners? Response: We would have stepped back to reflect, because not going to the decision with the full group would have had an impact.
- It would have impacted the rates that HealthPartners negotiated? Response: Yes, it did. It would have had an impact on those rates and the contract.
- In talking about the statute and way it works, it's unclear. Executive Director Cathey then provided more details on the statute and the process to move to the PEIP insurer, including timing, when the bargaining units join the new insurer, and stipulations on notifying the state commissioner of insurance.
- At this time, there has not been a notification to the commissioner.
- In our contract with HealthPartners, and the \$4M penalty, and how it's calculated. Response: The early termination fee is a calculation used in looking at the complete population the day before the transition, and take employees and multiply the difference in standard and preferred rates, which is then multiplied by the number of months that exiting contract early – which would be a full 12 month period.
- Does the early termination fee happen if a portion of the bargaining units, or does it happen if everyone leaves? Response: If we lose more than 10% of the original population, the early termination fee is applied. If the District runs two plans, the exiting of the majority of our staff would require us to pay that early termination fee.
- What would the impact on the rates on the bargaining units remaining for the HealthPartners plan? Response: We would see a 22% increase for year 1, and unfortunately, they cannot provide rate caps for years going forward, and see a compounding impact on year after year.
- Who would pay the cost for the 22% increase? Response: It depends on the contract, but have a shared approach where the District makes contributions to each employee based on their contract. If the rates go up 22%, we would imagine at negotiations that bargaining units would ask the District to pay a portion of that, and some would be transferred to the employee as well. It is an "and" scenario – with the \$4M penalty and rates increase.
- With PEIP, there is a change in terms of the premiums. What is the difference in the premiums of those who would be moving, and what the change would be when they move to PEIP? Is there a savings they would experience? Response: For those moving to PEIP, there would be an initial savings in premium, versus what is projected for next year, and will be about 5%, because PEIP is at about 2.5%, versus the 7% at the start of the year. Dollar amounts can be provided.
- With the HealthPartners penalty provision, it suggests that some discretion that HealthPartners has to waive the penalty if it is by interest of state or federal law to make a change. Have there been conversations with HealthPartners about that? Response: Yes, we have. That provision that allows a leniency or forgiveness that speaks to legislation that is mandatory, and in this case, it is a voluntary process.

- It was noted that it is mandatory to the District to move when the bargaining units have the right under the statute to move. It is not a discretionary decision by the District, it is the operation of the state statute. There is discussion to be had with the contractor, to have a conversation about the impact of that statute with our vendor.
- When looking at the totality of the process and the LMC operations, what is the purpose of doing this through the LMC as opposed to the District making the decision. Response: There are two reasons – through the LMC, we wanted voice of all our employees represented in the decision making process. The second reason to have a LMC is to bring transparency to the process, so those who have the vote are well informed.

B. Culturally Relevant Instruction: Instruction, Curriculum and Ethnic Studies

Superintendent Gothard then introduced Hans Ott, Assistant Superintendent of the Office of Teaching and Learning, and Rebecca Biel, Social Studies Supervisor, to present.

SPPS Achieves

- Strategic Initiative 3a prioritizes culturally relevant practices
- Strategic Initiative 3b prioritizes creating a well-rounded education for all students
- In 2018, SPPS developed a continuum for culturally relevant curriculum as a guide for revising curriculum
- 8 Ethnic Studies elective courses inclusive of identity, ethnicity and ability

Culturally Relevant Instruction

- Equity: Construction and distribution of the 2019-20 professional development plan for equity
- Growth Mindset: Creation and facilitation of workshops and professional development plan for district offices, departments, and school leadership to create common understanding of effective and culturally relevant instruction
- 4Rs: Creation and distribution of Effective and Culturally Relevant Instruction (ECRI) practice protocol for consistent instruction.

Social Studies Course Revision Timeline

- The revision timeline for MN Studies 6, American Studies 7, Global Studies 8, World History, Human Geography, U.S. History, and Econ/Gov for years 2019-2023 were reviewed, including the Explore/Install phase, Initial phase, and Full phase.

Ethnic Studies

- African American
- American Indian/Indigenous
- Asian American
- Hmong
- Latinx
- Abilities
- LGBTQ
- Women

Ethnic Studies Course Offerings

- A bar graph showing the number of schools offering ethnic studies courses and the additions and increases throughout the years 13-14 to 19-20 were shown.

Next Steps

- Communication plan for students, families and schools about ethnic studies courses
- Expanding ethnic studies electives
- Implementing revised curriculum
- Culturally relevant instruction

QUESTIONS/DISCUSSION:

- For the developing curriculum is there curriculum that is based on research and evidence-tested? Do we have evidence that our curriculum works, and have we tested it and how? Response: We are using evidence-based materials based on evidence by James Bangs transformational rubric and the evidence rubric. Materials we buy need to be evidence and research based as well to support our curriculum. Purchasing materials alone does not create curriculum, but which book and set of materials is used when and implementing and depth of targets, and scaffolding the level of complexity of books. When we purchase materials, we take time to look through them and base them on the needs of the District, and move those items in the timeline.
 - It is a re-sorting of items. Are there curriculum that do move and have the same structure that you need to implement? Response: We haven't found many sets of materials that can adopt their curriculum and fits the needs of SPPS students "out of the box". Sometimes we may want subject pairs to line up, and some units might be adjusted. It depends on students' needs based on how teachers have unwrapped curriculum based on state standards and other needs of our students.
 - How do we know what we're doing works? Response: We know that we are making gains and having success with some systems, and some systems we do. We are seeing gains in classrooms and at specific schools. We use a variety of metrics, and our strategic plan calls upon a clear set of metrics and that is how we will evaluate the summative measure. We also have formative measures along the way as well. Our summative evaluation is how we are accelerating along the goals of the strategic plan. Examples of summative pieces were also detailed. We collect information along the way as well for formative data and teacher feedback and student-centered work. We need the change in practice and monitor our success through FAST and math assessments and results. Teachers are able to use tools to reinforce or reteach in small groups, and build cultural relevancy. There are formative pieces along the way.
- In talking about ethnic studies and culturally relevant instruction, it sounds more like about shaping and supporting a child's identity and how they view themselves in this world. How are we measuring that? Response: In 6a, our personalized learning plans, we are talking about self-identity and knowing our strengths is key. We will be using that personalized learning plan to develop those pieces. With our PBIS and social emotional learning, there are also components that will show us how students are seeing themselves as strengths and to their community. The strategic plan is asking us to do things differently, and initiatives will change or enhance our current work. We will also be collecting information there as well.
- Director Vanderwert noted that in her questions, she wants to highlight what is needed than curriculum is a change in culture and a way to approach children and families. That culturally relevant aspect won't show in MCAs, but in the culture of our district. Being able to measure that will be valuable.
- There was a presentation by SEAB and their recommendation was to create a new ethnic studies course that all SPPS student take in high schools, and also to embed critical ethnic studies to all curriculum in grades PreK-12. Is that the direction we are moving in? What does that look like in PreK-12? What will we be specifically doing in each level, and how long will that take? Response: We were approached with a recommendation to implement ethnic studies, and to do this in a way to offer as many opportunities, it does take time to do and do it well. In looking at ethnic studies and increasing the amount of courses from 5 in 2013-2014 to 17 in 19-20, and we have seen a rapid increase. One of the areas is are we able to say we are going to have a required ethnic studies class, and will be survey type class and meet the needs of our students, or various ethnic studies classes and offer those in as many schools as possible? We are looking to increase the amount of ethnic studies classes in every high school, revise social studies curriculum for middle schools and to holistically change the way we approach culturally relevant instruction across the district. There are some limitation to reduce ethnic studies to a survey course that is required, and seek permission from MDE, and change our policy on graduation. If that's the direction of the Board, we will plan in that way and take appropriate action to do that. In terms of changes to see in K-12, there's a deep dive into social studies curriculum, and a significant lift for all students, and continue work throughout curriculum revision, and experiences will have additive pieces around how we are engaging with topics related to curriculum that offer multiple perspectives and counter narratives. The synergy between se and cult relevant instruction – they are closely tied together and student experiences and will continue to change at an accelerated rate and student voice is centered in the room. We're supporting administration in what to look for,

and how to be collaborative and clear on expectations for dialogue and be purposeful. The whole district needs to support the educators, and the admin needs to be informed, and professional development at the building level and provide teacher time to train teachers.

- How are we addressing the recommendations from SEAB to the Board about their recommendations, and it was somewhat addressed that we do not have a definitive answer tonight to respond back to their recommendation for one ethnic studies courses for all students to take in our high schools? Response: We want something to happen at every grade level is what we're hearing, and that is the focus of our strategic plan with culturally relevant instruction, social-emotional learning, PBIS work, and personalized learning plan. That is the charge, and our job in OEL is to provide educators curriculum and materials and practices to ensure academic success, and ensure we are doing that at every grade level. We also offer those deep dives through high school career to fig into ethnic studies and our current suite of 8 courses.
- Director Xiong noted that she is glad that the discussion and recommendation from student group for ethnic studies is launching and for us to review and assess, and with the strategic plan to ensure that we also take a critical lens in our current state in regards to social studies, and glad it's happening and so needed. Wondering about who are the students that we know that are taking or enrolling in the current ethnic studies options that we currently have? Why is it that some schools seem to have some and not all? Response: We do have data on which schools are or are not. We are ensuring there are staff who are trained and courses offered across our high schools, and looking at them in cycles, so that more opportunities are available for students. Now that we have seen an increase, we need to look at who is taking those classes, or who is trying to but not able to due to other classes and pathways to higher-level classes. It is important to look at that data, and figure out what to do next to ensure they are fully being taken advantage of.
- The current ethnic studies courses are electives. When do all students get enriched and different ethnic studies knowing that these certain courses are only offered in some high schools, and knowing that it's not a course that is required, but based on interest? When do all students get the enrichment outside of social studies? Response: That happens through the culturally relevant instruction and work, so students should be aware of counter stories and absent narratives and multiple perspectives in all grades through Readers Workshop, and understanding multiple perspectives on historical events is critical. It's going to happen at each grade level in different content areas, and students will not have to wait for high school, but that is where they will be able to self-select their courses and want to go deeper in these areas. Ethnic studies needs to be part of our core curriculum, so that every student has it each year in each grade level, and that is the intent of culturally relevant instruction, and content presented, and have access to multiple perspectives. We will also continue to look at our capacity to offer or to propose a possible required class that everyone would take or have access to. That is the capacity to build in terms of teachers to teach, and to make an additional or substitute graduation requirement. We're not there yet, but have gone from 5 to 17 classes, and building a culture and community around ethnic studies. We continue to look at and to possibly make that recommendation.
 - There is that logistical piece to ensure we do it and do it well. When talking about relevant, and to whom? To our students or ideologies of adults? Are we listening to or hearing our students? Through conversations with students and SEAB, the whole intent to push for ethnic studies, is not just to have ethnic studies, and to have cultural relevant teaching for all grade levels, and that we change our culture in our school district, and that starts with affirming where we need to go and every student has enrichment, and in the age of the current political arena, that is the urgency of why our students and SEAB they want to see it now. This is so long overdue because all students need enrichment to learn about each other, themselves, and people in our city and state. Ethnic studies is not only an opportunity for students to learn about themselves and each other, and in studying other districts, and survey and we talk to students about their experiences, it's about how they all are able to build community together, and that's key. Our students are needing to be relevant right now for them. Plans and people change, but our students are asking for a long-term permanent idea that could address relevancy for our students today. Excited and glad to hear about changes in current courses, but think not doing enough for current students and have not truly heard our students.
- What is the experience that we want students to leave our classes and ethnic studies classes with? Response: We will continue to take and engage our stakeholders where students and teachers, and community voices are coming to gather to provide a rich curriculum that recognizes that ethnicity and

who it represents. That work is creating an opportunity for us to know and accelerate what goes into our core classwork. Our strategic plan is offering us to go more narrow and deep in critical pedagogy and culturally relevant instruction. We do need to continue to listen to transform our work, and it is being modeled and an elementary lead will help to accelerate the work at the elementary level to see students leaving classrooms having learned different narratives, and using multiple perspectives and absent narratives to be a catalyst for the discussion amongst the multiple ethnicities and identities in our classrooms. We want that to be core and critical in our coursework. We also want students to show up as their authentic selves. We want authentic relationships between students and educators.

- Director Xiong emphasized that right now with the current ethnic studies – only those students are getting the enrichment, and seeing the timeline by 2023 is when social studies courses will be implementing cultural relevancy and that is three years from now, and we will see three graduating classes leave our district without the enrichment. Response: We will have 11th graders next year who will be experiencing their U.S. History class in a different way than the previous class. That will happen next year. In middle schools, our 7th graders will experience their work differently than the 8th graders in the same building. That is happening and has been happening, and have been preparing for it through training over the summer and PD throughout the year for teachers. We are also adding those pieces on culturally-relevant instruction during Opening Week and educators engaging and learning around SPPS Achieves and particularly our EL students how it coalesces in the classroom. Plans have been made and we are implementing this fall and learning from and growing to further implementation and to collect data that we are doing things differently, and feedback from students and families is also key. It will be the work of all of us to get us there, and will be a big lift.
- In focusing on curriculum, curriculum and content go hand in hand. In the transformative approach, what are some concrete examples of how curriculum and content can satisfy the purpose for studies courses. Meet SPPS policy, also purpose to educate students to understand systems of power and authority, and empower students to understand and challenge systems of oppression. What are some examples of that implementation of curriculum and content will align to those three purposes? Response: In using the transformative approach for revising our current curriculum. We have taken the benchmarks and standards, and determined the learning outcomes. As we're looking at the ethnic studies courses, there may be two separate conversations. Core content courses – every student takes and they need to take it to graduate determined by MDE and state legislature. With the timeline, what's happening in each unwrapped units, and that curriculum. This takes us through where the capacity is to do the work – through teachers. It takes a year to do some of the explore and install, and then move to initial, and start over with others. This will be ongoing, and social studies standards revisions starting in 2021, and do another cycle of review. (Suggest all three objectives for core classes also.) In going through the process for transformative and moving from additive, as move through different approaches, they are not skipped. As moving through different approaches, and instruction grows, vet materials, and pedagogy grows. We are moving from additive approach towards bringing counter narratives, and examples were provided with the example of Westward Expansion, which in the additive method would include so many narratives and absent narratives of what Westward Expansion meant; as move towards transformative approach, it's not Westward Expansion, it's about United States colonialism. In talking about systems of power, it was very deliberate actions from those who have power to set forth policies to extend economic, political or social power.
- James Banks has been mentioned several times and his book. What is the work of the Oakland Unified School District, and make sure we are looking to see what fits SPPS particularly because of the uniqueness in terms of degree of diversity? What's Oakland doing that's so good? Response: California has been one of the leaders in looking at ethnic studies courses. These school districts of Oakland, San Francisco have been working for a few years to determine how they will do it. SPPS is actually ahead because we are also working on core content courses. As we look at with the Twin Cities area, and meeting with counterparts from Minneapolis Public Schools, they are also doing some of this work, and bring teachers together and working smarter with each other, and also bringing Anoka into conversations as well. MPS is looking what we have been doing for core content and history versus studies courses, which studies courses have units about identity, systems and power, resistance and resilience, transformation, continuity and change. MPS will be moving to what SPPS is doing, and how it fits their students and critical analysis of today's students with broad access to information, and are aware of there are other narratives and perspectives in looking at social studies topics.

- In talking about as we set up ethnic studies groups as electives, and things that we want to teach in those classes that we're also teaching in our core classes. There is that conflict that we need to live to state requirements, and movement to emphasize civics. How can we reconcile some of that? We need to talk of this a lot more, and suggest to talk more at a Committee of the Board. What about the conflict in state requirements? The benchmarks and standards for the MS state standards are in core content courses. Our electives, we can bring in standards from other disciplines. There are common core standards for social studies in reading and writing, which we use in core courses, and also in ethnic studies courses. In ethnic studies, it's not a full breadth survey of US History, and might have different perspectives and counter narratives. To take a deeper dive to one counter narrative, then those would be in an ethnic studies course. How do we ensure all students have access to take deeper dives to something they were introduced to in a core content course? That's part of the communication plan, and part of the work for this year to communicate to schools, families, and students about the courses.
- In reference to our SPPS policies, our curriculum and content must reflect the values and intent of our policies. The fact that those are the three references to the three policies, the next two are Oakland and James Banks. What are they doing? Response: There are policies and our end goal, and how we get there and the process. The research based practices for the processes of how to get to the end point. The policies are at the end, and how we get there in a way that is research based. James Banks and how do we get to these pieces, and school districts that have started this process 2-3 years before SPPS and their body of work that they have used in working with research arms in universities, or in collaboration with their community. Research for ethnic studies has come from universities, and California universities were one of the first to start ethnic studies programs. They have a history of partnerships with higher educations in ethnic studies courses. It is also looking at other school districts and what they have done as well as part of the research-base for this process.
- Director Brodrick noted that the Ethnic Studies framework from Oakland – what has happened there in the past 2-3 years? What are they doing that we should be doing? Response: In looking at key concepts and themes in a studies course, and looking at deeper dives and curriculum and units of study, including identity. What are questions students are asking as they learn? In looking at what makes an ethnic studies course and not a history course, those school districts have been looking at the key concepts and themes.
- In curriculum and content in regard to purpose, and asking about how to plug in these references, particular in Oakland and with James Banks, a board member noted that they fail to see the urgency addressed in previous comments in how to do this as soon as possible, in talking about 2021 and 2022. Searching for concrete examples about what to do differently inside the classroom that will satisfy our values and policies that we have written. How are we actually going to do that and how does it work? Response: James Banks is the pioneer of multicultural education, and the first to put the idea of multiple perspectives into curriculum. Oakland has what it means to be in an ethnic studies class, and to provide background knowledge to folks, and having teachers that want to teach it but may not know how, and it's starting from the ground and building it up from there to learn on critical pedagogical steps to be an effective ethnic studies teacher.
- Director Brodrick noted uneasiness we're talking about addressing mindset, and in academic freedom and individualized instruction, and teaching as an art, and uneasy with "mindset" used. Want to commend on communication with students, parents, families, and schools to get feedback. Most uneasiness with this is our curriculum and content we present in teaching must reflect our values and our policies. Concerned about much of terminology goes beyond what would be considered social studies curriculum, and borders on being social and political ideology, and that's where make sure understand the ideology that we are trying to promote. We must make sure there is a balance.
- Director Brodrick noted that we need to talk more about this before unveil what we intend to do and true motivations to our families and community, and to our stakeholders.
- Director Foster stated that in her two years and seven months on the board, this conversation began around ethnic studies and is really about race in our district, and we need to talk about race because the disparities happening in our district to our kids. We need to talk about that. Representation matters, and there is an urgency in ensuring our students show up and feel valued, and see themselves throughout the building. Kids get an education based on relevant, real events, curriculum is adaptable to community; that our children see themselves in books that represent them, and not tokenized to marginalized people and their voices are raised. We talk about pedagogy, and not just about

curriculum. We need to move forward, and know it's a process and takes time, but every day we waste not making concrete intentional decision for students is a day we have failed our kids. This is very personal, and take into consideration everybody, and there is a process. She hopes our city leaders and state leaders who are making decisions, mandating things, that we all need to uphold and take responsibility on what our community needs. We're waiting to do the work we need to be doing right now. We can't continue to keep doing what we have been doing because that is not working for the majority of our kids. We need to be accountable, and the urgency, and things need to move faster. Feeling discouraged with our ability what has to be done, and necessary, and promised to do. Representation matters.

- Director Schumacher noted that he appreciates in saying where our demographics with our teachers and our community, and that the community needs to be involved because we won't change from 80% white teachers to a very diverse working overnight, but need to have plans in place how we do that. Training is important, because there are examples where people of good will want to tackle it using what they believe to be common sense, and find the art of speaking about race, and intelligence and training is critical. That training and community, along with the curriculum, all need to be well-considered because there isn't time to fail. Appreciate work and the sense of urgency around it, but we are on the razor's edge to get done as soon as possible and needing to do it right. The communities and passion around the weight will increase. We don't live in a time of patience, and need to have a sustainable plan in place and conversations and honesty in the reactions and what we're doing. Go back to a desire for that urgency that is felt to be, and to continue to build a sustainable plan that will make a permanent difference and new world for our kids, and understanding the urgency felt by the community. Also means communicating in detail, transparent ways about what we are doing, a timeframe, and how we are working with the communities so it doesn't feel like waiting to hear, and all involved together in it. Thanks for this work and we need to be talking about race. We're all in it together, and comes down to our kids. Thanks to everyone for what they bring to the table.
- Does ethnic studies fall under social studies? Response: Yes, it falls under social studies and the Office of Teaching and Learning as electives.
- Chair Ellis noted that in looking through the SEAB presentation and the meaning of ethnic studies as one of her majors, is that it stands alone, and not just incorporated into everything we're doing. In talking about these are the courses we offer, and are electives, that means they stand alone, and not fits into social studies. It's enough on its own to be its own subject matter. An ethnic studies course would fit under ethnic studies, and not part of social studies.
- Director Xiong thanked Director Foster for her words and feelings. She also clarified that we know our students want to see a commitment that is system and permanent, regardless of tenure on the board or strategic plan, or superintendent. We are not hearing them. We listen to their presentation, but did not hear them. Discussion with superintendent is about race, and glad it was brought up. When it comes to push about race through ethnic studies, felt it was shrugged aside the importance of ethnic studies. It's important that we implement, assess, and the work we need to do for social studies, and now encompassed our conversation. Yet when students came before us it was talking about THE ethnic studies class. Multiple things need to happen. We need to move in the direction presented, and also address the here and now. She encouraged Administration to explore what it will look like for SPPS to not be mandated by the State, like in California, take the bold stance what it looks like for all students to graduate with an ethnic studies course, what that looks like, and what is the timeline. That plan needs to be discussed and shared with us. When it comes to race, it is set aside to be talked about in a bigger umbrella. We need to talk about race right now. Response: Chief of Staff Baker provided more information being the project manager on this, and given SEAB's recommendations and moving forward, we said we would provide a potential way forward. Direction was given. Context on this because team has worked hard and contemplate and try to deal with questions asked and thanked them for their work. We understand there is a concern, and hear, and say that we hear the Board and understand where coming from. Direction was given to staff to provide a way forward given current state and how to move forward with ethnic studies courses. Staff also dealt with what has been brought up concerning a required class. If something comes into the system, what potentially leaves? There are conversations on that and passion on both sides, and strong ideas on what should be replaced. This team grappled with that, and provide context and way forward, we are still committed to ethnic studies, and every child to have an infusion in their curriculum for core classes – dealing with how, given timeframe and urgency. Will take back urgency that put forward and that we are not meeting the

mark. Do want to highlight this team struggled hard. We did think through items and ensuring students have strong educational experience with studies experience in all classes. He provided context because ultimately this team will go back to the drawing board to make a timeline content fit within this. We hear you and are planning to bring back what you have said.

- Director Xiong noted the work of the team and their great job. We need all of it together to do this work. The importance and urgency of this, and the political arena that we are currently in, and that students who are born in this country have been told to go back to their country – that is one evidence of our urgency. We don't want to get to the point to create a resolution as other districts have and administration to take the lead to do this work. Our hearts are in the right place, but that is an option. We may need to explore a resolution. The work we all do is hard work, and thanks for the work and time in leading this challenging work.
- Director Marchese thanked his colleagues for articulating and bringing forward issues, and appreciate how they brought them forward. He appreciates the work being done on the curriculum. This isn't a conversation about courses – it's a conversation about the culture of our district and what we're about focused through the lens of these courses. Everything we teach is political, and everything we talk about in the classroom, being in front of students, and how we organize what we say and do and accept is political. We are having a conversation to reorient how we do this to respect and elevate the experience, knowledge, and expertise and lived experiences of our students and make those the center, and center around the needs of our students. This is who we are today and need to reflect that. The frustration part was to see the discussion boiled down to courses, and it's not just about that. SEAB was talking about so much more and that is what we need to see to put into the broader context. Transformational about this will reverberate all over the place. Thanks for the work, and beyond what it needs to be and involved others.
- Director Brodrick thanked the Board, and would like to see that we have extensive conversations, continued discussion about this, and that we are talking about 2 things – ethnic studies classes and also race. We need to have continuing discussion to continue to talk about both of those – plans for coursework, and also plans for connection to the issue of race. Think we have a wonderful opportunity, and such relationships with the Board, wonderful opportunity to have serious discussion that was called for, and staff will come into play in translating that serious discussion of values and policy into what actually happens in the classroom for all of our kids.
- Director Foster noted her respect for strengths and skills in this work, and we have more work to do and more timely. She thanked staff, and this is a challenge in race-work, and in buildings, and challenge folks to break down silos and break down hierarchy, talking to one another. We learn best from each other, and people need to feel they can be their authentic selves, and will be addressed. To know we have work to do, and challenge one another in our spaces. Everyone has something to contribute and we need to start bringing folks into that and intentional spaces to do that in buildings.

C. Facilities Master Plan (FMP) Update

Superintendent Gothard then introduced Chief of Staff Cedrick Baker to provide an update on the Facilities Master Plan – External Review Process, and the District's plans to assess the construction and fiscal procedures and practices related to the FMP, and to inform on the progress of the external review process.

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 to External Review Team

FMP External Review Team

- Historical review of the FMP along with related fiscal, budget, and construction procedures to ensure fidelity to industry standards
- Determine the assessment's fact-finding parameters and outputs
- Direct and monitor fact-finding process of Internal Technical Workgroup
- Provide Superintendent and Board of Education with regular progress updates
- Produce final report with key recommendations based on findings

Preliminary FMP External Review Team

- **Cedrick Baker**, Project Oversight, Chief of Staff, SPSS
- **Kelly Smith**, Baker Tilly, Tax and Assurance Advisor
- **Donald Mullin**, St. Paul Building and Trades Council
- **Steve Torgimson**, Facilities/Finance Advisor
- **Mike Vogel**, Facilities/Finance Advisor
- **Jacobs**, Construction/Finance/Industry Best Practices

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

FMP External Review Web Page

- www.spps.org/fmp > External Review Team
- FMP External Review Team
- Option to sign up for FMP review updates
- FMP background/history
- Glossary of terms
- FAQ – coming soon
- Facts sheets – to be developed

QUESTIONS/DISCUSSION:

- In future updates, what can be expect will the types of things discussed? Response: Currently, the external team is looking into fact-finding and with the next few weeks, there will be data gathering. Our goal is to provide things that we are beginning to find, and not necessarily wait for all the information until the end. We want to be as transparent as possible with information.
- It seems that through this process, we will determine what happened, were there mistakes made, and if so, what were they, where we are right now in terms of our process, and where are we going and how to proceed? Think we do need answers on each of those questions. Response: That information will be coming to the Board in the form of a report at the end of this external review process. The goal is to provide findings on what happened, how did we get here, and recommendations for moving forward given their expert judgment. The goal is to have that in the final report in from this external review team.
- In the timeline, there will be final report? When does that happen? Response: The final report is designated for the Fall. One of the reasons is that hesitant to put specific timeline, because team is finding things, may have questions, and not want to have the report for a specific date. Our goal is for the Fall, around the beginning of this school year to know what happened, where are we right now, and what's the plan to move forward.
- Director Xiong shared that it was great to be in the setting to meet the team, and they are experts from all different experiences. She noted there are folks from people from different background, each with their area of expertise. It was exciting to see the experts come together and the team to have this initial conversation about understanding what we know now and the scope of work. Look forward to the recommendations as well. They meet weekly checking with team members, and the work is a lot, but tight group of people coming together to check in. Response: We meet weekly to check in and status

update. The purpose is to ensure what is happening in the field, the plan for that week, and also to remove barriers to receive information for their work, and to ensure there is clarity on scope of work and answer questions. Dr. Gothard also a part to provide insight and expectations. Excited and believe solid team and they are pushing forward.

D. Human Resource Transactions

Superintendent Gothard also noted the personnel recommendations to the Board to establish the following Superintendent positions of Director, Office of College and Career Readiness and Director, Office of School Supports, and to appoint the following individuals to the following Superintendent positions effective July 1, 2019:

Director, Office of College and Career Readiness – Darren Ginther
Director, Office of Schools Supports – Kathleen Kimani

He also welcomed Billy Chan, Assistant Superintendent, and Dr. Josh Delich, Assistant Superintendent. It is exciting to have both here and to work together as a team.

MOTION: Ms. Ellis moved approval of the HR Transactions for the period June 1, 2019 – June 30, 2019, including the personnel recommendations referenced. Ms. Xiong and Mr. Schumacher seconded the motion.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with items the exception of B8 – Request for Permission to Submit a Grant to the McKnight Foundation, B10 – Request for Permission to Accept a Grant at Bridge View School from the Minnesota Department of Education, C2 – Fraser Contract for Early Learning Programs, and E6 – Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE), which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31745 Gift Acceptance for Como Park Senior High School

That the Board of Education authorize the Superintendent (designee) to accept the \$6,000 gift from North Star Marine Veterans Corp and provide a letter expressing appreciation for the gift.

BF 31746 Gift Acceptance from SAPSA for St. Anthony Park Elementary

That the Board of Education authorize the Superintendent (designee) to accept the \$5,002.52 gift from SAPSA and provide a letter expressing appreciation for the gift.

B. Grants

BF 31747 Request for Permission to Accept Grants from Assistance League of Minneapolis/St. Paul

That the Board of Education authorize the Superintendent (designee) to accept a grant from Assistance League of Minneapolis/St. Paul for the funds to purchase school uniforms and winter gear for students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31748 Request for Permission to Accept a Grant from Generation Next

That the Board of Education authorize the Superintendent (designee) to accept funds from Generation Next to support Early Childhood Screening Evaluation in the district; and to implement the project as specified in the award documents.

BF 31749 Request for Permission to Accept Grant at Highland Park Senior High from Minnesota Agricultural Education Leadership Council (MAELC)

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Agricultural Education Leadership Council to supplement the agricultural studies pathway in animal science and to implement the project as specified in the award documents.

BF 31750 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept funds from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs in SPPS; and to implement the project as specified in the award documents.

BF 31751 Request for Permission to Accept a Grant from the North Star Ski Touring Club

That the Board of Education authorize the Superintendent (designee) to accept a grant from the North Star Ski Touring Club for the funds to purchase cross-country ski equipment for use in Physical Education classes at E-STEM Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31752 Request for Permission to Accept Two Subawarded Grants from Goodwill Easter Seals of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept two subawards from Goodwill Easter Seals of Minnesota for funds to support college and career services; to accept funds; and to implement the projects as specified in the award documents.

BF 31753 Request for Permission to Submit a Grant Application to Kaboom!

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Kaboom! for a Rigamajig® creative play set at L'Etoile du Nord French Immersion -- Upper Campus; and to implement the project as specified in the award documents.

BF 31754 Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development – Pathways to Prosperity Competitive Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for the funds to start a coffee cart and provide related instruction and training; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31755 Contract for Legislative Services

That the Board of Education enter into a contract with Mary Dougherty Gilbert to provide legislative services to the District for a period of twenty-four (24) months beginning July 1, 2019 and ending June 30, 2021.

D. Agreements

BF 31756 Agreement between Saint Paul Independent School District #625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities for Child Care Services at AGAPE (Revised Contract)

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$573,872.00 from August 1, 2019, to July 31, 2020.

BF 31757 Approval of an Employment Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, to Establish Terms and Conditions of Employment for 2019-2022

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 United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022.

BF 31758 Oracle Database Cloud Services Agreement with Collier

That the Board of Education authorize administration to enter into a Cloud renewal services agreement with Collier for a service period of 12 months in the amount of \$409,973.67.

E. Administrative Items

BF 31759 Monthly Operating Authority

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

(a) General Account	#711147-712581 #0003348-0003388 #7003302-7003342 #0003534-0003622	\$57,928,234.73
(b) Debt Service	-0-	<u>\$2,000.00</u>
(c) Construction	-0-	<u>\$3,225,590.08</u>

\$61,155,824.81

Included in the above disbursements are two payrolls in the amount of \$39,544,257.31 and overtime of \$192,685.06 or 0.49% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending October 31, 2019.

BF 31760 Approval of Renewal of Membership in the Minnesota State High School League

That the Board of Education adopt the attached resolution to renew the School District's membership in the Minnesota State High School League.

BF 31761 Request for University of St. Thomas Staff Member to Travel with SUTR Coordinator and Specialists to Attend the TQP Summit Event in Alexandria, Virginia

That the Board of Education authorize the Superintendent (designee) to approve travel for the UST partner, Laura Medwitz, to attend the TQP Summit Conference August 7-9, 2019 by using the TQP grant funds.

BF 31762 Employee Life and AD&D Insurance Renewal

That the Board of Education approve a contract for employee life and AD&D insurance with Securian, effective January 1, 2020.

BF 31763 Employee Long-Term Disability Insurance Annual Renewal

That the Board of Education approve a contract for employee long-term disability insurance with Madison National, effective January 1, 2020.

F. Bids

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31764 Request for Permission to Submit a Grant to the McKnight Foundation

The Board requested more information on this item. Director of the Office of College and Career Readiness, Darren Ginther, provided more information. This item aligns to SPPS Achieves through College and Career Paths (7a) to provide college partnerships for our students. This will help to support students in

becoming teachers. The main role for the project coordinator is to build capacity over 2 years to support education pathways in our high schools. In thinking about structures for work based opportunities, they are in our high schools currently. It is also like SUTR to diversify our teachers, and will continue to evolve and reflect the students in our classrooms.

- The main objective is trying to increase the number of students to become educators? Response: That is one of the objectives. With all career pathways, and those skills they learned like teamwork and interviewing; all are part of career pathways. We want to expose students to career pathways that align closely to their strengths and interests. One of the outcomes will be that understand the educator role, and the outcomes will be more SPPS students becoming educators.
- We've been doing this work, and formally, had group of future educators and organizations. Who has the plan for the project coordinator? We do. It's one of the key pieces is growing partnerships with college partners, and students accessing college-level coursework, and aligning their graduation plan to a potential education pathway. It's more than experiential learning opportunities, and more taking college level coursework, and understanding what it will look like in college. We want students to have a concrete plan to understand what they like and also don't like. Experiences and coursework will help students to understand their education pathway and their future.
- It looks like we're going to spend \$200,000 for two years, and hire a project coordinator? Response: Yes, that is the investment. The big piece is the capacity building. There is a job assignment constructed for this project coordinator. We're wanting to grow education pathways, and the project coordinator would be the main coordinator of this work to support our schools and teachers. They will be building capacity for core sequences for students and coursework plan, building partnerships with colleges, and teachers credentialed to teach college classes, many of which are. More details were requested to be sent to the Board. One of the main pieces we don't want to do is put more on the shoulders of our existing teachers and staff to build partnerships with colleges and partners to help students explore these opportunities. This person will create capacity for our teachers to step in and deliver a course without going through that process by themselves. Concerns were noted about one of our teachers becoming a project coordinator, which likely won't be the case.
- Director Vanderwert also wanted to ensure early childhood is also in the list of options and working with the early childhood colleges. Response: Yes, absolutely, MLL, special education and early education – we want it to be broad, and want students to understand their career pathway and expose them to a breadth of career pathways.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (designee) to submit a grant to the McKnight Foundation for the funds to hire a project coordinator; to accept funds, if awarded; and to implement the project as specified in the award documents. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31765 Request for Permission to Accept a Grant at Bridge View School from the Minnesota Department of Education

The Board requested more information on this item. Assistant Superintendent of Specialized Services Marcy Doud provided more information. This is an excellent grant for \$4000. The Olmstead Plan is a plan to ensure adults and children in special education have a voice in their choices, and activating their voice. As a pilot, SPPS was asked to apply and awarded to build systems that support interagency work, because we can't do it all ourselves, and thinking about transition plans, we are working together with other public agencies for a smooth transition for our students as they age-out of SPPS for other public agencies to

support their work in employment, life, choice, college, or living. It is to build the capacity of our teachers and to bring together public agencies to meet and talk about how to write better transition plans for students, sharing resources to ensure strengths and interests are met between the agencies, and look at our transition process to ensure student voice is in the forefront of choices and decisions.

MOTION: Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education to implement a two-year pilot for a person-centered interagency Individualized Education Program; to accept funds, if awarded; and to implement the project as specified in the award documents. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

BF 31766 Fraser Contract for Early Learning Programs

The Board requested further information on this item. Assistant Director of the Office of Early Learning, Lori Erickson, and Chief of Operations, Jackie Turner, provided more information. We are thrilled to announce the opportunity to partner with Fraser. To bring onsite, exclusive, up to 16 seats with Fraser, Minnesota's largest, strongest mental health institution for our students in a therapeutic setting. In partnership with the Facilities department and Academics, it will be located at Rondo. We have been partnering with Fraser for 3 years through professional development, and need services to touch our families and children. Last year, we had 8 students on the wait list for Fraser services, and we are now at the point where we will be partnering with SPPS.

- It's only for one year – what happens after that? Response: This agreement and it's one-year because we want to find what we're doing well and internally decided to check in. Once we establish what is working, we will build it bigger. What's not working will be redirected. The point of the one-year agreement is to build it stronger each year. It's a safety guard on our side as well as Fraser's. We anticipate it to go on year after year, and view it as a strong investment in our children and families.
- It is up to 8 children in the morning, and 8 children in the afternoon - for a total of 16.
- How will children be referred? Response: We've defined an internal process, and value the Fraser partnership. In short, we have two PBIS coaches on the OEL team – they will be the first group to support the teacher in Tier 1. It will be a truly identified need that the teacher feels is there, and the parents has to be involved as well, and go through the pyramid process, where Fraser is the last resort at Tier 3.
- Will it be Fraser teachers or SPPS teachers as well? Response: It will be Fraser staff this year.
- How will we learn from that? Response: We will be heavily involved and monitoring. This is an amazing opportunity at how we have evolved with Fraser, this is the natural step. They are eager to hire staff and we will be a part of, as well as monitoring and check along the way. We will not have 16 children right away, and will take time to build capacity.
- Is there a plan to use Fraser staff to build SPPS staff? We want to get base first, and year two and beyond is professional development for team and also for the teachers. In thinking early childhood, it is also ECFE, ECSE, and PreK.
- Will they also work with the parents? How? Response: With the therapeutic program is parent consent, and component to this program. Part of their day would be in Fraser, and part will be in the PreK program. The other layer is family, and family therapy and family support along the way. That may vary and be dependent on the children.
- Who will pay for that? Response: It is a part of the package that the family agrees to, and the way the family supports that payment is through insurance and others.

- Director Xiong notes she is familiar with Fraser and thinks it's a great program. The Rondo site will be the first with Fraser? Response: It will be housed at the Rondo complex, but a program wide opportunity.
- Is there a pathway to our ECSE or PreK programs? Response: We're envisioning, to have information sessions to families at the Rondo complex because of the intensity of programming at that site. We're thinking of how to make it bigger and advertise it to more and opportunities community-wide. One component working through the details, it's not exclusive to ECSE children. In order to gain access, there does need to be a diagnosed medical condition, which does not equate to an IEP. We're broadening to a hybrid program looking to reduce the number of children going into special education.
- Will Fraser be accepting students from out-of-district? Response: This will be exclusive to SPSS students, and is included in the contract.

MOTION: Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) to enter into the contract with Fraser to support the mental health needs of students in Saint Paul Public Schools early learning programs. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31767 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE)

The Board requested more information on this item. Chief of Finance, Marie Schrul, provided more details. This is the FY21 Long Term Facilities Maintenance Application. The state has a statute that establishes the LTFM program, and to qualify, school districts are required to annually update their 10-year LTFM plan, submit an application prior to July 31 that must be board approved, and also send to the commissioner. This sets the stage for the levy process that begins in the summer months. It also includes supporting documentation. This allows us and the State to start planning and establishing data for the Pay20 levy process, to produce the first levy presentation report, which is then used in September and start deriving number for levy ceiling that will be set in December. This is key to the levy process that we begin. It also correlates to the FMP budget in itself that it sets the revenue piece for deferred maintenance. The LTFM is funding is a portion of the FMP budget – that budget over the past couple years has ranged from \$26M-\$27M. At this time, we project out 10 years, and use actual projections for current fiscal year. The State uses three years of data for calculations for revenue, and will be coming back to the Board to refine and revise as necessary. This is the beginning stage of the levy.

- Chair Ellis noted that she pulled this item because it deals with the levy and wanted information to be shared with board members.
- Because it was mentioned there is a connection between LTFM funding and the Facilities Master Plan – talk more about that? One of things troubling is that it seems like we have more difficulty levied monies for maintenance, rather than building projects, and is there any way working through this and with the FMP and LTFM, can we relieve the fact that we have a difficult time using levied monies for maintenance? Response: The key here is the levy process and there are multiple components to the levy, and in any given year, there could be components that are increasing or decreasing. We must strategically plan for mandates going on in the District, and requirements by Facilities team and projections seeing in the future years. In this case, last year, we had different increases in the levy including pension and teachers retirement, which added up with the referendum, look at the impacts overall in the District and strategically plan to issue bonds or use LTFM funding. We're looking at the projections that have been provided and seeing the increase is in the deferred maintenance area. That itself shows less of a need to do more COP funding, and more deferred maintenance. It's a balancing of strategy in any fiscal year, and must plan ahead – whether levying dollars for deferred maintenance

versus debt service. The other area to look at in planning is within the general fund as far as planning overall structure. It all comes together when starting to plan right now with the levy. Any given fiscal year can look completely different, and that's why we want projections in advance, and we also look at actuals and trends seen within areas and plans for future projects.

- Director Brodrick thanks Chief Schrul for her insights, and recognized the Financial team throughout his years on the Board for their insights on school finance.
- As we look at the work of the External Review Team and the FMP, will this be part of their conversation? Response: Yes, we hope that will be part of their conversation as they dive into the details.
 - This balance between building and building what's best for our kids, and also the proper maintenance of the facilities we do have – that's part of the whole mosaic that Chief Baker's committee will be doing.
 - Is this all part of the same puzzle? School finance and levying to raise monies is one of the most complicated thing, and thanked folks like Mary Gilbert and Marie Schrul for their help. Will we be working on that with this review team – between deferred maintenance and FMP, which deals with new building expenditures? Response: Yes, that is a part of the scope and have had conversations about that. We are talking about ensuring building new and better buildings and educational spaces for our students, and also maintain them, and that we have a sustainable process to make sure we can build new buildings and maintain the builds we have built.
 - Board members will leave a legacy, and the FMP and maintenance is part of the legacy to leave behind.
 - We will be looking into it, and ultimately, the team's task is to say how we move forward with recommendations so it is sustainable, and one of the items that has been raised is maintenance, and how we ensure we are, and our model, is keeping up with demand that we have in our buildings and making sure not putting off maintenance that needs to happen sooner rather than later and upkeep for the life of the building. It is within the scope.
 - Director Brodrick thanked Chair Ellis for pulling this item because it is an area that is so important to all.
- These are projections, and are revisited every year, and prove what is going forward for the next year, and that gives us wiggle-room, we're not establishing ceilings or floors – we're saying this is the best estimate, and if it's reasonable, the State accepts it and understand it might be off a little and we have explained it? Response: Yes, that is correct.
- Chief Turner also noted that it's important to note that LTFM revenue cannot be used for general maintenance.

MOTION: Ms. Ellis moved that the Board of Education approve the ten-year Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

- A. Resolution Authorizing Execution of a Ground Lease, Lease Purchase Agreement, and Declaration of Trust, and Ratifying the Purchase and Sale of \$22,145,000 Certificates of Participation, Series 2019B and \$40,260,000 Taxable Certificates of Participation, Series 2019C

Superintendent Gothard then introduced Chief Schrul and Kelly Smith from Baker Tilly to present this resolution. The resolution is authorizing the award to RBC Municipal Advisors, who were selected through

a RFP process and was a negotiated sale. We had 8 underwriters submit proposals, and are quality proposals; RBC was selected based on the interest rates projected for these bonds and for both the B and C series. We worked with RBC through the process as markets changed, and markets changed in a good way for the District, and dropped approximately 25 basis points over the time of the RFP to the actual sale date, and ended with good results. We estimated a true interest cost of 3.05% on the 2019B issue, and ended with 2.7%. For the 2019C issues, we estimated a month prior 3.46%, and ended at 3.08%. The levy for paying back these bonds is already in the 2019 levy, and has been planned – just the method has changed.

Chief Schrul also acknowledged the work of Kelly Smith and Arleen Schilling for this unique sale, and on behalf of the District, it's important to have good results like this for long-term benefit.

BF 31744 Resolution Authorizing Execution of a Ground Lease, Lease Purchase Agreement, and Declaration of Trust, and Ratifying the Purchase and Sale of \$22,145,000 Certificates of Participation, Series 2019B and \$40,260,000 Taxable Certificates of Participation, Series 2019C

MOTION: Ms. Ellis moved that the Board of Education approve the Resolution Authorizing Execution of a Ground Lease, Lease Purchase Agreement, and Declaration of Trust, and Ratifying the Purchase and Sale of \$22,145,000 Certificates of Participation, Series 2019B and \$40,260,000 Taxable Certificates of Participation, Series 2019C. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Ms. Foster noted that as we are five weeks out from the start of the new school year, and requested a report on enrollment and hearing more about the effects of start times.
- Director Brodrick noted the robust discussion about ethnic studies and the major issue of race, and the Executive Committee to talk about how to continue that discussion as a Board.
- Director Vanderwert stated that she would like to know what it would take to ban single use plastics in our buildings, and a report on that for potential action.
- Director Xiong stated that she would like to know more about the District's plan on recycling.
- Director Xiong also stated that she would like to hear an update on solar panel use in our school district.

C. Board of Education Reports/Communications

- Director Foster noted that she has seen the SPPS food truck traveling across the city, and such a great sense of pride of what we're doing for our students and young folks in our community. She thanked the team and staff and District for making sure our young folks are fed in our community.
- Chair Ellis also shared that MSBA Summer Seminar is August 4th and 5th.

- Chair Ellis also shared that she attended Freedom Schools at Hazel Park and Rondo, and it was amazing and really great staff at both sites, and kids excited to be there, and families watching their kids, and it was wonderful to be there. That's amazing work, and was great to be with staff and students.

XIII. FUTURE MEETING SCHEDULE

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

- August 20
- September 17
- October 22
- November 19
- December 17
- January 7, 2020 (Annual)
- January 21
- February 18
- March 24
- April 14

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

- August 7 (Wed.)
- September 10
- October 15
- November 12
- December 3
- January 7, 2020
- February 11
- March 10
- April 7

XIV. ADJOURNMENT

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

The meeting adjourned at 9:30 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