

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

June 18, 2019

I. CALL TO ORDER

The meeting was called to order at 6:12 p.m.

II. ROLL CALL

Present: Mr. Schumacher, Mr. Marchese, Ms. Ellis, Ms. Foster, Mr. Brodrick, Ms. Xiong, Ms. Vanderwert (present, but missed roll call) 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 Ms. Xiong.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31708 Acknowledgement of Good Work by Students

Saint Paul Public Schools was awarded the Youth Career Connect grant (YCC) through the U.S. Department of Labor in 2014 to build the Academy of Finance (AOF) at Como Park HS. Students in the program earn articulated and concurrent classes in their business classes beginning in 10th grade. AOF students who earn 16 college credits with the required final grades earn a Business Certificate from Saint Paul College.

This year, 28 students earned a Business Certificate from Saint Paul College:

Assma Ahmed
Lizbeth Antunez Miranda
Matthew Brown
Philip Chervenak
Jenna Clayton
William Farley
Christopher Hailu
Abdullahi Hassan
Hanna Hatte
Lee Her
Yer Her
Lay Kler Htoo

Sucdi Jama
Naddi Jillo
Areya Khue
PaHoua Lee
Qhahli Lee
Va Lee
Curtis Love Jr.
Millet Mendoza-Rangel
Huachee Moua
Ywa Nay Say
Christina Sayavong
Mu Ku Shi
Pa Sad Tit
Selena Vue
Charvaye' Williams
Emily Yang

BF 31709 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Saint Paul Public Schools Received the Minnesota Department of Education 2019 School Finance Award: The Minnesota Department of Education (MDE) released its list of school districts that received the 2019 School Finance Award, in which Saint Paul Public Schools made the list. Each year, MDE reviews each school district for criteria in the following areas: timely submit submission of financial data, compliance with MN statutes, presence of select indicators of fiscal health, and accuracy in financial reporting. This award is a testament to how the finance department is organized and accountable for the taxpayer dollars entrusted to us.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: **Ms. Ellis moved approval of the Order of the Consent Agenda withholding items E10 - Revisions Made to Policy 401.00 Equal Employment Opportunity and E11 - Revisions Made to Policy 414.00 Tobacco-Free Environment, which were pulled for separate consideration. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of May 21, 2019

MOTION: **Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of May 21, 2019 as published. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

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

B. Minutes of the Special Meeting of the Board of Education of June 11, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of June 11, 2019 as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

C. Minutes of the Special Meeting of the Board of Education of June 12, 2019

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

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of June 11, 2019

At the June 11, 2019 Committee of the Board meeting Superintendent Gothard began the meeting with a congratulations to our 2,300 students who graduated from SPPS and reactions to graduation that exemplify our mission to inspire students to think critically, pursue their dreams and change the world. He also thanked Dr. Theresa Battle for her 28 years of service in SPPS as she continues her career as superintendent for ISD 191. Superintendent Gothard also noted the leadership changes, on which details will be forthcoming. He also thanked the Legislature for their work on the E12 bill. He went on to provide more details for support as our school start times change, as well as a recap for the plan to review the state of the Facilities Master Plan and external review team. Questions from the Board on the state of the FMP included details on the external team, as well as the role of the Board in this review team, future steps and actions of the review team, communication, prioritization of projects, and timeline.

The Board then received a report on the Legislative Update, with details on the special session, differences in funding, key provisions, SPPS revenue comparison for FY20, other grants and funding of interest, policy provisions dropped from the bill, provisions to other bills, and policy status of other committees. This presentation sparked questions from board members about online music instruction funding, allocation per child for VPK, impacts to the SPPS budget, and safe schools grants. The Board and Superintendent thanked Mary Gilbert for her continued work in advocating for SPPS and all schools in Minnesota.

Members of the Latino Consent Decree Parent Advisory Committee then presented their annual report and recommendations. They reviewed the background and LCD implementation Guide, and two

recommendations, as well as guidelines for each. Questions centered on the training and staff, qualifications and criteria for designated LCD teachers, support for principals in understanding the decree and training, the alignment with SPPS Achieves, formula for staffing, and equity for bilingual and bicultural staff in their work and supports for staff of color, as well as the work of EAs and their benefits to students and families.

The Board then learned more about the March 31, 2019 Quarterly Report, and the highlights of the report to provide a financial picture of the current fiscal year. The unassigned fund balance is currently 6.1% and in line with the limit of current Board policy of 5% or above. Discussion focused on the sale of the Albion property and those funds, the fund balance that will be updated after the sale of bonds, expenditures that were decreased due to funding and reimbursement, entitlements, and reallocation of those unspent allocations, as well as school readiness funds. The Board then approved the recommended motion to accept the March 31, 2019 Quarterly Financial Report as presented.

Next, the Board received the final presentation of the FY20 Budget Update prior to adoption at the June 18 Board of Education meeting. A detailed budget book was also provided and referenced, and will also be available online. Influencing factors, school allocations, FY19-20 General Fund projected revenue and proposed budget expenditures were reviewed. General Fund budget categories were also discussed, as well as big picture expenditures for each area. Staffing impacts for FY19-20 were also reviewed, with job opening numbers for teachers, EAs and TAs. The budget timeline was also presented, which showed the budget evolution from August 2018 to today. Discussion from the Board focused on the connection of our budget to the state's legislature approved bill, details on the reduction of FTEs and comp. ed. and discretionary funds, tracking of the changes from the May Board of Education meeting budget details, contingency funding that was allocated to sites, inflationary dollars, original budget assumptions and changes, sustainability and SPPS Achieves initiatives, other resources that are available, the process and timing of certificates of participating and bonds, as well as discussion about an illustration if the budget had been adjusted for inflation. Highlights included within the budget book, the correlation of EL learners and the national climate, contractual obligations and the strategic plan focus area of Program Evaluation and Resource Allocation were also noted. Start, stop and sustain will be critical as we reprioritize and refocus. Board members also noted the budget presentation and book, and the story that we are able to tell with these resources and a foundational way to tell our community what it costs to educate our children successfully. The Board thanked Chief Schrul and her team in their work and dedication to this year's budget process and presentation.

Lastly, the Board conducted a work session around the topics of the board administrator role and timeline, as well as the board budget worksheet.

MOTION: Mr. Marchese moved the Board accept the report on the June 11, 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:

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

VIII. SUPERINTENDENT'S REPORT

A. School Name Change for Linwood Monroe Arts Plus School

Superintendent Gothard then introduced Chief of Staff, Cedrick Baker, for the presentation on the school name change for Linwood Monroe Arts Plus School. Chief Baker then introduced Dr. Bryan

Bass and Saray Garnett-Hochuli from the Name Change Committee to present, including the process for the change.

Why Change Our Name?

- Upon the recent completion of major renovations at each campus, we sought an opportunity to align our name to the constitution and mission of the school
- Legacy of the “Monroe” namesake does not reflect the values and aspirations of our diverse school community.

School Process

- SPPS Board Policy, 801.01, PROCEDURE FOR A NAME CHANGE OF A SCHOOL
- Upon the School’s PTA and Site Leadership Team’s recommendation, Principal Bass notified Assistant Superintendent of request to pursue a School Name Change
- SPPS Board Policy was formally reviewed and required steps to meet guidelines were confirmed
- Key stakeholders identified and informed (Students, parents, staff, and community surrounding the school)
 - Lessons taught by LMAP staff
 - PTA meeting held to inform families (including letter to families)
 - In person meetings held with Executive Directors of Summit Hill Neighborhood Association and Fort Road/West 7th Federation
 - Fort Road/West 7th Federation hosted community meeting with targeted group of Monroe Alumni
- School Name Change Committee formed
 - Parents
 - Students
 - Staff
 - Community
- School Name Change Committee Meetings
 - Discussed mission and core beliefs of the school
 - Established criteria for a school name
 - Brainstormed a list of potential school names (input provided by all members of the committee)
 - Narrowed the list to three names: Linwood West 7th Arts Plus, Global Arts Plus, and St. Paul Community Arts Plus
 - Electronic Ballot created and sent out to students, parents, and staff
 - Winning name: Global Arts Plus 36.25% of the votes (St. Paul Community Arts Plus had 32.13 % of the votes and Linwood West 7th Arts Plus had 31.25% of the votes)
 - Preparation of final documents to be forwarded to Assistant Superintendent, Dr. Battle and Superintendent, Dr. Gothard

Name Change Costs

- | | |
|---|--------------------------------------|
| • Signage: | \$5,650.00 (total for both campuses) |
| • Junior High School Activity Uniforms: | \$7238.00 |
| • Total Costs: | \$12,888.00 |

QUESTIONS/DISCUSSION:

- Director Schumacher thanked the committee for the process and in looking at the policy, although the Board isn’t involved until the end.
- In building community around the name change is a challenge. It talks about approval by the Superintendent or designee to go ahead with the process, and then talks about coming up with the new name, and should be presented to the community, including notices sent to members of the school community, and a vote on the name change. Who voted? How did you decide on the voting process? These are questions because our policy is ambiguous. Response: The document states an opportunity for all students in the school to vote – that is the language provided. Parents, staff, and students voted as members of the immediate school community. The language in the policy states “all students.”
 - It’s informative to understand the vote was students, parents, and staff. That’s the community – folks within the school. There was not a vote of community members who weren’t parents. There

were indications that staff and others involved in the vote, but did not extend? Response: Yes, and were not required to.

- Director Brodrick noted that to change the name of a school named after a former president of the United States is a significant and important move.
- This is the issue right now and near and dear to many of us because all of us are Saint Paulites, and therefore, the history of our neighborhoods and the connection between our schools and neighborhood and community are very important. Where we went to school is so important and a topic of conversation. This issue is very close and immediate and personal to all for those reasons.
 - In terms of the significance of changing the name of a school named after a president. Four of our first five presidents were slaveholders. This discussion as a community, and a topic across the country, in particular in talking about the importance of America's history. There are many landmarks in the USA named after those people. We need to talk about it in a very broad sense, and in a real communal, circle-type process. It will eliminate us becoming a part of the "slippery slope" in changing history by changing names, and also in talking about those named for a presidents, and changing the name of the capitol, or high schools in Saint Paul. We need to talk about this issue in a broader context, which could allow us to benefit the students in an educational manner and satisfy the love for our schools shown at this meeting by those on both sides of the issue.
 - Our leaders at any time in the history of America have been flawed. One of the things that was taught was to ensure students understood even though there were legendary folklore associated with famous people in America – social studies teachers make sure that they teach that those leading and leading in the past were not perfect, and that is part of teaching history and that the US that we proclaim to dream, and many of those flawed people worked to make the dream come true. As our system has proceeded, that progression has not been as rapid as we'd like, and sometimes stopped and stuttered, and also be part of the learning process to emphasize, and looking at the study of Reconstruction in a different manner. We need to go back to the drawing board and see what Saint Paul can do, and communities can do about coming to agreement about this name change where we all can feel good about the change, and for sure the process.
- Director Marchese thanked the group for their work in this process and navigating a difficult issue.
- He noted that we don't have equal access to and connection the past, but have ownership of the present, and shared ownership of the future. This city is moving in the future, and the people who are living in it are our children. Our job as stewards of their future is to listen to them, and honor them, and give them space and opportunities to create the world they want to live in. It's important we don't freeze the world in amber, and that we respect our history, but are not bound by it to our detriment.
- We have an opportunity to respect the work that has been done and brought to make this District and building what it is now. We also have an opportunity to also consider the world for our children. We need to be careful in these choices that we don't genuflect at history and consider it to be the only thing of importance – and it's constantly being written and written by the children. We want to do right by our history and our future, and hope we can make that kind of choice in that opportunity. Our community has wisdom and shared ownership here and we want to do right by them.
- Director Vanderwert noted that she has learned that racism and oppression that happened to our African-American ancestors in slavery and Jim Crow laws, and systemic systems that were built, is from historical trauma that is carried, and when they walk through the doors of a school that honor someone who held their ancestors in captivity and abused them, that is a continuous affront on their identity, and we do not want our schools to do that. She applauded the school for taking that on, and we need to be a different community and need to make amends. As a school district, we need to look at all the things we do that impact our children's identity, and this is just one.
- Director Xiong thanked Dr. Bass, parents, and students who have shared about this very important issue. She also thanked the community and alumni who have shared their thoughts and pride in the West Side and Monroe.
- Slavery and racism is never okay, whether a president, senator, community leader, or any position. Because of the impact and trauma of people forced into slavery, and forced for their identities to be erased. This trauma continues to affect people, families, and children in our district, and perpetuates the structure of racism in our country. We need to do better as individuals and a community, and the privilege to make decisions now, and our actions to disrupt systems of trauma and systemic racism.

We talk about this and the need to be relevant to our students today. Our students today will shape our history, city, and policies, and we need to foster that environment for them. She thanked for their hard work and effort into the process, but does question the policy that was created for this process. Never does it include a time to also be a part to engage the community. We have received numerous emails and letters from the community on this process, but never in the process and laid out by the policy does it include a point where the Board is informed in addition to the hard work of the school community.

- President Monroe was a slave owner, and his history and the work done internationally to amend his flawed decisions. He would appreciate that his legacy is a part and allowed for our students to be a part of changing this building to reflect the social justice aspect that he did to amend his flawed decisions and to ensure this building name is relevant and does not continue to perpetuate racism and trauma that continues to affect our students today.
- Director Foster thanked everyone for their involvement. She noted that information presented helped to clear questions for her. This is being talked about the race of the president or a president that had slaves. In taking race out of this, what is this about? It is about our values in our community and school community, and in thinking about “we the people, for the people, by the people.” In thinking about the role of the Founding Fathers, and the great men and women who continue to serve for our rights and freedoms and lose their lives so that we can have choice and align our values. We honor the Monroe alumni and those who grew up in the neighborhood, and also our current families and children that attend this school. Those students are a part of our future and have to be able to make decisions, and their values need to be honored as well. Everyone’s feelings are valid in our community. We are tied to spaces, places, and memories, and while names may change, we do see new, thriving communities in those places. We need to continue to focus on our values and the values we will uphold, and the process that is clear and transparent and respects each and every one. Sometimes everyone may not like the answer, but it is one needs to be honored. There are also concerns about losing support if the name change – the support is not about the name, but about the advocacy and lifting students in the community. What is the legacy? Is it one showing support for our students in our ever-changing community and their growth and development? We need to continue to honor one another’s feelings.
- Director Schumacher thanked everyone, and noted these are conversations happening across the country, and we need to be a part of it. This decision has broader implications than just the Linwood Monroe sites – there are other sites names after historical figures. We have only the school district and the names here to consider. The group that went through the process, they followed the procedures. This policy seems inadequate to handle name changes of this kind – it’s ambiguous and doesn’t have a lot of substance. We need to have more time to understand how that affects our thinking about naming all our schools, and in thinking about re-naming some other schools. We need to have a policy that is inclusive that sets a standard for how we believe in the values of SPPS and hesitate to vote without that on hand.

MOTION: Mr. Schumacher moved the Board of Education postpone the vote on the Linwood Monroe School name change to the July Board of Education meeting with the understanding that staff present a plan or process for an updates district wide policy for the naming of schools that provides and comprehensive approach including a process for community engagement, curriculum, administration and BOE involvement, as well as requirements for a final recommendation to the Board of Education. The motion was seconded by Mr. Brodrick.

AMENDMENT TO THE MOTION: Ms. Xiong moved that the Board amend the motion that Mr. Schumacher motioned, to move the timeline from the July meeting to the August Regular Meeting of the Board of Education to give the Board of Education time for community engagement, and schedule a public hearing in July to engage the community before voting on the name change decision in August. Mr. Schumacher accepted it as a friendly amendment, and seconded it.

- Director Xiong noted she feels the policy does not allow for the Board to engage in the process and with the community in this.

- Is this realistic to think that in July we could have this plan in place? Response: The amendment of August would provide staff additional time. The quality of engagement is questionable since the summer is not the optimal time. The timeline of August is more preferable to allow time.
- Director Vanderwert noted that this involves a bigger discussion than one month can do. It involves a conversation about values, and who we are and our identity. Thoughts on community engagement? Response: Not right now to share, other than to gather and have more engagement. In conforming, the August or July time is for us to engage and to review policy that was approved last year, and comfortable with policy and procedures to inform the ultimate decision. Those are the stages that were heard.
 - Thinking it's a bigger issue than policy. It is a conversation about who we are.
- Director Xiong clarified that the amendment to the motion is to move the vote to the August BOE meeting so that it provides time for the Board to also have the opportunity to do community engagement in July. Proposing that this has an understanding that we have a public meeting to do the community engagement.
- Director Schumacher noted that you're being asked to present a plan or process for an updated district-wide policy, not the policy itself, but a plan for that process. Not present at that time, but how we will get there.
- Chief Baker noted that from the staff side, to reiterate and clarify in direction, one question is in moving forward with this vote, and reviewing with the districtwide policy, also ensuring there is time for engagement, the recommendation from the school is for a specific name change and within that does that then, say something different happens, or will information brought up during this time provide the information, if you will move forward with the recommendation? The amendment provides two months to August. We understand it to be reviewing districtwide policy on how we look at this for other school name changes. The presentation for the recommendation was for a specific name change, is this information on that vote, or different? Response: Feel more comfortable voting one way or another in August if understood about a policy that gave us uniformity about how we name our schools. One school coming online this fall is yet to be named. The policy we have now precludes the Board and Administration from being a part of this process until the very end. Don't necessarily need a new policy and ask them to go back and go through that, but that voting on it, know it's not in isolation, and have a process in place that will make this a policy of the district.
- Director Marchese noted that we have a building community that operated with policy that was provided. The ultimate discretion to change names rests with the Board, and the Board needs to feel satisfied the process in place was the way it was supposed to be in implementation, and includes information in that vote. Not clear in what would leaner in the interim that would inform without specificity. Uncomfortable in making that decision on this issue with the potential threat for policy to be put in place. Let's decide this question, and agree that the policy isn't clear on the question on the Board's role, and think there is work to do that. Feeling uncomfortable like we are shifting gears when folks have done what we have asked them to do to get to this point. At the same time, recognize we have members of the community who feel like they were not able to effectively participate in the process. If that is the concern driving this, we can be specific in that, and ask for that, and then figure out that to do with that. If we do decide to table it, we need a very specific goal with what we want to happen. We need to address the merits of what was presented, and if we are comfortable with that.

The motion on the amendment to move the vote to August failed with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	No
Ms. Ellis	No
Ms. Foster	No
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	No

The motion to postpone the vote to July was placed back on the table.

- Director Brodrick questioned if Director Schumacher's motion satisfy Director Xiong's concerns about, and acknowledged the group that used the procedure, but we have found that procedure was inadequate to provide the Board with the information needed to make a decision. Director Xiong also noted that she would like an opportunity for the community to weigh-in before the vote. While ready to vote yes on the motion to delay this to July, a little concerned about the kinds of things need to do between now and July to satisfy the legitimate concerns because of the uncomfortable ness feeling right now. Ask Administration – will this motion present a problem to the Superintendent and staff? Response: There were two parts that were different – one was the July and the other was August. The other was the emphasis on a public hearing that was not part of the motion. If that would be an important factor to have the motion to ensure that, it would be the Board's right to suggest that.
- The expectation of us having a public hearing between now and the July board meeting is unrealistic? Response: Not unrealistic, but if engagement is the theme that is lacking, we need to question the effectiveness with the short notice and with the time of the year. We also need to think about the community as well – and the school community will not be as organized during the summer months.
- Chief Baker noted that in this process if we postponed the vote and moved it to July, even if and when the Board receives information that provides more information, engagement, and insight concerning this name change, the Board's policy states that the recommendations come to you and you approve them. In this, trying to highlight, right now, there doesn't seem to be in board policy, that the Board creates the name.
 - Director Brodrick noted that is correct – and in history, the school community has followed the process and we make a decision. That's some of the uneasiness; that does not preclude the Board when making that decision, bringing in other factors that would impact the decision. When a school community comes to us with a recommendation, we are not making it strictly on whether they followed procedure, but making a decision in what we think is best for our students, and good for the district, and a reasonable or rationale or prudent at this particular time. As we make this decision, we may find ourselves in the national spotlight, because it may impact schools across the country. This is a very big issue because of changing the name of a school named after a president. The more time we take to study the general issue, and also consider the insights and comments made at the meeting, and listening in examining our values, the problem right now is that there is an ongoing controversy on values in the country.
 - Chief Baker noted that the earlier comments came to say that for direction for staff, and also to ensure others on the process right now with board policy. Ultimately, the decision rests with the Board, and within that, there are certain caveats on how the name gets to the Board. There are procedural things to talk about in those changes. The recommendation comes to the Board.
- Director Marchese noted that the Board can't avoid making a choice when there is something before the Board. He believes we can make a decision based on the presentation and materials. We need to have a yes or no vote. The question is what comes next. Individuals can vote no, and direct the outcome to Administration to examine the policy, because there is some concern if the policy. Folks have made their way to this day, and they deserve a yes or no answer, and we can then give direction to Administration about what to do next, or what we want to see happen to see name changes addressed.
- Concerned about making a decision, when felt uneasy about the process that brought us to this decision.
- Director Schumacher called to question the motion.

MOTION: Director Schumacher called to question.

The motion on the amendment to move the vote to July failed with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	No
Ms. Ellis	No
Ms. Foster	No
Mr. Brodrick	Yes
Ms. Xiong	No
Ms. Vanderwert	No

MOTION: Mr. Marchese moved the Board of Education to adopt the recommendation and direct Administration to review the policy as it is written, and discuss how the policy can be amended for the future and include Board engagement.

- Director Xiong noted that it's important in all processes and the work we do, we ensure we are intentional are engaging community and ensure we hear from everyone in the community. That's the reason to propose the amendment to ensure we are intentional about that and ensure the charge to revisit this policy included a process that allows for board members to be a part of the process and also be a part of community engagement when it comes to a school name change to get all perspectives to make an informed decision about renaming our schools, etc.
- Are we voting to change the name to Global Arts Plus? Response: Director Marchese noted that yes, that is the current motion.
- Director Brodrick noted that therefore the longstanding history of Monroe and the longstanding history of Linwood school will not longer be reflected in the name of the school in that community? Response: Director Marchese noted that it would be a change in the name and would be open to amending the motion to include opportunities to work with the community determine ways to honor the name of their values. It would be valuable to bring the community and building together regardless of this decision.
- General Counsel noted that in response to the call to question, that requires a second and a two-thirds majority vote. Procedurally, the recommendation is to go back and put the motion back on the table and the call to question in order to cut the debate.

MOTION: The call to question is back on the table. It was seconded by Director Vanderwert.

The motion on the call to question passed with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	No
Ms. Xiong	Yes
Ms. Vanderwert	Yes

MOTION: Director Schumacher clarified this is a motion to postpone the vote to the July Board of Education Meeting. As noted previously, it was seconded by Mr. Brodrick.

The motion failed with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	No
Ms. Ellis	No
Ms. Foster	No
Mr. Brodrick	Yes
Ms. Xiong	No
Ms. Vanderwert	No

MOTION: Mr. Marchese moved the Board of Education authorize the Superintendent (designee) to accept and declare the new name of the school as Global Arts Plus, request that the District work with the Monroe alumni and West 7th community to determine a suitable way to honor the name Monroe going forward with the name change, and to review policy as it has been currently written to discuss opportunities for community engagement and board engagement on future name changes. The motion was seconded by Ms. Ellis and Ms. Xiong.

- Director Brodrick questioned on the part about engaging the community to honor not the name connected to Monroe the president, as it has been connected to the Saint Paul community. His concern about going to a name like Global Arts Plus, although it describes the curriculum of the school and the mission very appropriately, it has a generic ring to it and by taking out the name Linwood, and Monroe, we are going to be losing that connection with the communities. We talk about strong schools in

strong communities. The connection between school and community is so important to Saint Paul, and very reluctant to vote with a name that doesn't have a connection with the community where that school is located.

- Director Foster noted that she respects the views of others, and honors the Monroe community, and grew up in Frogtown. We teach our students, and talk about a global community that represents all students in this district, and that kids are first, and our students and parents that choose our schools are speaking about this subject. We need to honor the past, current, and looking to the future, and reflect the voices of our current students and families and the type of environment. What are our values? A building may crumble, burn down, be torn down, lose enrollment so it is sold off – that space will always be what it was to those that honor and value it; rather see our grater community embrace all our students and families and honoring that. Thirty years from now it may change again because the community may change.
- Director Xiong clarified the motion in community engagement – that is for the school community to engage the surrounding community? Response: Director Marchese noted that he was intentional to use Monroe, and not James Monroe, and that is worth hearing and valuing, however the name of the building will change, and the direction would work with the alumni and the West 7th community to determine a suitable name to honor the name going forward; we don't know what that will look like. And the third part to direct Administration to look at the policy. It would be up to Administration to work with members of the alumni and West 7th association to determine what that would be.
 - If we are to look for a way to honor the name Monroe, and hearing many people who absolute abhorrence to the name Monroe, because it's the name of James Monroe who was a slave-holder, not sure how we will get a mediation between the opposing groups to find a way to honor the name Monroe – a thought comes to mind such as naming the library, but would need to also engage a lot because there would be thoughts on that name. The second part of the motion is well-intended, but wondering if it will cause more animosity amongst opposing groups and not solve anything – unless we find a way to really truly teach American history in such a way that we don't deny the fact that 4 of 5 first presidents were slave holders, but recognize it, and teach it, and explain it, and explain it at many different levels about how this country has evolved. It may be an insurmountable task for staff.
 - We won't assume that we will figure that out tonight. The question is if the building is going to change names, and that needs to be resolved. There is an opportunity and people of good faith and who want to do right by their history and also the children in the school, can think creatively to facilitate a process to figure out how that could be possible to look at the name, and not stop the future of that building from changing, and can be an opportunity to teach students about the name Monroe to the people in the community, and strength bonds between alumni and the current community, tell stories about the West 7th neighborhood, and use it not to represent the person, but the community and the people who went there. We need to preserve relationships going forward.
 - Director Schumacher motioned to close debate.

MOTION: Director Schumacher motioned to close debate.

The motion passed with the following roll call vote:

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

MOTION: Mr. Marchese moved the Board of Education authorize the Superintendent (designee) to accept and declare the new name of the school as Global Arts Plus, request that the District work with the Monroe alumni and West 7th community to determine a suitable way to honor the name Monroe going forward with the name change, and to review policy as it has been currently written to discuss opportunities for community engagement and board engagement on future name changes. The motion was seconded by Ms. Ellis and Ms. Xiong.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	No
Ms. Xiong	Yes
Ms. Vanderwert	Yes

B. FMP Update

Superintendent Gothard then introduced Chief of Staff Cedrick Baker to present an update on the District's plans to assess the fiscal procedures and practices related to the Facilities Master Plan.

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**, Facilitator, Chief of Staff, SPPS
- **Kelly Smith**, Baker Tilly, Tax and Assurance Advisor
- **Donald Mullin**, St. Paul Building and Trades Council
- **Steve Torgimson**, Facilities/Finance Advisor
- To Be Determined:
 - Construction advisor(s)
 - Facilities advisor(s)
 - Additional advisor(s) as needed

FMP Internal Technical Workgroup

- Department staff with direct access to relevant financial and facility information
- Gathers and provides data and information at direction of FMP External Review Team

Timeline

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

Review Team Web Page

- Information clearinghouse:
 - www.spps.org/fmp > FMP External Review
 - Option to sign up for FMP review updates
 - FMP background/history
 - FAQ
 - Glossary of terms
 - Facts sheets (to be developed)

Projects in Pre-Design Phase: Will be paused

1. Cherokee Heights Elementary
2. Farnsworth Lower Campus
3. Highland Park Complex
4. Obama Elementary
5. Ramsey Middle School

Projects in Design Phase: To be reviewed

Review Team assesses timelines and work scopes:

1. American Indian Magnet
2. Battle Creek Middle School's locker replacements
3. Central High School's turf replacement
4. Frost Lake Elementary
5. Phalen Lake Elementary
6. Washington Tech's athletic improvements
7. District Service Facility

Chief Baker noted the "Learn, Adjust, and Continue" motto as it guides this work.

QUESTIONS/DISCUSSION:

- Where is that process of considering the Internal Review Team, or re-examining the priorities based on what we've learned? Response: That is part of the External Review Team's charge; they will be providing recommendations in moving forward on projects that have not been started yet, and priorities, and understanding the situation, how we got here, and moving forward what needs to go first, and what may need to be scaled back, and a variety of different things.
- That would be their best advice on the structural and the capacity questions, but we have an internal strategy around the priorities based on school change – when does that happen, or what team? Response: The external review team will provide those recommendations, and then come to internal staff, with the recommendation on those changes. That work and role of external staff is to provide the external perspective, and support decisions we need to make in house, and those decisions would then come to the Board as a recommendation. It's important that we are always doing validation in our current plans, and to support our vision. Program drives these spaces, but also it's a real advantage is that 21st century building is far more flexible and creating for future needs. We are trying to capture that as much as possible. The FMP Governance Committee will also be giving feedback, and engagement with buildings. It will continue to help to shape decisions, in addition to what we are also learning.
- Director Schumacher also noted the importance of reaching out to those principals who have gone through these construction changes, because they have a wealth of experience that other principals

will find helpful, and that the District in making it easier for principals, and students, with those construction projects having an impact on the students and staff, and it's important to reach out to those folks and they give input to the committee.

- Director Marchese noted that there normally would have been a review on the five-year plan for the FMP – what is the process going forward? Will there be a revision, or on pause? Response: There are some things that need to happen with the regular funding of maintenance that will come before the Board. The process will be that we will hold out bringing something before the Board until we receive the recommendations from the External Review Team, and from those we will formalize a plan – we don't want it to be separate. We are pausing those projects listed. There are some projects already in the process, and our goal is to bring in the external review team on how they look moving forward. There is a pause on future projects that have not been started, but not an overall pause on all projects, because some have been started.
 - This is the time of year the Board is asked to approve the next round of funding for projects. Tonight there are two items within the consent agenda for expenses over \$175,000 – are these part of those ongoing projects and those additional expenses? In July, will there also be more expenses coupled with this to pass the next year? Response: Those are highlighting ongoing costs, such as a boiler, roofing, we have needs and maintenance that need to be dealt with, and don't connect with the FMP. These are maintenance items. We are beginning our Pay20 levy, so the LTFM application is due at the end of July, which starts out summer levy process for the next fiscal year, and will be the long-term facilities maintenance funding process, and that will be coming to the Board before the end of July.
- In looking at the timeline, and in June, the winter will be talking about Phase 2, communication plan, and directions. If there will be movement from the FMP, it will be part of Phase 2? Response: Yes, that is correct.
- Construction advisors and facilities advisors – who are they? Response: We are still in the process of creating and formalizing the team. Our goal is to bring in expertise in those areas to support us in scope, as of right now, we don't have those folks yet, but we are trying to target certain areas. With the facilities advisor, the scope of work looks at the capacity of our facilities department to deal with the work, and also internal controls within the department. Construction work, and our process right now, if it aligns to industry standards, and connecting those, and pinpointing expertise in those areas.
- Are there budgetary costs to these experts, or is it volunteer? There are budgetary costs for them, and also support from the external team that are considered.

C. SPPS Achieves: Strategic Plan Update

SPPS Achieves Initiative Milestones by August 2019

Overall Status	March		June	
Complete	6	16%	11	29%
In Progress	19	50%	24	63%
Scheduled	13	34%	3	8%
Total	38		38	

Strategic Focus: Positive School and District Culture

- 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
 - Key milestones by August 2019
 - Data dashboard created to support Social and Emotional Learning (SEL)/Positive Behavior Interventions and Support (PBIS) implementation - COMPLETE
 - District School Support Leadership Team established - COMPLETE
 - Collaborative for Academic, Social and Emotional Learning (CASEL) completed readiness analysis in SPPS – IN PROGRESS
 - PBIS framework integrating SEL vision created and messaged across district – IN PROGRESS
 - PBIS/SEL Professional Development created, planned, and scheduled – IN PROGRESS

- 2a. Improve culture by using input from students, staff and families.
 - Key milestones by August 2019
 - Positive school/district culture description completed – IN PROGRESS
 - Workplace culture index data sources and tools developed – IN PROGRESS
 - Actions addressing near term opportunities to build positive culture determined – IN PROGRESS
 - Process for recognizing positive culture and toolkit for employee recognition
 - Completed - SCHEDULED
- The Phase 1 Strategic Initiatives were reviewed.

SPPS Achieves Communication

- Website for SPPS Achieves includes update of initiative milestones
- Initiative “one-pagers” serve as a foundation for communicating, and establish guidelines and expectations
- Information provided to staff and families explaining the Middle School Model
- Superintendent newsletter column addresses SPPS Achieves themes
- Board of Education and administrator meetings quarterly updates

Monitoring Progress on Long-Term Outcomes

- The metrics, targets and baselines for each long-term student outcome are posted on the SPPS Achieves website
- Baseline is predominately from school year 2017-18
- Targets are set at 5-years (school year 2023-24)
- Internal tools to support schools and departments align their instructional improvement work to SPPS Achieves

QUESTIONS/DISCUSSION:

- This is helpful to note the progress in the plan.
- When will we start to review outcome measurements? Response: The measurements for success, we get those measures at different times throughout the year and will update as we receive that information, and we will schedule engagement time and communication time, and will be ongoing updates.
- In reflections of what is working and not working, it would be helpful to include those in planning to have conversations within the cycle. Response: This is good feedback to ensure we are monitoring and sharing information.
- In looking at this report on planning and implementation, the phrase heard is “work is progressing.” At this point, we know we are planning implementation and work is progressing. How soon will we be able to have specific and concrete examples of what the implementation is going to actually look like in the classrooms? That is what most of our parents and our teachers are concerned about this, because they will be implementing it. In education, the most impactful implementation is between the student and the teacher in the classroom. Response: Several examples were listed of items that have been implemented. One example is Readers and Writers Workshop, and staff have been involved and know of this change. In the Middle School Model, there will be a social-emotional learning unit that will be placed in Foundations, and the developmental model in middle school in understanding.
- Who will be doing the connection between the plan and the teacher? We need to see those items described in ways that are easy to understand, for students, staff, and the community, and explain it in terms of what will be different, how we’re going to do it, and what will be better. Response: For example, the leads sat down with the principals and reviewed with them, as well as the leads to build their capacity, and the leads can bring it back to their teams.
- How was the buy-in from the teachers? What are they saying? Response: Teachers identified this as a want they had and brought it forward. In the training, that was developed from their feedback. We asked them what they needed and identified the themes, and to look at the different items, and to look at the Second Step.
- Glad to hear it is working with teacher input, and want to hear those concrete steps.

- To expand, it was built around the momentum in the elementary schools, and the middle schools were excited based on the feedback from the elementary teachers on the Second Step curriculum.
- It was noted that those are the concrete examples that need to be told to ensure the folks that will do the job are on board, and staff need to be on board with the implementation.
- Director Foster noted the disparity gap with race, and thinking about the strategic plan and how to convey the work in the district – talk to the work that will be happening around that. Response: We did hire a person to oversee the work of Culturally Relevant instruction, and will be a real focus of our CSI schools. This was an update on 1a and 2a tonight, and 3a is on Culturally Relevant and Effective Instruction, with focused work and there will be an update on that in the near future. In terms of racial equity work underway, we are gathering input to bring a report to the Board in the fall of where we have been, and where we need to go with recommendations – that is holistic work that lives everywhere in the District.
- Director Vanderwert noted that in Second Step, she is excited we are choosing a research-based curriculum and know we can have outcomes if implement it with fidelity. How are we going to make sure we are doing the way it's designed and holding folks accountable? In order for it to work, everyone in the school needs to use the same words and same strategies around behavior and interventions. That requires training and continuous support. How are we building in those things to get the outcomes from Second Step? Response: We have looked at professional development in alignment with strategic plan, and timing, within PD days, and additional hours, and if we don't have coherence, there will not be the outcomes. We have been dissecting the hour to the minute, and doing it in concert so not overburdening with too many initiatives. It's prioritizing and the top three are the ones guiding us, culturally effective and culturally relevant, climate, and social-emotional.
- In the cultural index tool – is that something that is standardized and what does it measure? Response: We will gather additional information, and partnering with the University of Minnesota, we are trying to identify ways to measure out culture based in information. We can gather it, but need a way to organize, tell the story, remove practices, and align the work. More specific information can be brought back, and it is a work in progress with examples.
 - This is something to measure where we are right now. Is it aligned with the kind of culture we want? Response: It's based on the strengths we have and to develop them and make them routine. We have many ways of positive culture, and what is it about those practices, and how to share them to build them throughout. It can be organic, or something to learn from the data to address. It is developed for us, and an update will be provided about the implementation timeline.

D. Human Resource Transactions

MOTION: Ms. Ellis moved approval of the recommended motion from the Special Meeting of the Board of Education on June 11, 2019 to approve the non-renewals of the teachers listed for non-renewals on the HR Transaction List of June 11, 2019. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Ellis moved approval of the HR Transactions for the period May 1, 2019 through May 31, 2019. Mr. Schumacher seconded the motion, including the recommendation to appoint the following individuals to the listed position effective July 1, 2019: Dr. Joshua DeLich (Assistant Superintendent) and Say “Billy” Chan (Assistant Superintendent).

Background and qualifications for both were discussed, as well as the development plan.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda withholding items E10 - Revisions Made to Policy 401.00 Equal Employment Opportunity and E11 - Revisions Made to Policy 414.00 Tobacco-Free Environment, which were pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31711 Horace Mann School PTA Gift to Horace Mann School for 2018-2019

That the Board of Education authorize the Superintendent (designee) to accept the \$14,155.04 gift from Horace Mann PTA and provide a letter expressing appreciation for the gift.

B. Grants

BF 31712 Request for Permission to Accept a Grant from Allina Health

That the Board of Education authorize the Superintendent (designee) to accept a grant from Allina Health for student and staff health and wellness activities across the district; and to implement the project as specified in the award documents.

BF 31713 Request for Permission to Accept a Grant from Generation Next

That the Board of Education authorize the Superintendent (designee) to accept a grant from Generation Next for the funds to purchase SPOT vision screeners; and to implement the project as specified in the award documents.

BF 31714 Request for Permission to Submit a Grant Application to the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the French-American Cultural Exchange (FACE) Foundation for funds to support French language programs at L'Etoile du Nord French Immersion; to accept funds, if awarded, and to implement the project as specified in the award documents.

BF 31715 Request for Permission to Submit Grant Application to the Minnesota Department of Education's Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent or designee to submit a grant to the Minnesota Department of Education's Fresh Fruit and Vegetable Program for funds to provide fresh fruit and vegetables in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31716 Request for Permission to Submit a Grant to Lockheed Martin

That the Board of Education authorize the Superintendent (designee) to submit a grant to Lockheed Martin for the funds to purchase new computers; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31717 Request for Permission to Accept a Grant from Project Lead the Way

That the Board of Education authorize the Superintendent (designee) to accept funds from Project Lead the Way to support STEM elective pathways at E-STEM Middle School; and to implement the project as specified in the award documents.

C. Contracts

BF 31718 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

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 \$562,872.00 from August 1, 2019, to July 31, 2020.

BF 31719 Contract between SPPS and Achieve!Minneapolis (AchieveMpls)

That the Board of Education authorize the Superintendent (designee) to approve the contract between SPPS And Achieve!Mpls.

D. Agreements

BF 31720 Request for Permission to Enter into a Partnership Agreement & Data Agreement with College Possible

That the Board of Education authorize the Superintendent (designee) to enter into a partnership agreement and data agreement with College Possible and to implement the partnership as specified in the Memorandum of Understanding and Data Agreement documents.

BF 31721 Resolution To Host Americorps Member From The Minnesota Greencorps For The 2019-2020 Program Year

That the Board of Education authorize the Superintendent or designee to sign a host site agreement with the Minnesota Pollution Control Agency to carry out the Minnesota GreenCorps member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement.

BF 31722 Approval of an Employment Agreement With Cement Mason, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2019-22

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this

school district for whom Minnesota Cement Masons, Plasterers and Shophands Local 633, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022

BF 31723 Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2019-2020

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2019 through April 30, 2020.

BF 31724 Addendum to Lease Agreement with Youth Farm

That the Board of Education authorize the Superintendent or designee to execute the Addendum to the Lease Agreement between the District and Youth Farm to increase the rented office space to 198 square feet at the Baker Center, located at 209 Page Street West.

E. Administrative Items

BF 31725 Monthly Operating Authority

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

(a) General Account	#709439-711146	\$59,577,715.24
	#0003318-0003347	
	#7003243-7003301	
	#0003435-0003534	
(b) Debt Service	-0-	<u>\$0.00</u>
(c) Construction	-0-	<u>\$3,817,722.73</u>
		<u>\$63,395,437.97</u>

Included in the above disbursements are two payrolls in the amount of \$38,829,504.24 and overtime of \$216,441.49 or 0.56% 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 September 30, 2019.

BF 31726 Designation of Official with Authority to Authorize User Access to MDE Secure Websites

That the Board of Education authorize the Superintendent (designee) to renew Cheryl Carlstrom, Director of Title I Federal Programs and LEA representative, as the Saint Paul Public Schools Identified Official with Authority with responsibility of authorizing user access to MDE secure websites for the district.

BF 31727 Insurance – Excess Liability

That the Board of Education authorize the Superintendent to approve a new 12-month policy for excess liability coverage with Hallmark Specialty for the period of July 1, 2019 through June 30, 2020, at a cost of \$198,641.

BF 31728 Insurance – General Liability, Crime, Legal Liability, Auto, Inland Marine

That the Board of Education authorize the Superintendent to renew a 12-month bundled policy for general liability and crime, educators legal liability, auto insurance, and inland marine coverage with Wright Specialty/Markel for the period of July 1, 2019 through June 30, 2020, at a cost of \$930,772.

BF 31729 Insurance – Property

That the Board of Education authorize the Superintendent to renew a 12-month policy for property insurance coverage with Affiliated FM for the period of July 1, 2019 through June 30, 2020, at a cost of \$588,897.

BF 31730 Title I Technology Refresh Part 2

That the Board of Education authorize the Superintendent (designee) to approve the purchase of computers for Title I schools.

BF 31731 Upgrade of the Unclassified Position of Nutrition Services Coordinator for Independent School District No. 625 Grade and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the unclassified Nutrition Services Coordinator classification effective July 22, 2019 to grade 40; that the Board of Education declare the position of Nutrition Services Coordinator as unclassified; and that the pay rate for this position would be equivalent to grade 40 of the Manual & Maintenance Supervisors' Association. In addition to inactivating classification Nutrition & Custodial Services Supervisor in Grade 40.

BF 31732 Facilities FY19 Purchases Over \$175,000

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over \$175,000.

BF 31733 Facilities Department FY20 Purchases over \$175,000

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$175,000.

BF 31734 2019-20 Rights & Responsibilities Student Handbook Revisions

That the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to the Rights & Responsibilities Student Handbook for SY19-20.

BF 31735 Request for Approval to Commit an Additional Amount of \$500,000 to the General Fund Committed Fund Balance for Severance Pay

That the Board of Education authorize a modification to the District's Committed General Fund Balance for Severance pay and commit an additional amount of \$500,000 for that specific purpose.

BF 31736 Employee Dental Insurance

That the Board of Education approve the contract for employee dental insurance coverage with HealthPartners effective January 1, 2020, at the proposed renewal rates.

BF 31737 Health Savings Account (HSA) for Active Employees

That the Board of Education approve the contract for the HSA plan with Optum effective January 1, 2020.

BF 31738 Settlement of Construction Dispute

That the Board of Education approve the Mediated Settlement Agreement in the above reference matter and authorize its Superintendent, or his designee, to execute the Mediated Settlement Agreement.

F. Bids

BF 31739 Bid No. A216795-A Stormwater BMP Repair, Installation & Excavation Services
That the Board of Education authorize the award of Bid No. A216795-A Stormwater Best Management Practices (BMP) Repair, Installation, & Excavation Services to Outdoor Lab Landscape Design, Inc. for the estimated amount of \$200,000.

G. Change Orders – None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31740 Revisions Made to Policy 401.00 Equal Employment Opportunity

Chief Baker highlighted the reason for the policy changes. Policy 209.00 allows for policy revision outside the three-reading process, such as changes to statute, minor editorial updates that do not affect the title or substance of the policy. It was agreement at the Board's Policy Work Group to agree to these changes, however introducing a practice from Admin that pulls these revisions from the consent agenda since they will not go through the 3-reading process.

Policy 401.00 – Minnesota statute of Human Rights Act has expanded and inclusion of unlawful discrimination, and the technical revision is that our policy adheres to that expanded language. The incorporation of the EEO director's position, which is fairly new, and this policy was adopted in 2008, at which time the position did not exist, and this revision references the director's position. It also references the policy 415.00 on harassment, violence, and other offensive behaviors.

MOTION: Ms. Vanderwert and Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to policy 401.00. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31741 Revisions Made to Policy 414.00 Tobacco-Free Environment

For Policy 414.00, there was editing of certain working, and also including language on electronic delivery device, which did not exist when it was adopted, including vaping or other ways of smoking of nicotine, and edits of word choices. As a recommendation, the approval based on those technical changes in the policy that were not substantial to the effectiveness of the policies.

MOTION: Ms. Vanderwert and Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to policy 414.00. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. FY20 Budget Approval

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, to present the final proposed FY20 Budget to the Board of Education for adoption.

FY20 Proposed Budget (Expenditures) (reflected in millions)

- Total FY20 Proposed Budget \$794.0
 - General Fund \$578.6
 - General Fund Fully Financed \$45.7
 - Food Service \$29.3
 - Community Service \$23.2
 - Community Service Fully Financed \$6.1
 - Building Construction \$67.0
 - Debt Service \$44.1

FY20 Proposed Budget | Revenue and Expenditure Summary

- The Revenue and Expenditure Summary was reviewed for FY20 in the areas of General Fund, General Fund Fully Financed Fund, Food Service, Community Service, Community Service Fully Finances, Building Construction, and Debt Service.

FY20 Proposed Budget | Big Picture – Expenditures

- The big picture of expenditures within the FY20 proposed General Fund budget were reviewed, for areas that included Schools, School Support Services, District-wide Support Services, and Administration.

FY2019-20 Budget Development Timeline

- The FY19-20 Budget Development timeline was reviewed beginning with the Pay19 Summer Levy input in August 2018 to the final adoption by the Board of Education at the June 18, 2019 meeting.

QUESTIONS/DISCUSSION:

- Director Schumacher thanked Chief Schrul for answering a lot of questions at the previous Committee of the Board meeting.
- He went on to note that as we think about the budget moving forward, we also had the money from the state legislature and clarify for those that percentage was already factored into the last budget presented. As we look at this, there was not new influx – it was the same. There is a figure used before about how much the budget goes up every year, does that vary? Response: The state legislature number is still being determined – there are some items we are waiting on for final legislation. One is the safe schools funding. We are watching to see that fund balance. We did build in a 2% increase to our budget, and we are looking at opportunity for additional comp. ed. funding that would also be passed back to sites. In the past it was roughly shy of \$700,000 that would be passed back to schools, or adjustments in Title I funding would go back to sites. For the overall inflationary increases, in the past it has ranged from \$9.8M to \$10.6M and can vary with many different adjustments.
- Director Vanderwert congratulation Chief Schrul on her leadership and knowledge of the school budget process.
- She thanked Chief Schrul for the budget book, and has good information in it, and encouraged folks to go to the website to look at it to help understand the complexities.
- In talking about the comp. ed. funding, there is still confusion about why we would be cutting teachers when we have an increase in the budget. Response: The state funding, and general education formula was linked to comp. ed. Funding schools that received, the District is receiving a little over \$60M for next year for compensatory based on last year's FRL count. Some schools saw drops in their poverty or FRL percentages, which caused a significant drop in the funding. When that occurs, the District passes that revenue out to individual schools, and there were losses at some sites. Sites may purchases based on statute – including additional staffing for class size. Some does correlate to what is taking place at schools, and also to the additional support staff. We also have a large vacancy rate in this district, and staff will likely fill another position.
- Director Marchese noted that he appreciated we are at the point in this process. It's important to recognize how we got here, and also want to explain that he will be voting no, and reasons, and feels the process was not followed, and the budget did get out late, and it was difficult to understand the changes and the impact. Our BFAC committee issued recommendations, but does not have a clear sense for the future of those, or the public process and what is embedded. He does recognize changes, but does not see measurable changes from the last budget cycle, but not a real commitment to a different budgeting process. He appreciates decisions linked to the strategic plan, and in alignment to the plan. He does not have a sense of the tradeoffs with doing so, including funding and referendum, and sustainability of our initiatives, and is concerned about future budget processes. He encouraged to move toward a budgeting model which examines what it takes to fully fund our schools fairly and equitably, and with the recognition of what it will mean to be successful for all our students. He hopes that is a model we see in the future. There are also operational issues, including building configurations, program enrollment, transportation costs, and the like. While he appreciates much of the work done and the efforts of staff, and the hard work of Finance and others, but the process concerns still remain as well as the substantive concerns.
- Director Brodrick noted that he appreciates the vision for the model noted by Director Marchese, and we are neglecting to note that if we are going to create a completely different model, the impetus needs to come from the educational end of our organization. Therefore, he agrees, and this needs to be said to the entire organization, instead of only to the Finance department. Response: We live in a culture of scarcity in public education funding, and it has forced us to make difficult decision in the past, and our results show the results of those decisions. We are not a fully funded school district, and we thank the community who stepped up for us, and we need to make important decisions. We created a strategic plan to asked to create priorities and to increase long term student outcomes. We need to shift to identifying priorities. There is no single model that will get us to where we are – we are currently a combination of models because of the scarcity we faced. We need to build the foundation, and

comprehend to our community who we are and what we can provide, we need to maintain our enrollment, and do that by creating a strategic plan that the community supports. He noted the public comment speakers.

- Director Marchese noted that he recognizes there have been changes, and the strategic plan is critical to moving the District forward. His concerns go back to the time he joined the Board and have been consistent about process and substance, and recognize improvements, and also that we are facing financial challenges, which will undermine our ability to fulfill the strategic plan if not addressed. He is pleased the voters of the city allowed us to leverage additional funding, and does not want to find the District with no funding to balance the inflationary increases and come back with budget cuts next year.
- Director Brodrick noted Director Marchese's statement last year, and challenged all board members after voting tonight and that we begin tomorrow to go to work to not hear similar concerns next June. He does have confidence in this administration, and has always loved the Saint Paul Public Schools, and if we can have the educational leaders and financial leaders work together, we can achieve the vision that Director Marchese noted. This is important to all of us.

MOTION: Ms. Ellis moved that the Board of Education adopt the FY20 Proposed Budget of \$793,958,700 as presented. The motion was seconded by Ms. Vanderwert and Mr. Schumacher.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	No
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes

B. Policy Update

1. THIRD READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

BF 31742 THIRD READING: Policy 415.00: Discrimination, Harassment, Violence and Retaliation

THIRD READING: Policy 415.00: Discrimination, Harassment, Violence and Retaliation

- We are updating the current Policy 415.00: Harassment, Violence, and Other Offensive Behavior. It is being proposed that the policy be retitled to Policy 415.00: Discrimination, Harassment, Violence, and Retaliation Policy.
- Why do we have this policy?
 - Promote positive school and district culture; and Minn. Stat. § 121A.03 requires that we have a policy regarding sexual, religious, and racial harassment and sexual, religious, and racial violence that conforms with the Minnesota Human Rights Act.
- Why are updates being proposed?
 - To create alignment with other District policies (e.g., Policy 102.00 Equal Opportunity/Non-Discrimination; Policy 500.00 Gender Inclusion; Policy 505.00 Bullying Prohibition)
 - To provide clarity in reporting and investigation procedures
 - To expand and clarify the retaliation prohibition
 - To ensure we are using our new resource, the EEO Director
- What are the significant updates?
 - Eliminates the need for separate procedures
 - Clarifies that discrimination is prohibited by this policy
 - Requires reporting of policy violations within 1 business day
 - Utilizes the EEO Director to receive copies of reports and, if necessary, undertake her own investigation and/or provide support to building administration

- Explains that District personnel who fail to report violations of the policy may be subject to discipline
- Significantly expands the retaliation prohibition.

QUESTIONS/DISCUSSION:

- Director Brodrick noted that there are three concerns and be assured about three things. As mentioned before, this policy is very procedural-like and contains a lot of description of process, as noted in pages 6-11. All of the steps, definition, and what takes place during the time of claim of violation throughout the process and culmination of the outcome is very lengthy and would like to see during our outreach part, that when we outreach to those folks impacted and affected by this policy that they understand exactly what this policy does mean in a way they can put it to use. There have been conversations about that this policy, the original one was very important and vital, and the time has come to revise the policy. Now that we have revised it and have a policy that may need to be explained, and also need to commit to a parallel effort to work on the culture in our district so that people not only have a policy and a vehicle to deal with violations, but also in the context of a culture where people are willing to step up and do so. If narrative can be provided to assure that work will go on. Also, we understand that this policy involved everyone in our buildings, including students and staff, and not quite clear when a student commits an action which constitutes a human rights violation. Are we going to use this policy to hold students accountable for behavior in violation of human rights issue, and we're in the business of helping kids to grow up and become better citizens – can we use this policy as a method to hold students accountable, or assign that to educators who will stop something down by a student? That needs to be made very clear so that we do not have teachers for instance who are reluctant to report to an administrator of behavior by a student that is very serious as defined by Policy 415.00. The biggest concern is that we are revising this policy for the right reasons, and want everyone to understand it fully so they can help to make SPPS a great place. Response: Megan Sheppard provided more clarity on her role and HR and those nuances in dealing with culture. In terms of outreach, there have been discussions with Kevin Burns, Director of Communications, Dave Watkins, Chief of Schools and Jada Wollenzien in Leadership Development and others to ensure there are venues to do appropriate outreach for this policy, and developing a plan for that. We will have a robust process for supporting outreach for this policy.
- Megan Sheppard, Director of EEO, opened it for questions about her role and the policy.
- Describe the independent role in terms of the EEO Director position, and relationship with our HR department. One of the things so impressed by the Executive Director of HR who feels that the duty and the role of the HR department is to create a school district and atmosphere where people are happy and feel comfortable and safe. Response: One of the unique parts of this role is that is completely independent and separate from HR, with some quasi-HR functions. It does report to the Chief of Staff and outside of HR, to give more transparency and separation and independence with investigations that go to a protected class. Someone separate from HR can hopefully create transparency and trust in the process, and that's what this revised policy will do, in combining the procedure to a policy. This role is being developed and new, and talk of what it might look like going forward, and outreach for this policy. The EEO director will play a role in that, so people know about her and what she does, and also the limitations of her role in helping people to understand what they can expect, and maybe not expect. She also listed examples, such as staff resource, and that may change based on the nature of the complaint, and her role in terms of who she supports is somewhat limited.
- Along the same lines, and very proud of the work of the HR department in particular when people have an issue, and when people have an issue in the building, one of the things historically has been true has been that the principal has taken the leadership role in terms of trying to solve the problem. Does this mean that staff or students could circumvent the principal and go right to the EEO Director, and is this problematic in not allowing things to be handled at the local level? Response: The purpose of the EEO Director is not to take over that function; it's to support and provide an extra resource to HR. In the building level, for student to student issues, those will still go to be resolved at the building. We don't want to take that investigative authority away from administrators at the school. For staff conflict, we want to encourage resolution as much as possible before they turn into an investigation. The EEO Director is an additional resource for those who may not feel comfortable or able to resolve at that level.
- For the student or staff who feels they have been violated, and may historically turn to the principal or head of the department, that would still be the ordinary path? That ultimately would come to the EEO

Director? Response: Yes, if there is conflict with a staff member, and that staff person is the administrator. Nothing in the policy would prevent the staff member from coming to the EEO Director or superintendent, or to whom they feel comfortable. The policy does a good job of spelling that out for people and helping to clarify the lines of communication and resources. If someone does not work in a school building, they can go to their department lead or supervisor, and if their issue is with the director supervisor, they can go to the EEO director or to HR as well.

- The outreach part of this becomes where a person in a building felt that a human rights violation had occurred, and they were the victim, our outreach needs to inform these folks that if they do not feel comfortable with their immediate supervisor, that they do know of the EEO director, and that there is help available. We don't want staff or students who feel they are mistreated and have no place to go, and that's where the outreach is so important.
- How do people contact the EEO director if they would like to talk? How do we get information out to everyone for an easy flag to talk to the EEO director? Response: We are looking into figuring out a remedy that problem. With the current 415.00 policy, there hasn't been a mass communication about the role, and has been because the role is in development and make sure we are communicating it out correctly. Part of the outreach will be to brainstorm creative ways to inform the community. A lot of 415 forms are sent through HR, and that relationship has been positive, and will be triaged and where it needs to go. Board member can send concerns from folks that are sent directly to them to the EEO director for effective answers and understand the process, which is important to building that trust.
- It was also noted that it will be helpful for the EEO director to have a role and be introduced at the Admin Academy in explaining the role to the administrators, and be on hand for the information to teachers that there is a resource.
- If someone submits a 415 form, who does it go to, and can it be submitted online? Response: Currently, a 415 forms that is between students will stay at the school level between the principal/AP and how the school will respond. If it is a staff issue, and person alleging a violation against another staff, it will come to HR, which will then be sent to the EEO Director and ensure it lands with the right person. The role is specifically toward investigating 415 complaints, and limited to complaints alleging discrimination, harassment, or retaliation based on a protected class. Other complaints will be handled in a different manner. Going forward we are looking to move that online and find better and easier ways to make it accessible.

MOTION: Ms. Ellis moved that the Board of Education adopt the amended Policy 415.00 Discrimination, Harassment, Violence and Retaliation. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

2. THIRD READING: Policy 713.00 Equal Opportunity Procurement

BF 31743 THIRD READING: Policy 713.00: Equal Opportunity Procurement

THIRD READING: Policy 713.00: Equal Opportunity Procurement

- Amended policy
- Rationale for updated policy:
 - To support the Small Business Inclusion Program SPPS is establishing
 - Will allow SPPS to better assess where and how it is spending and where improvements could be made
 - Will be able to provide transparent reporting
- New proposed language was reviewed

QUESTIONS/DISCUSSION: None

MOTION: Ms. Ellis moved that the Board of Education adopt the amended Policy 713.00 Equal Opportunity Procurement. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

- A. Information Requests & Responses - None
- B. Items for Future Agendas - None
- C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

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

- July 23
- 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 Ms. Xiong seconded it. It passed by acclaim.

The meeting adjourned at 10:15 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