

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

May 21, 2019

I. CALL TO ORDER

The meeting was called to order at 6:06 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis and Mr. Brodrick 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:

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

IV. RECOGNITIONS

BF 31663 Acknowledgement of Good Work by Students

FIRST Lego League (FLL)

FIRST LEGO League in Minnesota (MN FLL) is part of a global robotics program that includes more than 255,000 kids in 88 countries. High Tech Kids, in partnership with FIRST, has been bringing FIRST LEGO League to Minnesota since 1998.

Teams collaborate to build and program an autonomous robot to score points on a thematic playing surface (the Robot Game) and create an innovative solution to a problem correlating to the yearly theme (the Project), all guided by the FIRST Core Values. These three elements; the Robot Game, the Project, and FIRST Core Values make up what is called The Challenge.

The theme of The Challenge changes every year and is based on a real-world scientific topic. Past challenges have included topics such as space, nanotechnology, biomedical, and transportation.

Students being honored here today participated in the FLL State Tournament on February 23, 2019 at Washington Technology Magnet School in Saint Paul.

FIRST Robotics Challenge (FRC)

Combining the excitement of sport with the rigors of science and technology. *FIRST* Robotics Competition has been called the ultimate Sport for the Mind. High-school student participants call it “the hardest fun you’ll ever have.”

Under strict rules, limited resources, and an intense six-week build time limit, teams of students are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program industrial-size robots to play a difficult field game against like-minded competitors. It's as close to real-world engineering as a student can get. Volunteer professional mentors lend their time and talents to guide each team. Each season ends with an exciting *First Championship*. *The Robotics team from Highland Park Senior High School recently competed in the FIRST Robotics State Championship held at the University of Minnesota.*

Renewable Energy Challenge

The KidWind Challenge is the ultimate wind energy learning experience for students. SPPS elementary, middle- and high-school students explore wind energy through the hands-on, investigative, and exciting KidWind Challenge!

When students participate in a KidWind Challenge they will:

- Discover the promise and limitations of wind energy technology
- Design, build, and test a functional creative wind turbine
- Compete with their peers in a supportive environment

The National Kidwind Challenge is happening this week in Houston, Texas. Teams from three different schools from SPPS traveled to Houston for the national tournament. The schools include: Adams Spanish Immersion, Farnsworth Aerospace 5-8 and Washington Technology Magnet.

History Day Nationals

The National Contest is the final stage of a series of contests at local and state/affiliate levels. Students begin their journey by presenting their projects in classrooms, schools, and districts around the world. Top entries are invited to the state/affiliate level contests. The top two entries in every category at the state/affiliate level are then invited to the National Contest. **The 2019 National Contest will be held June 9-13, 2019 at the University of Maryland, College Park.**

Each year nearly 3,000 students with their families and teachers gather at the University of Maryland, College Park for the week-long event. These enthusiastic groups come from all fifty United States, Washington, D.C., Guam, American Samoa, Puerto Rico, and international schools in China, Korea, and South Asia. The excitement can be felt across the campus. After spending months on project research and preparation, and competing at local and affiliate contests, these students are eager to show their hard work at the National Contest.

Every year National History Day® frames students' research within a historical theme. The theme is chosen for the broad application to world, national, or state history and its relevance to ancient history or to the more recent past. The 2018-2019 theme is *Triumph & Tragedy in History*.

This year SPPS has five teams from five different schools going to History Day Nationals in Maryland. They are: Open World Learning, Murray Middle School, Como Park Senior High School, Highland Park Senior High School and Central Senior High School.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

Mr. Brodrick

Yes

VI. APPROVAL OF THE MINUTES

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

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of April 23, 2019. The motion was seconded by Mr. Brodrick and Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

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

At the May 7, 2019 Committee of the Board meeting Superintendent Gothard began the meeting with a thank you to our teachers for National Teacher Week, as well as a recap of the Minnesota Teacher of the Year event, which included two finalists and five semi-finalists from SPPS. We are all very proud of the work of our teachers and their great work. The Board also recognized our school nurses for National Nurses Week.

The Board first received an update on the current legislative session, including important facts and dates, drastic comparison data between the Governor, House, and Senate on the E-12 target, formula, special education and tuition bill reform, other key provisions and the comparison data, E-12 target and major components, SPPS revenue comparison for FY20, and other grants and funding of interest, as well as policy provisions and information on other committees. Questions centered on per pupil funding formula versus individual bills, and current sense of the legislature on moving forward, activity from groups outside the metro school districts, and current discussions at the state level about how to raise revenue for education funding. Board members encouraged the Senate to include inflation factors into their actions, and thanked the Governor and House for holding strong in their educational funding efforts.

Staff then presented an update on advanced coursework recommendations brought forth by SEAB at the end of 2018, to ensure more students have access to, and are supported and successful in advanced classes. The strategic plan focus areas and objective relating to this were discussed, as well as the different types of advanced courses in the district. Data on 9-12 advanced coursework participation was shown. Updates and progress on the seven recommendations were also provided. This presentation sparked questions from the Board, and SEAB members, about the education for families in terminology and methodology and really understanding their child's thinking, talents, and interests, and conversations with families about options for high rigor services throughout the district. We believe that all students need to be recognized for their strengths and talents, and the District's role is to highlight and build upon those. Board members also mentioned the importance of executive function, and the process for students who are placed into advanced coursework. Counseling up and encouraging students to enroll in advance courses, and also providing support and pathways, which are critical for their success. Strategic plan initiative 3B and its timeline and levels of service were reviewed. Board members also requested further details on student voice in committees and coursework data, as well as communication and engagement with students on these efforts. More information was also requested on the timeline for the recommendation on recognizing students achievement, and ways in which the counseling up method will address the disparity of students of color in advanced classes to ensure that students are not only choosing advanced classes, but also supporting them in those classes.

Next, the Board received a FY20 budget update, which included grounding us in our district mission, and the preliminary big picture budget results. Projected revenue changes were also reviewed. Budget line items were then presented in a new format, which aligned the expenditures with strategic plan initiatives. Board member questions centered on professional development for paraprofessionals, technology and usage of a survey program, further details on the Learning Lead role and training, service to the community learning within a well-rounded education, the role of the arts in our programs, the impacts and motivation for students, and sites included in the middle school model. Further discussion also involved the work based learning coordinator positions, marketing of college and career pathways opportunities to families and students, celebration that many of our students graduate with enough college credits for a 2-year degree, opportunities to partner with organizations in a different, more efficient way, and ideas around future dual immersion programs. Other discussions also involved creating spaces for students who may need redirection, and finding ways to proactively allow students to access their education, PAR coaches and their role in supporting teachers, as well as program budget details, including State funding and the important role of communications to the community to highlight the wonderful work happening in our District. This budget format will be an ongoing way to track what we do, measurements of success, and be a roadmap for the District.

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

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. FMP Update

Superintendent Gothard began with an update on the Facilities Master Plan (FMP) and the ongoing concerns by the community. It is a time to optimize this time and opportunity for our buildings and learning environments. Therefore, below are the proposed immediate steps.

1. Develop an external leadership and review team for our Facilities Master Plan. Together, they will set the scope and parameters of this review.
2. Presentation of a review timeline that will be shared with the Board of Education and community.
3. Regular updates on progress. Share appropriate, relevant and timely findings. And, create a system for the Board to review recommendations resulting from review findings.

Superintendent Gothard also thanked the many men and women who have been a part of our FMP projects and how much these updates to our facilities truly mean to our community. He also presented an update on the history and current FMP efforts.

QUESTIONS/DISCUSSION:

- Director Schumacher appreciated the wrap-up and noted that when first elected, they were asked to approve funding for this project, and aware that it had been started years prior. It was good to see the timing, and seemed like there has been an FMP report quite frequently for Board approval on items. We also know that even though these projects have required more money originally bid at, is difficult to understand. On the other hand, know that once open a building, that's where we find out what it will

cost. He appreciated that we are moving forward learning from the process, and is happy to hear talk about this being an opportunity to consider the Facilities Master Plan priorities. Five years ago is a long time, especially with a new strategic plan, and know that board members have visited the schools, and as we understand our strategic plan and where those schools might be going in terms of programming, we need to pay attention and be flexible to where those priorities are and where they fit into achievement and supporting our kids. We also don't want to forget that in working 2 years in a school, that student body and staff are affected, and school leaders are distracted from their attention in teaching our children and he thinks it affects achievement to have construction noises and the ability to concentrate. He hopes that in reevaluating and we think about where we want to go and funding, and learning lesson, that we are talking to building leaders to also incorporate that into the future plans because they have a lot to say and feedback for those next schools. The new of the cost overruns, while unfortunate, is not a surprise. We owe to the community that we are putting a process into place that spends the money we have been given by the taxpayers and community in a way that is cost effective, proper oversight, so that we can point and say that we are doing our best under conditions with a lot going on in terms of the industry. The public has to have confidence that the process we are putting into place has enough transparency and details to give confidence that there is oversight, and this group will give regular reports, that is critical for gaining the trust of the public that were are committed to making the facilities the best we can in the market, and that we can have that conversation publically to point out that this is an understanding we are at. He encouraged the District to be as detailed as possible about the process moving forward and that the Board is kept in the loop as well. Response: Yes, we agree. The ultimate goal is to make sure that we learn from our experiences and to look at the process. We need to look at the system, and the process is able to withstand the weight of expectations, and also internally, we continue to think about capacity, and transparency to the public so they understand what is happening and understanding what we are doing and how we got here, and the support in place for that to happen.

- Director Schumacher also noted the responsibility as a board member. We listen, and absorb and try to understand how these things go, and the Board has accountability. The nature and size of this project is unprecedented in this District, and to be able to provide the necessary support for the staff we charge is important. Know that everyone is cost-conscious. We need to be sure that we are giving the proper support for this oversight for projects of this size. He appreciated that there is an understanding that the oversight has to be in place, with the expertise and supporting those in working on these projects.
- Director Vanderwert also appreciated this. After seeing the before and after of the renovations, this is a worthy project. Our kids deserve learning environments that say to them they are important to the community. It would be useful to reiterate how this is being funded to ensure the community we are not taking away from the general fund that provides instruction. Response: That is correct – in many instances, there are certain restrictions of funds that we cannot use for certain things. One of those things is that we have set aside dedicated sources of funds for FMP, outside of the general fund which funds salaries, etc. We want to be able to provide an assurance and a visual to show where the funds are and funding sources, where it is being used, and it's origin, so there is no ambiguity and have a transparent way to show the community where the funds are coming from.
- Director Brodrick noted that as the senior board member, that we owe it to the community of Saint Paul to stop and thoroughly examine and expose where we are now and how we got here and where we are going. From the Superintendent and Chief of Staff, we have heard that we have a plan to do just that, and in clear and simple terms for all to understand. The intent is not to whitewash any mistakes that were made. Response: Correct – it is not the intention or desire to appear that we are whitewashing or trying to cover anything up. We take full responsibility for the things that have happened, and learn from the experiences that were had, and implement and move forward with a system with confidence for the board, community, staff, and to ultimately support our students. We assure that the Board and community will be provided with communication on the plan, and our goal is to ensure the Board has necessary information to make decisions with a commitment from staff to provide the transparency and information.
- Vice Chair Marchese thanked the Superintendent and staff for their work and work moving forward. It's important to institute a process that enforces the clear oversight and expectations for the community. One of the main reasons around the FMP is because it is the responsibility of the district to provide learning environments that are able to meet the needs of today and the future. An ambitious facilities

master plan is necessary for our current students, as well as future students. It may be a daunting task and with a high price tag, and not whether we do it, but how we do it in a way that demonstrates we are being good stewards of public money to make that happen and in a timeframe that is doable. He appreciates and understands the work prior to today to get a handle on this. One of the things not as clear is that there have been numerous conversations that have happened with board members and members of administration, and public meetings, and approvals as well as individual discussions with staff about the FMP. One of the things clear is that the ability of the Board to do their job relies on the quality of information from staff – including the quality, and timely information, and clarity of options for decision. We need to work with the information presented, and he encouraged staff to look at how they are looking at the oversight management to make it possible, and reinvigorate the confidence of the Board and public of this work going forward, and for the Superintendent is responsible for the oversight, and the Board for decision making.

- How will this review team work, who will be on it, process to use, and how to move forward that are different from current process? Response: From past experience in dealing with large construction contracts and in auditing and performance audits of programs, the Chief of Staff feels confident with moving forward with bringing in external help to help assess; we also have great people here internally and appreciate their continued work. What he has seen to be successful is to bring in support to look at the FMP holistically – not to silo it out, but look at what we want to be and achieve, which requires outside help. We're still in the process to see how it look, but external help to assess and move forward with recommendations with the District leading the team and bring recommendations before the Board. Ideally, an optimal person is one who has overseen large school district projects across the country or locally – someone experiences the highs and lows of the work and learned how to manage that process, and to give sound direction of interacting with the Board at this level that allows them to do their jobs at the very best of their abilities.
 - We need to have the higher level oversight, and also needs to be an examination of the operational level, and an assessment of the department's capacity on a daily, regular basis of the needs that this project demands because we need to function at a level that is aligned with the commitment. Response: We would agree. And to highlight of these types of large scale projects, we see the support of it not housed in one department, but as a many moving parts with different responsibilities from different departments, to ensure we are looking at it as system in a holistic way, because in the support of the system, we want the system overall to give us the results. Within that we must look at the operational aspects to ensure they are strong.
- This is a cross-functional project, and support is needed. At the level of supporting the overall project, whoever is overseeing this, will be acting in such a manner to support the viability of the project, and does extend outside the Facilities department, and beyond to our other offices that support that. Several have mentioned around a recommendation from the BFAC committee of an external audit – how will that intersect with this process? Response: We recently went through a financial audit that looked at all aspects of the district. The legality of it – we're strong. There are areas to look at for efficiency and effectiveness. It's more so looking at what we have planned for is tight, have the capacity to implement the plan, and a process an system – those aspects are looked more towards instead of a formal audit in a legal fashion that many may think of in an audit.
 - A board member noted that the audit isn't so much of the legality, but of the caliber of work and clarity of instruction provided, and capacity provided to handle the work, all of which could be done in variety of ways. It may be an audit for best practices, functional capacity, and improved capacity and process. The necessity of a process is critical due to previous cost changes and the Board's decision and approval of those changes. This process will help to ensure the professional judgment of staff, which is critical, will help to reassure the Board and community that the work is done and done well. He thanked staff for the work that is going to happen, and is looking forward to a closer connection to the information and support this work going forward.
- Director Brodrick noted the comparisons of the audit and noted the proposal from Superintendent Gothard to develop an external review team. This Board will need specific information in terms of what that external leadership and review team, the make-up, and what power and strength will their advice to our administration be. We did strongly hear from the BFAC that they were interested in an audit, and an audit isn't necessarily an audit of legality or finances, but sometimes of efficiencies, and if they will feel comfortable of being critical of the District in advice and criticism – who they are and how well we will listen to them. Response: In determining the members on this, we will first need to develop

review parameters of that review and understanding how and what recommendations come our way and how they are validated, and noted the work in the past of external reviews. We need to ensure we are working together a clear and concise way to move forward with long-range planning and to do it in a way with funding and timelines, and information necessary to make decisions.

- This Board needs to know the membership of the external team, and what their recommendations are.
- Director Xiong emphasized that our kids deserve so much more and better; classrooms today and needs for students are so different than 10-12 years ago. She noted the changes in schools that she attended, and now toured as a board member. A lot of buildings do need updating, and facilities need to change to meet the needs of students and ensure students can learn in innovative spaces.
- She appreciated the establishment of a system of accountability. What is the different between the external review team and the FMP Governance team that currently exists to oversee the plan? Response: The Governance group will continue to function as it has been. The purpose of the external team will be to come in at a critical time and to provide the perspective to make changes, and that is the goal – a need to change in how we operate internally and internal changes to support the system, and better implementation of the FMP. The governance committee is at a level where they are advising based on their many roles as parents, and staff. This external team is how we executive in terms of scope, funding, and how the work takes place.
- Director Xiong also suggested to give more clarity between the two teams, because they both review the FMP plan.
- What is the timeline? Do you foresee this as ongoing as the FMP is implemented? Response: We are not removing anything from the table yet. We need to learn from this team and set an appropriate timeline for us to conduct the work and determine the long-range steps. We are going into this open minded.
- It was noted there are seven board members elected citywide, and to serve and ensure we provide adequate education that all Saint Paul students deserve and graduate ready for endless opportunities. It was proposed that a board member is included to serve on the team and support process, similar to how we do with BFAC, and do the same with this leadership committee. Response: While the committee is still being determined and cannot commit that a board member will be present at every meeting – these will be folks working in depth in this, there will need to be a clarification and clarity on the expectations of this work. We can set up a board designee with reporting that is routine. We can clarify the expectations.
 - Because we are at the development stage, we can think about what it will look like. We need change, and expectations for change. Similarly to why and how we have BFAC meetings, which are co-led by a board member, this could also be co-led as well.
 - It might also be reported at the Exec Committee meeting which meets monthly.
- On the timeframe, we're going to need to approve the next round of spending, and would find it helpful to have these decisions made and structure and approving money on projects already planned, it would be helpful to know what it will look like for next stage before voting. Hope to have clarity on that to improve the conversation.
- Another note that we are talking about change, and evolution and evolution of a process and information coming to us continually, and also how communicate that evolution to the community. We have conversations with staff and the superintendent and each other on this information, and in tracking it, see how it make a commitment, how spending evolves, and how able to need to focus how to best share with the public information that they need to know so they can be partners. People in the community want to believe in what we're doing and care about their children and SPPS. We need to ensure we continue that conversation and answer their questions. As this system evolves, and moving through and building a system that follows the strategic plan, we are also taking time to bring everything to the same level in responsibility and oversight. Confidence in our leadership to ensure we deliver to do the best for all our kids, and we are all together in this.
 - It is important as we move forward for the next round of approvals, there will need to be a substantial amount of information and awareness of where process is going in order to have confidence in it. That will be necessary to have more confidence in the process, and to look at the timeframe.
- To the Board, and the proposal of having a board member on the leadership team is intriguing, and is a very good idea. Hoping that people will give direction to explore this possibility. Response: Appreciate the suggestion and having the Board engaged in this work is important, and the level of

engagement is important. Keep us in space where we are asked to approve recommendations, and not confusing the role with approval role in bringing information forward. It will be important for the Exec Committee to have an active understanding and frequent understanding, and a task.

- In order for us to look at how we are doing things differently, would encourage everything to think creatively and openly. We want confidence before our vote, and to look at our needs to ensure we receive the adequate information to make decision. That is why it was proposed to include a board member. There are great discussion and insight and hearing from community. Through previous discussions with BFAC members who are passionate about ensuring in exploring and discussing and thinking creatively with district finances and work alongside staff and board members to determine solutions, is an experience they appreciate. We are sharing ideas and space and conversations/details from the perspective as a board members. If we want to ensure we build a system of confidence, we have the information we need, suggest to explore what it will look like. This external leadership team is still in the development stage, and how it looks for a board member to be involved and give input. Response: There are opportunities and options to look at for moving-forward and what some are wrestling with. In the level of involvement, the goal is to ensure the board has the right information to make decisions. We need to think differently in how we do this.

B. Senior Survey Results

Superintendent Gothard then introduced Dr. Theresa Battle, Assistant Superintendent; Assistant Director of the Office of College and Career Readiness, Darren Ginther; and high school counselors Javita Baheriy, Kia Thao, and Samina Ali to present information of the 2018 Senior Survey Results.

Senior Survey

- SPPS created
- Perceptions from our SPPS seniors
 - High school experiences
 - Learning
 - Relationships and support for post-secondary
- 68 questions
- Process
 - Seniors at the end of the year
 - Online via Naviance
- Results
 - District-wide: with student group disaggregation
 - School level: no student group disaggregation
- The Senior Survey aligns with the Strategic Plan Focus are of College and Career Paths, specifically Objective 6 and Objective 7

80% Response Rate

- Number of Seniors as of June 1, 2018: 2,523
- Number of Senior Survey responses: 2,025
- Response data was also presented by ethnic group

Data highlights from the survey results were also presented and discussed, including post-secondary plan data, extracurricular activities, coursework, work-based experiences, college and career options, and post-secondary applications and opportunities.

Measuring Our Success

- It was noted that two key measurements from SPPS Achieves that the Senior Survey will be able to measure are 4-year graduation rate and enrollment in college after graduation and post-secondary plans for students.

QUESTIONS/DISCUSSION:

- For the Native and Pacific Islanders noted in the data with 100% - that is great, and what is the proportion of students to understand in looking at the information? Response: It is a very small percentage of the student body, as we see with demographic groups with a small number, it's a promising site to see regardless of number that 100% of them have a post-secondary plan or communicated with their counselor, etc., while being a small number.
- Thank you for the PLP (personalized learning plan), and for those students who do go to college, they do need a plan about the journey at the school; it's great for those students to have a plan for when they are ready.
- In conversations with graduates, do we have a way to engage alumni of SPPS on their plans after they graduate? Is there an alumni survey to capture what it looks like, thinking in particular of stories of students when they graduate they thought they were going to go one way, and their plans changed, or those who had to take remedial courses? Do we have data on that? Response: We do have clearing house data on students who enroll, and persist through and to college, and are in the process of developing an alumni connection, and the survey piece would be helpful. Also how we engage alumni to mentor current students, and to help them as they prepare for college. There are some outcome data from clearing house; it's on a delay though. For perception data, we don't have that full developed yet.
- Glad to see PreK-12, and talking sooner and earlier. With the Senior Survey, at the end of their time with SPPS. How or are there other plans to engage every year at all age levels to talk about planning? Response: We have a long history in SPPS with the tool the 5 Essentials. We surveys 6-12 students over 6 years of survey data. This was the first year we ceased that survey, and are looking into a new survey that also includes family and student input as well, especially in looking at Positive School and District Culture and gathering information from families. A key piece is also reflections, which will look different, and dive into personalized learning across our schools. It's about school wide and engage students to track their journey
 - We have such a rich technology tool here and keep using it to maximize the data to support our sites and students and families.
- The survey is deep and rich in quality and information. How do we use survey information to spotlight strengths or areas where schools could be more effective based on responses, and building across buildings to share practices? Response: One of the pieces in the past is through school counselor PD and sharing best practices, and digging into the data and working with REA and our BOLT system. We can continue to support and align counselors, and also grow capacity and share in their own buildings.
- Some of the questions are asking how challenged they felt, and teacher support, level of challenge, support, rigor, etc., how are buildings using that information to respond at a building level? Response: During our monthly principals meeting, there is one meeting set aside for grade level meetings and presentations from staff who coordinate senior meetings. One example is how a school revamped based on the data from seniors, and are especially important as students arrive new and listen to their voices for their personalized learning plans and redesigned how they support seniors. That's sharing at the principal meetings. The comprehensive document was also discussed. Schools do reflect on their specific school data, and through various ways in meetings and committees. It happens in many different ways that they respond to the data. Another interesting data point from a couple years ago were the students who selected military as their career, staff members were unaware this was an interest and did not have JROTC. We find out that data through the survey, and look into how students can achieve their dreams regardless of classes offered.
- It's interesting in advanced coursework, some of the disparities in advanced coursework and how it is reflected in the senior survey were noted, as well as access to advanced coursework.
- It was also noted that Washington students has a 100% rate of all students accepted to higher education, as well as other schools with high acceptance.
- We ask students to make big decisions about their life before they graduate from high school, and how do we help them in what they're thinking for majors, and ways to sort that out? Response: We do use Naviance, there are pieces in place, especially in middle school for strengths and in high school, career clusters. It's important to understand what students like and don't like as they think about their post-secondary education and career, and to help students to dig deeper into strengths and broad career fields, and allow exposure to activities, and pathways. We are content heavy environment, and it's also important to push back and understand skills in courses and rigor; as we offer program studies, there

are multiple opportunities to develop skills and pathways, so that students can rely on skills and perhaps jump right into their career.

C. Human Resource Transactions

MOTION: **Ms. Ellis moved approval of the HR Transactions for the period April 1 – April 30, 2019. Mr. Schumacher seconded the motion.**

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31664 Gift Acceptance from the Olga B. Hart Education Foundation

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

BF 31665 Acceptance of Gift from Rosemary Johnson

That the Board of Education authorize the Superintendent (designee) to accept the gift from Rosemary Johnson to be used to enhance the playground at Chelsea Heights Elementary School.

BF 31666 Twin Cities Dunkers Donation

That the Board of Education authorize the Superintendent (designee) to accept the \$6,650 from the Twin Cities Dunkers and provide a letter of expressing appreciation for the gift.

BF 31667 Acceptance of Monetary Gift to Open World Learning Community

That the Board of Education approves the acceptance of the monetary gift of \$5,000.00 presented to Open World Learning Community from Open World Learning Community PTO.

B. Grants

BF 31668 Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation (Saint Paul Promise Neighborhood - SPPN)

That the Board of Education authorize the Superintendent (designee) to accept a subgrant from the Amherst H. Wilder Foundation to support families and children at Freedom Schools in SPPS; and to implement the project as specified in the award documents.

BF 31669 Request for Permission to Accept Two Grants from the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent (designee) to accept two grants from the Amherst H. Wilder Foundation to support the Bell Power Scholar's summer academy program at Maxfield Elementary School and the Hmong and Karen Youth Pride summer program at Jackson Elementary School; and to implement the projects as specified in the award documents.

BF 31670 Request for Permission to Submit a Grant to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds to support 2019-20 school year and summer programs funded by 3M Gives; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31671 Request for Permission to Submit a Grant to the Best Buy Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Best Buy Foundation for the funds to support the Academy of Information Technology; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31672 Request for Permission to Submit a Grant Application to the Fischer Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Fischer Foundation for ski equipment and/or the funds to purchase nordic ski equipment; to accept equipment or funds, if awarded; and to implement the project as specified in the award documents.

BF 31673 Request for Permission to Submit a Grant Application to the Max and Victoria Dreyfus Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Max and Victoria Dreyfus Foundation for funds to update the Crossroads Elementary School library with new furniture and maker-space materials; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31674 Request for Permission to Submit a Grant to the Medica Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Medica Foundation for the funds to purchase more hearing screening equipment for early childhood screenings; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31675 Request for Permission to Submit a Grant Application to the Minnesota Agricultural Education Leadership Council

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Agricultural Education Leadership Council for funds expand the Highland Park

Senior High School's agriscience career pathway program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31676 Request for Permission to Submit Three Grant Applications to Minnesota Department of Agriculture

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture for funds to purchase milk coolers; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31677 Request for Permission to Accept a Grant from the Minnesota Department of Education

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

BF 31678 Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Alternative Delivery of Specialized Instructional Services (ADSIS)

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for the funds to provide assistance to students who need additional academic or behavioral support; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31679 Request for Permission to Submit a Grant Application to the Minnesota Department of Human Services

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Human Services for the funds to expand efforts to provide SPPS American Indian communities with culturally appropriate, population specific services to address issues of Alcohol, Tobacco and Other Drugs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31680 Request for Permission to Submit a Grant Application to No Kid Hungry

That the Board of Education authorize the Superintendent (designee) to submit a grant application to No Kid Hungry for funds to support the SPPS SFSP; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31681 Request for Permission to Submit a Grant Application to Prince of Peace Lutheran Church

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Prince of Peace Lutheran Church for the funds to partner with at-risk families to build home libraries for our community's earliest learners; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31682 Request for Permission to Submit a Grant Application to the Saint Anthony Park Community Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Saint Anthony Park Community Foundation for funds to purchase music

folders; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31683 Request for Permission to Submit a Grant Application to the United States Department of Agriculture

That the Board of Education authorize the Superintendent (designee) submit a grant application to the United States Department of Agriculture for the funds to support the creation, adaptation, and adoption of learning materials and teaching strategies to operationalize a functioning Aquaponics classroom; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31684 Request for Permission to Submit Grant Applications to Wells Fargo

That the Board of Education authorize the Superintendent (designee) to submit grant applications to Wells Fargo for funds to support school based projects; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 31685 Request for Permission to Submit a Grant Application to Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota department of Education for funds to expand CTE programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31686 Reauthorization of Saint Paul Public School Adult Basic Education to Work in Conjunction with and to act as fiscal agent for Minnesota Literacy Council (MLC) and Saint Paul Community Literacy Consortium (SPCLC) and related Management Contract for the Consortium for the 2019-2020 School Year

That the Board of Education authorize the Superintendent (designee) to approve the Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium.

BF 31687 RFP# A209579-A | Renewal of Poultry Contract

That the Board of Education authorize the renewal of RFP #A209579-A to Ferndale Market for the furnishing and delivery of poultry products for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$120,000.

BF 31688 RFP #A2088827-A | Renewal of Prime Vendor Grocery Items and Supplies

That the Board of Education authorize the renewal of RFP# A2088827-A to Indianhead Foodservice Distributor for the furnishing and delivery of groceries for the period of August 1, 2019 through July 31, 2020, for an estimated value of \$6,500,000.

BF 31689 RFP #A217036-A | RFP Dairy and Juice

That the Board of Education authorize the award of RFP #A217036-A to Agropur for furnishing and delivery of Dairy and Juice for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$2,000,000.

BF 31690 RFP #A214209-A | Petite Bananas

That the Board of Education authorize the renewal of RFP # A214209-A to Russ Davis Wholesale, Inc. for furnishing and delivery of Petite Bananas for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$245,000.

BF 31691 RFP #A217128-A | RFP Fresh Bakery Items

That the Board of Education authorize the award of RFP #A217128-A to Bimbo Bakeries USA for furnishing and delivery of Fresh Bakery Items for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$245,000.

BF 31692 RFP #A212562-A | Prime Vendor for Produce

That the Board of Education authorize the award of RFP# A212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of July 1, 2019 through June 30, 2020, for the estimated value of \$1,800,000 and \$1,200,000; respectively.

BF 31693 RFB #A209633-A | Renewal of Prime Vendor for Non-Food Supplies

That the Board of Education authorize the renewal of RFB # A209633-A to Trio Supply Company for the furnishing and delivery of non-food supplies for the period of August 1, 2019 through July 31, 2020, for an estimated value of \$600,000.

D. Agreements

BF 31694 Food Service Agreements with Various Schools and Programs

That the Board of Education authorize the Superintendent or designee to enter into agreements to provide food service for non-SPPS schools and programs.

E. Administrative Items

BF 31695 Monthly Operating Authority

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

(a) General Account	#707855-709438 #0003291-0003317 #7003201-7003242 #0003334-0003434	\$75,790,111.73
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	\$3,548,130.56
		<u>\$79,338,242.29</u>

Included in the above disbursements are three payrolls in the amount of \$56,747,053.56 and overtime of \$462,353.19 or 0.81% 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 August 31, 2019.

BF 31696 Approval of 2019-2020 Sabbatical Leave Applications

That the Board of Education authorizes the Sabbatical Leave recommendations for 2019-2020.

BF 31697 Facilities Purchases Over \$175,000

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

BF 31698 Increase Paid Lunch Prices

That the Board of Education authorize the Superintendent or designee to increase prices as follows, effective September 1, 2019.

- Grades PreK-5 lunch to \$2.50
- Grades 6-8 lunch to \$2.70
- Grades 9-12 lunch to \$2.90
- Adult breakfast to \$2.55
- Adult lunch to \$4.20

BF 31699 Ramsey County Property Purchase

That the Superintendent (or designee) approve Ramsey County's proposal to purchase District property located at 304 Dale Street North in the amount of \$93,735 for the Dale Street/I-94 Reconstruction Project.

BF 31700 Reauthorization of St. Paul Public School Adult Basic Education to Work in Conjunction with and to act as fiscal agent for Saint Paul Community Literacy Consortium (SPCLC) in Providing Basic Skills, English Literacy Training and Occupational Training Classes

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Basic Education program and the Saint Paul Community Literacy Consortium.

BF 31701 Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, 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 United Association of Plumbers, Local No. 34 is the exclusive representative; duration of said agreement is for the period of May 1, 2019 through April 30, 2020.

BF 31702 Settlement of Claim

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

BF 31703 Request for Yogurt Products

That the Board of Education authorize purchases with Upstate Niagara Cooperative, Inc. for the furnishing and delivery of yogurt for the period July 1, 2019 through June 30, 2020, for an estimated value of \$275,000 utilizing pricing established by the MSFBG bid process

F. Bids - None

G. Change Orders

X. OLD BUSINESS

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, and Kelly Smith from Baker Tilly to provide more information on the below resolutions.

Chief Schrul announced that last week we received our bond ratings for most recent bond update, and we are proud to announce we maintained stable bond rating from both agencies.

Kelly Smith noted the chart showing the interest rate history over the last 5 years, the last part shows the general obligation building bonds trend, which has been going down, and the result is a good sale today. It was put out for competitive bids, and there were 3 bidders. Earlier in April, there was a recommendation to be a true interest cost of 2.944%, and the low bid came in at 2.706%, and a 24 basis points lower, which means an interest savings of approximately \$360,000 from earlier estimate to the district over the life of the 20 year bond. That's savings to taxpayers because of lower debt service payments. All three bids were below the proposal, and RW Barret was the lowest and will be recommending the sale be awarded to today. Proceeds should be available around June 20th. He also noted the rating process and thanked the Finance department and everyone involved, which included bond calls discussing the school district and financial means of the District. Both rating agencies had high comments, including stable finances, and risks for downgrades as things affect school districts. The district has done a great job of managing the reserves throughout the years.

A. Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2019A

BF 31704 Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2019A

MOTION: Ms. Ellis moved approval of the Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2019A. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

B. Resolution Providing For The Private Negotiated Sale Of \$25,335,000 Certificates Of Participation, Series 2019B

BF 31705 Resolution Providing For The Private Negotiated Sale Of \$25,335,000 Certificates Of Participation, Series 2019B

MOTION: Ms. Ellis moved approval of the Resolution Providing For The Private Negotiated Sale Of \$25,335,000 Certificates Of Participation, Series 2019B. The motion was seconded by Mr. Schumacher and Mr. Marchese.

The motion was approved with the following roll call vote:

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

C. Resolution Providing For The Private Negotiated Sale Of \$40,525,000 Taxable Certificates Of Participation, Series 2019C

BF 31706 Resolution Providing For The Private Negotiated Sale Of \$40,525,000 Taxable Certificates Of Participation, Series 2019C

MOTION: Ms. Ellis moved approval of the Resolution Providing For The Private Negotiated Sale Of \$40,525,000 Taxable Certificates Of Participation, Series 2019C. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

D. FY20 Budget Update

Superintendent Gothard then welcomed Chief Financial Officer Schrul to present the FY20 Budget Update. He also noted the agreed-upon state budget, and thanked Mary Gilbert. We are still learning the details, and noted appreciation of work across the aisles and leadership of Governor Walz to ensure we prioritize education in the next biennium.

Mission of SPPS

- Inspire students to **think critically**, pursue their **dreams** and **change the world**.

FY 2019-20 General Fund Budget | Preliminary Big Picture (as of 5/17/19)

	FY19 Adopted (in \$M)	FY20 Preliminary (in \$M)	Difference (in \$M)
Revenue (including LTFM)	\$560.8	\$574.1	\$13.3
Use of Fund Balance	0	0	0
Expenditures (including LTFM)	\$560.8	\$576.8	\$16.0
Projected FY20 Shortfall		(\$2.7)	

- Projected revenue assumptions are based on a 2% increase to per pupil formula

- Projected revenue amount includes Long Term Facilities Maintenance (LTFM) sources within the General Fund prior to any State UFARS required transfers to the Building Construction Fund
- Projected expenditures adjusted for inflation.

FY 2019-20 General Fund | Projected Revenue (as of 5/17/19)

Projected Revenue Changes:	Amount \$M
Referendum levy increase	\$17.3
State Aid increase (assumption of 2% increase on formula)	6.2
State Aid decrease (due to enrollment decline)	(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	(5.5)
Special Education	2.2
Total FY20 Projected Revenue Increase	\$13.3

FY2019-20 SPPS Referendum Plan | Continuing Referendum \$44.6M

- ECFE/Discovery Club: 1.7
- Special Education: 4.1
- MLL Program: 1.0
- PLTT: 9.0
- PreK Admin/Transportation: 0.5
- Technology: 0.8
- Secondary Instruction: 12.2
- Elementary Instruction: 6.8
- PreK: 6.2
- All Day K: 2.3

FY2019-20 SPPS Referendum Plan | Additional \$17.3M Approved in November 2018

- SPPS Achieves (1a) PBIS: 0.5
- SPPS Achieves (2a) Positive Culture: 0.3
- SPPS Achieves (3a) Culturally Relevant Instruction: 0.1
- SPPS Achieves (3b) Well Rounded Education: 0.2
- SPPS Achieves (5a) Program Evaluation: 0.2
- SPPS Achieves (5b) Middle School Model: 2.5
- SPPS Achieves (5b, 7a) Counseling Support: 0.8
- SPPS Achieves (6a, 7a) College and Career Pathways: 2.5
- SPPS Achieves (7a) Work Based Learning Coord.: 0.8
- SPPS Achieves (8a) Family Engagement: 0.2
- SPPS Achieves (9a) Partnerships: 0.2
- Contractual Obligations (inc. inflation) for Schools/Targeted Programs: 9.0

FY2019-20 Title I Allocations to Schools

- FY20 Title I allocation from MN Department of Education (MDE) reflects an estimated reduction based on data received from USED for FY20.
- Smaller overall projected Title I Allocation:
 - \$22m FY20 vs \$24m FY19 (excluding carryover)
 - FY20 allocation of funds and services to schools is proportionately more of the overall budget than FY19.
 - 66% in FY20 vs 59% in FY19
- Title I Allocations to schools were also reviewed including Total Title I Funding, Parent Involvement, Title I – SPPS Achieves, and Title I Basic, with differences shown for the 19-20 Base Allocation of \$22M (66%) and 18-19 Base Allocation of \$24M (59%)

Strategic Focus Areas

- Positive School and District Culture
 - Create a shared sense of community to build trust and collaboration within and outside our schools.
- Effective and Culturally Relevant Instruction
 - Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom.
- Program Evaluation and Resource Allocation
 - Evaluate effectiveness of current programs and make informed adjustments and investments.
- College and Career Paths
 - Expose students to more college and career opportunities while in high school, including the ability to earn college credit, certifications and internships.
- Family and Community Engagement
 - Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers.

Budget line items were then presented in a new format, which demonstrated to the Board and the community how the budget items are organized for FY and SY and the strategic plan. Proposed budget recommendations can be found within the presentation.

FY2019-20 Staffing Impacts (as on 5/21/2019)

FTE Reductions Related to Budget	FTEs
Teachers	-27
Educational Assistants	-12
Teaching Assistants	-19
As on 5/21/2019: there are 188 FTE teacher, 22 EA, and 47 TA job openings	
*Staff may move from building to building based on resources/funding	
Total FY20 FTE Reductions	-58

QUESTIONS/DISCUSSION:

- In looking at the Staffing Impacts, at the previous budget hearing, staffing impacts were brought up by a couple of people in the community, and with the referendum, and specific questions on staffing impacts that impact their school; what are some “talking points” for when people ask why staff are being cut? Response: There are three things that come to mind. First is that we knew that funding is based on student enrollment, so we are going to see a loss in projections, and assign students to schools, there could be fluctuations that could reduce in numbers of staff. For staff assigned to students with specialized services, the programming needs could also impact staff. Another is that it is a personal basis in shifts, and data shows that with openings, shifts do happen, and school are tied to individuals in the building. We are in a transition, and transition is that we having priorities we are funding, which is different from last year. This budget is tied to long term student outcomes and with those new priorities there will be staffing shifts as well.
- It was noted that as community members have questions, principals are helpful to help to explain to folks with questions on a school and staffing impacts. Others are also available to help, including assistant superintendents and directors as well. The budget hearing on Thursday, May 23 was also noted for folks to ask questions as well.
- There is the question about how staffing aligns with the strategic plan, and how to staff the model in the school so it is viable, and those don’t necessarily coincide. How are we making adjustments in deciding what will have an impact on programming and the formula may have an impact on the program, and some buildings that will feel it more than others due to enrollment or comp. funding, and creating parameters to guide how it will be handled? Response: There are some wholesale changes that do occur based on enrollment and program changes, and this district has experienced that in the

past due to budgets and priorities. It was shared at the listening session that we don't always have the amount of discretionary funds for schools to fit niches in our programs that need support, and that's where we're starting to feel it, and shifts in Title funds, and how schools are allocated. To every extent, we have been there to support how we can, and at some point we have the competing interest of funding priority versus funding discretionary staff to ensure our plan will be sustained. It's important to have priorities and stay with them. We can avoid the potential for big fluctuations as well.

- In this period of time, one of the things key is “start, stop, and sustain” and that analysis to further that along. There's a second order of change that needs to be thought about in how we are constructing our programs, and ways we are allocating resources to support programs that exists already that need to be vetted and brought forth. That we're beginning to get feedback from folks that are feeling the impacts and feeling sustainability of their own buildings, and a response and plan for each building for folks to see this won't be an annual event where they need to fight for their staff or program and become worn out from that experience, and fatigue from fighting year after year. They will see it locally and personally about how that goes for each of our programs, and important for folks in building. We need to get a handle on for each of our programs some way for folks to understand the future and how it will look, and budget and changes. Sometimes things change, and folks don't understand how we got there, or why we're here. It's thinking about each program, and sustainability and the future for each.
- In the Title I budget, we are investing \$2.04M, which is primarily the Learning Leads program? Response: Yes.
- We are going from \$14M to \$12.3M, which is Title I funding the buildings would have received? Response: That is a reduction in the amount in terms of cash, but also proportionate to the fact that we have less Title I dollars this year. We did direct some of district funds to cover learning leads, and would have been a reduction anyways because we have \$2M less overall that we're planning on. The fact that there's \$1.67M less going to buildings would have happened because of the loss of funds. We are backfilling from the district portion for the Learning Leads. Building would experience net loss regardless.
- With that district funding, what would have paid for through district funding, that will no longer be? Some of those were reduced funds to Parent and Family Engagement office, funds in career pathway counselors, and reduced funds to OTL for extra professional development.
- Are we backfilling from the General Fund to supplement that Title I funding in those areas? Response: Yes, some of the funding for career pathway positions, and Family and Community Engagement were funded from General Fund or Strategic Plan. There is not a net loss, but shifting of funding resources.
- In looking at the 27 FTEs, these are the rounded up staff – is there a list of buildings, or scattered? Response: All buildings received some portion of a FTE, depending on their total teacher allocation ended. After calculating class size by grade and prep time. We wanted to assist the school with capacity in enrollment, and also give them flexibility. It is posted online also.
- This seems like it would have an impact on the fall adjustment if we have already rounded up – will that have an impact on lessening the amount of money spent in the fall? Response: There will be an assessment of schools in September for October 1 count for their enrollment and if an adjustment is needed, and also doing an earlier review of schools in August because we did do a different enrollment projection. If there are large enrollment changes, we will assess for adjustment. It may allow a school to grow in a different area or allocate a different grade or elective, and giving them capacity in different areas. It also depends on elementary or secondary, because it would be an elective. We will be looking at class size and how it pertains to adjustments in late summer/fall.
- With the schedule, principals put budgets together without knowing of funding, and start cautiously, which is appreciated, and the legislature gives us more concrete numbers, and adjustment money in the fall, but the way it comes to parents is that they are losing something in their school while thinking about where to send their kids and school choice. For new staff, it's like we're taking a position away. From a parent's standpoint, there are key areas in school choice, and confidence in sites. We would prefer to frontload money as much as possible to secure the types of programming and stability in sites that programs we have agreed are valid and serve into the future, understanding that we will need money in the fall, because parents are making decisions on how they see the budget now. Give confidence in the budget. People want to know the plan for the school and where we are going. Right now, it feels fuzzy and don't see vision where school is going. If we feel like we might have additional money, put it upfront to make schools as healthy as possible while determining school choice and plans

for confidence. Response: We did things differently this year and did put money upfront to the sites, with some coming forward with needs. We did go through a rigorous process of identifying additional needs at sites this year and did allocate a lot of money upfront to a lot of sites with needs. There is a weighting factor for a district in a legislative session, and also conservative enough that we do not create a shortfall, and preparing bond ratings and fund balance and also estimating those percentage increases at the legislature. We were mindful upfront of a different way of projecting enrollment. We did work with schools to allocate more upfront and decisions about funding, but did meet needs upfront before school starts. A lot of the schools did get additional funding included in the final budget, with additional adjustment from sites. We wanted to make sure they were also aligned to our strategic initiatives.

- We continue to work with communities to identify ways to meet their needs. We are trying to use criteria that has been historical and there may be variable, and new priorities in a culture of scarcity. We'll get back our budget runs from this legislative session, which will balance our budget and look to see if there are additional dollars and to prioritize them and be responsible knowing that unless there are major changes. It's ensuring to provide the funds and also sustainability.
- In 29, which is a substantial item, what are more details and highlights of the expansion of the special education program? Response: The increase in special education is inflation, and staffing for RiverEast, as well as all-day PreK. There are investments this fall, and also increase in Federal setting 3 programs for students with more specialized support that need more intense support. It's also social work addition to support social/emotional development.

E. Policy Update

1. SECOND READING: Policy 713.00 Equal Opportunity Procurement

SECOND 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

2. SECOND READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

SECOND 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:

- It was noted that there will need to be adequate outreach to everyone in the district for the updates to policy 415, and because it applies to students, teachers, administrators, and all other district personnel, and they are all under the umbrella of protection. People may be confused and has been hesitancy in the past for people to feel like they should bring forth a complaint or grievance, and confused about the procedure. It was mentioned to provide clarity in reporting and investigative procedures so that folks bringing forth a complaint are not reluctant and will have an idea of what happens next because the details will be so important in this process. It will also be important for folks to understand there will be no retaliation involved for people in these kinds of incidents.
- It was mentioned that this policy will eliminate the need for a separate procedure, and was noted this policy is probably more procedural than any others and the impacts of this as Board policy and monitoring of incidents because they will fall under policy.
- Administration also provided more information. Policy 415 is also important to the strategic initiative of Positive School and District Culture, and where people feel as though they can discuss a situation, and also highlights if something does happen; ultimately this policy helps to ensure it states there should not be any retaliation. We want to ensure we are thinking about creating a culture where staff feel comfortable to come to administrators with concerns on 415-type matters. This policy does not necessary encourage them to do that – that's more something that will be addressed culturally in the district.

XI. NEW BUSINESS

A. Resolution for School Calendar Adjustment for 2018-2019

Superintendent Gothard then introduced the Resolution for School Calendar Adjustment for 2018-2019, and our eventful winter with cold and snow days for the health and safety concerns for our students. This resolution will approve the use of two cold weather/snow days as instructional days

BF 31707 Resolution for School Calendar Adjustment for 2018-2019

RESOLUTION FOR SCHOOL CALENDAR ADJUSTMENT FOR 2018-2019

WHEREAS, Independent School District No. 625, Saint Paul Public Schools ("School District"), canceled school on January 29 and January 30 during the 2018-2019 school year due to health and safety concerns; and

WHEREAS, the Minnesota Legislature enacted Laws of Minnesota 2019, Chapter 5 – Senate File 1743, which allows the School District to count one or more of those days as instructional days for purpose of calculating the number of hours and days in the school year pursuant to Minnesota Statutes, section 120A.41, and the calculation of average daily membership pursuant to Minnesota Statutes, section 126C.05, for students enrolled both before and after those school closure dates; and

WHEREAS, without the authority provided in Laws of Minnesota 2019, Chapter 5 – Senate File 1743, the School District could not meet the required minimum number of days and hours of instruction for students; and

WHEREAS, the School District wishes to count one or more of the canceled school dates for the purposes set forth in Laws of Minnesota 2019, Chapter 5 – Senate File 1743;

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

Declares that pursuant to Laws of Minnesota 2019, Chapter 5 – Senate File 1743, the canceled instructional days of January 29 and January 30 will be counted in the calculation of the number of hours and days in the school year and the calculation of the average daily membership for the 2018-2019 school year; and

Authorizes School District administration to report to the Commissioner of Education in the form and manner determined by the Commissioner on the number of days and hours the School District counted to meet the required days of instruction and to comply with all other requirements set forth in Laws of Minnesota 2019, Chapter 5 – Senate File 1743.

MOTION: **Mr. Schumacher moved approval of the Resolution for School Calendar Adjustment for 2018-2019. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

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

QUESTIONS/DISCUSSION: None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Start time changes, and questions in buildings for adapting for families, and supports.

B. Items for Future Agendas

- A board member noted that they visited Ag Day and FFA at Highland Senior, and learning more about the offerings across several high schools and career development. It would be interesting to look into the alternative paths that are offered, and encouraged the Exec Committee to think about this program and others like it at the elementary and expanding it to middle and other high schools.

C. Board of Education Reports/Communications

- The budget hearing on May 23rd at Harding High School beginning at 6:00pm was noted and the Board welcomed everyone to attend.
- A board member noted it is a busy and exciting time of the year with graduations and senior celebrations. The School Patrol Parade was a wonderful event, Hubbs Center student readings, Central auditorium dedication, and celebrations around the district for teachers and principals who are retiring. They have dedicated their time to students and families, and we celebrate and thank them. It's great to see the support for our staff, students, and families in buildings.
- Graduations were noted and the Board congratulated all the graduates.
- A board member noted their meeting with CASEL regarding social-emotional learning and look forward to their report.
- Cinco de Mayo parade was amazing, and it was great to meet with families and students.
- A board member noted the Equity Summit, and the recommendation to have the student performance at the beginning of the Summit for all to see because they are amazing performers, and the opportunity to talk with students.
- Hubbs Center student readings was a great event with our adult learners, and hearing about their experiences and the book "Journeys."
- APTT event at Maxfield with PreK students, and they are meeting the standard for letter recognition for upper and lowercase letters with their families, and they were excited to celebrate and talk about their learning.

- African-American Senior Recognition with a wonderful speech by Dr. Theresa Battle, and heard from students and their excitement for graduation; sharing their stories was amazing and powerful.
- Chair Ellis also shared her experiences in meeting with seniors in the district, including their views on the Senior Survey, experiences, and time in district. They have so much to share about their time in SPPS and experiences. She encouraged the Board to think more about what the Board can do collectively for student engagement, including starting to talk with students in 6th grade and other transition grades to talk about their experiences and meet with them at the beginning and then the end of the year.
- Director Xiong attended a listening session with the social studies department, and different studies courses and community engagement in Hmong Studies; she left feeling hopeful and excited and the setting was powerful with students and their experiences with school and family. She thanked Rebecca Biel for facilitating the session and prioritizing student voices.
- Senior recognition events were also noted.
- Hmong Enrichment Celebration with students across multiple grades and sites that came together to showcase the work they've learned and their pride in their traditional Hmong clothing and their learning and showcase their efforts.
- Director Xiong also noted the APTT conferences at Wellstone and that it is about ensuring we bring people together and create a space for parents to be actively involved in their student's learning journey and practice the activity with their child. It was also great to see the multi-language conference and their experiences in immersion programs.
- The Friday Forums were also noted, and the Board thanked Myla Pope and her team in the Office of Equity for these powerful events, which included community members, students, teachers, and brought together folks from different cultural communities to talk about their experiences and was also facilitated by the Office of Family Engagement and Community Partnerships, and clips were shown during the Equity Summit. They were emotional and really important, amazing experiences.

XIII. FUTURE MEETING SCHEDULE

MOTION: **Ms. Ellis moved to cancel the April 21, 2020 Regular Meeting of the Board of Education, and reschedule it to April 14, 2020. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

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

- June 11 | Non-Renewals | 4:00 p.m.
- June 18
- 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)

- June 11
- 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 seconded the motion. It passed by acclaim.

The meeting adjourned at 10:18 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