I. CALL TO ORDER

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

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis and Ms. Foster moved approval of the Order of the Main Agenda with one change – to move New Business to follow the Committee Report. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31630 Acknowledgement of Good Work by Staff and Students

Saint Paul Public Schools has been recognized with a Magna Award by the National School Board Association for the creation and implementation of the Student Engagement and Advancement Board.

The Magna Award is given to programs or initiatives which:
- Remove barriers to achievement for vulnerable or underserved children, based on race, ethnicity, gender, special needs, geography, or socioeconomic status
- Support their school board’s equity mission and vision for the district
- Exhibit success over time
- Are sustainable and can be replicated

The Student Engagement and Advancement Board (SEAB) launched in 2015. SEAB works Board and Administration, providing recommendations for change based on their engagement with students. Thirty-six SPPS students have served on SEAB over the past five years. Their commitment, in collaboration with staff facilitators, has created a structure worthy of national recognition.

Present today for recognition:

SEAB Members:
- Anindita Rajamani
- Cesar Osvaldo Mendez Portillo
Saint Paul Public Schools Family Consumer Science students from across the district competed in the 2019 Culinary Competition at Saint Paul College. Participants created a unique three-course meal in one hour, demonstrating their culinary skills. Chefs from Twin Cities restaurants and Culinary professionals sampled meal creations, interviewed competitors and judged the competition. The following student teams from Como Park Senior High School won first and second place in the SPPS Culinary Competition.

First Place Team:
Isaac Vu
Dina Thoresen
Audrey Westerburg
Miguel Ortiz Loveland

Second Place Team:
Jillian Brenner,
Emma Luchsinger,
Ong Vang
Robbie Link

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. On April 9, 2019, the Academy of Finance (AOF) received the prestigious National Excellence in Action award, which recognizes the best Career Technical Education (CTE) programs of study across the nation. The Academy of Finance was one of eight programs selected by Advance CTE as an Excellence in Action award winner based on its track record of providing clear pathways into college and careers, rigorous academic and technical coursework, strong partnerships with education and industry leaders, and meaningful work-based learning experiences that offer opportunities for career exploration and subject-matter mastery.

The following team was instrumental in the success of the Academy of Finance (AOF):

Kathy Kittel, CTE Supervisor
Hannah Chan, YCC Program Manager
Stacy Theien-Collins, Como Park HS Principal
Amy Dutton, Assistant Principal
Kristine Somerville, AOF Site Coordinator
Erin Colestock, AOF Work Based Learning Coordinator
Kia Thao, AOF Counselor
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:
Mr. Brodrick  Yes
Ms. Xiong  Yes
Ms. Vanderwert  Yes
Mr. Schumacher  Yes
Mr. Marchese  Yes
Ms. Ellis  Yes
Ms. Foster  Yes

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of March 19, 2019
B. Minutes of the Special Closed Meeting of the Board of Education on April 16, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of March 19, 2019, and the Minutes of the Special Closed Meeting of the Board of Education of April 16, 2019 as published. The motion was seconded by Mr. Marchese and Ms. Xiong.

The motion was approved with the following roll call vote:
Mr. Brodrick  Yes
Ms. Xiong  Yes
Ms. Vanderwert  Yes
Mr. Schumacher  Yes
Mr. Marchese  Yes
Ms. Ellis  Yes
Ms. Foster  Yes

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of April 9, 2019

At the April 9, 2019 Committee of the Board meeting Superintendent Gothard welcomed everyone back from Spring Break. He also issued a statement on the learning leads proposal, which sparked robust conversation with board members. These are positions funded by districtwide Title funds that will allow the district to create a system of support for professional development for teachers at a building-level, while increasing relationships, trust, and collaboration.

Next, members of the community presented on the recommendation to support a citywide move to raise the tobacco sales age to 21 in Saint Paul. Topics included Minnesota youth tobacco use, reasons to raise the tobacco sales age to 21, the epidemic of electronic cigarettes, and community support. This
presentation sparked questions from the Board which centered on student perspective and policy on this issue, the research on the danger of e-cigarettes, approved cessation methods, the integration of this information in health curriculum in SPPS, legislative action, and percentage of the population of the state of MN if Saint Paul joins this ordinance. The next steps will be a resolution presented to the Board at the April Board of Education meeting for approval, which will then be sent to the City of Saint Paul to show the support of SPPS in raising the tobacco sales age to 21.

Staff then presented Social Studies in SPPS, which focused on the mission and vision of social studies, ESSA, ELL and Social studies academic language, Bdote and Grade 5 Early Americas History, History Day, Partnerships, Elections, Respectful Conversations, core content courses and transformation, current state of studies courses, growth since SY13-14, opportunities for alignment with SPPS Achieves that could accompany department growth, and success of the department. Questions from the Board included how to make the studies courses relevant and realistic to challenges, SEAB’s recommendations, community resources with leaders to provide lived-in experiential knowledge, the important role of a critical lens and cultural relevancy, the importance to infuse studies course knowledge throughout all courses, and the role of power and voice in those classes to share experiences and knowledge with students and teachers.

Next, the Board learned more about the progress on the new E-STEM middle school, including projected enrollment of 200 students, which is currently at 173 students. A planning update on staff and construction, as well as course schedules were reviewed. A plan for professional development and grant submissions for a fitness center and elective courses, and partnerships were also discussed. This new school will propel the district with the energy and excitement for the middle school model. Board members look forward to learning more about E-STEM, and noted the importance of the professional development work over the summer to ensure staff know each other and are able to connect prior to the start of school in the fall.

The Board then received a presentation on the FY19 budget revision. It is important to note that while the expenditures appear to be more than revenue, that difference is due to planned fund balance from prior years, specifically in building construction. The Board also requested more information on the revisions within the specific categories. The recommended motion to approve the revised budget for the fiscal years 2018-2019 was approved.

After closing out the 2018-2019 budget year with the approved recommended motion, the Board then learned more about the FY20 budget, including general fund general revenue, projected general fund revenue increase and expenditure changes, including inflation. The FY20 budget hearings are scheduled for the week of April 29th, and the week of May 13th, and will provide opportunities to learn about the District’s FY20 budget and to provide input. Board members were encouraged to attend to listen to these discussions. Questions from the Board centered on inflationary dollars and additional funding to sites, which included allocating for teacher FTEs in a different way to ensure class size and capacity by rounding up. There are also investments in other areas that were mindful and criteria-based. Board members noted it would be helpful to understand the amount and nature of building allocations, and the movement of those funds.

Finally, a policy update presentation included recommended changes to Policy 713 – Equal Opportunity Procurement; these changes sparked questions from the board including the differences between a SBE (small business enterprise) and micro-SBE, and their relation to larger subcontractors. The consensus was to move this policy to the three-reading process. Updates to Policy 415.00 – Discrimination, Harassment, Violence and Retaliation were also reviewed, with discussion on discretion, potential disciplinary actions associated with this policy change, and intentional conversation with bargaining units. It was noted that the purpose of this policy is to ensure staff and students feel supported when dealing with discrimination and harassment, and to reach out and advertise to stakeholders the purpose of this policy. The consensus was also to move this policy change to the three-reading process.

**MOTION:** Mr. Marchese and Ms. Foster moved the Board accept the report on the April 9, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Xiong.
The motion was approved with the following roll call vote:

<table>
<thead>
<tr>
<th>Name</th>
<th>Vote</th>
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<tr>
<td>Mr. Brodrick</td>
<td>Yes</td>
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<td>Ms. Xiong</td>
<td>Yes</td>
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<td>Ms. Vanderwert</td>
<td>Yes</td>
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<td>Mr. Schumacher</td>
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<td>Mr. Marchese</td>
<td>Yes</td>
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<td>Ms. Ellis</td>
<td>Yes</td>
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<td>Ms. Foster</td>
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VIII. SUPERINTENDENT’S REPORT

Superintendent Gothard began the report with an update on the graduation rates for the Class of 2018. Data showed that our 4-year graduation rate reached 74.9% with multiple student groups surpassing the state average. Several high schools also had graduation rates of 80% higher for all students, and included Central, Highland Park, Johnson, OWL, and Washington Tech. Graduation rates are a key component of the strategic plan; as we move forward with the plan, we will maintain and intensify our efforts to ensure all student groups are prepared for college and career. He also recapped other data and statistics, including groups that achieved higher than the state average for similar student groups to showcase the achievement of SPPS graduates, as well as school data overall, and rates for 5-year graduation, 6-year graduation, and 7-year graduations. In SPPS Achieves, we have committed to preparing all graduates for college, career, and life; he then went on to review the strategic plan long-term outcome goals for graduates by 2022-2023 school year.

A. School Choice Update

Superintendent Gothard then introduced Chief of Operations, Jackie Turner, to present results from the recent school choice lottery.

Admission Priorities
- The admission priority chart was reviewed for Pre-K, Elementary, and Middle and High School and priority level grouping.

Lottery Facts
- Completed March 26, 2019
- 8,700 student participated
  - 5,626 on-time applications
    - 1,116 applied to site other than their reserved seat (72% received their first or second choice)
    - 3,074 were assigned to a reserved seat
  - Applications by Grade bubble chart showed the most applications in Pre-K, K, 9th, and 6th grades

Kindergarten Lottery Results
- 1,359 participated
  - 94.5% received their first or second choice
  - 75 with no placement
    - Montessori has been an option for those families

Grade 1-12 Lottery Results
- 5,932 students participated
  - 2,969 submitted an application
    - 69% received their first or second choice
    - 880 are new/returning to SPPS
  - 2,963 students were assigned a reserved seat

Wait List Implications
- Physical limitations
- Class size
- Programming

**Schools with a Waiting List**
- Elementary
  - JJ Hill (59)
  - Nokomis (North and South) (94)
- K-8
  - Capital Hill (329)
- Middle
  - Highland Park Middle (103)
  - Open (80)
- High School
  - Washington (144)
  - Highland Park Sr. (122)

**Pre-Kindergarten**
- 1,409 students participated
- 86% of students placed

**Pre-K Full Day Seats v. Half Day Seats**
- Moving to more full day Pre-K seats yielding less total Pre-K seats for 2019-20
- 2018-19
  - Half Day Seats: 1328
  - Full Day Seats: 626
  - Total: 1954
- 2019-20
  - Half Day Seats: 960
  - Full Day Seats: 930
  - Total: 1890

**Pre-Kindergarten**
- 79% full day seats filled
- 49% half day seats filled (19% open are for ECSE students)
  - 244 on waiting list
  - 50% priority; 50% non-priority

**Best Practices**
- Early Childhood Screening offered at School Choice Fair
- Early acceptance to KG for students applying to their community school
- Pre-K students enrolled at Rondo have reserved seats at their community school
- Schoolwide enrollment review

**Potential Strategies/New Strategies**
- Charter school partnerships
- Daycare partnerships
- Marketing campaign for Early Admission to Kindergarten
- Select SPPS
- Ongoing study of SPC/Enrollment

**Student Choice/Placement Advisory Taskforce**
- Overview/Purpose
  - The committee will be comprised of up to twelve members representative of the diversity of Saint Paul families and SPPS staff.
SPPS stands out as a leader in school choice. The Student Placement Center’s evolution as SPPS one-stop for enrollment options and access to increased programming within the District necessitates a review of processes targeting the following committee outcomes.

- **Outcomes**
  - Review for understanding of the school enrollment process
  - Develop recommendations for improving enrollment processing and customer service
  - Review communication and understanding of school capacity and staffing alignment
  - The committee’s review and recommendations will be shared with SPPS Administration

- **Timeline and Meeting Schedule**
  - The Taskforce will meet monthly/bi-monthly focusing initial meetings on Learning and Review resulting in development of recommendations over a nine to twelve month period.

**QUESTIONS/DISCUSSION:**

- How many programs will be Pre-K full day, and how many will be half day? Response: Half day is talked about in terms of sections, instead of classrooms. About 50% are half day, and 50% are full day. The number of half day seats has gone down, but the increase in full day seats is incredible. Of the phone calls received, it is parents wondering how to get to full day and talking families through the process. There are 18 schools with full day sections, and 14 half day schools with half day, and 8 schools that offer both.

- To follow up on that, because there is a bit of a decline, the trend has been towards full day and research supports full day, that it’s desirable and academically sound. Will we continue to decrease to the point of no half day and how long will that take? And if so, there will be some parents who will still want the half day option. Response: As we are progressing down the road to full day Pre-K, and we will not move forward will all full-day PreK programming until the 3K program is in place and in practice. This is an amazing opportunity to talk about childcare partnerships as well, and is all about getting ready for kindergarten. We need childcare partners and HeadStart for capacity.

- What do the partnerships with childcares look like – especially for younger students? In those partnerships, are we counting those children in our numbers? Could we? Response: That is a mixed-delivery question. There are two ways we partner with childcares, and in the Office of Early Learning, we have 13 childcare across the city with a three-year partnership agreement. In any year, it can look different, and we bring the screening systems to those childcare programs. When those kids are ready for kindergarten, we want to see them in our kindergarten classes, and we hold transition events at their partner elementary school.
  - Those children are not enrolled in our program, but we are spending resources on the childcare. If they were enrolled in our program, we would receive funding for them, and the money could then go to the childcare program to improve. Response: We are getting closer to that.

- Director Vanderwert noted that she is concerned about the early education mission. Is there data about how the kids do later on? Mental progress is not a steady, straight line. Worried about kids coming in when coming in young and not doing well later on. Is there data around that? Response: We do have data, and this piece on the enrollment side, if we don’t others will. Our competitors are taking students at age 4, and we are losing them, or potentially getting them 2-3 years later. Sometimes they will start in a particular school, and coming to us later and we need to honor that. We want to do this collectively and give people awareness for early admissions, and equity and offering to all families. We will welcome them and have a policy to support this. We can do a better job in marketing because it is there. The Office of Early Learning does a great job of testing and to ensure that families understand. Not everyone that goes through the process is accepted too. OEL also partners with REA to find a proper screening tool for admission. Through this partnership with OEL as well as MDE, we landed on the BRIGANZ, which has three phases – academic, classroom observation, and parent interview. It is a stringent process. The data in testing 47 children, and it is because we are offering more full day Pre-K, 22 have moved onto acceleration, which at 50% is very high.

- Director Vanderwert encouraged the District to look into other programs to help kids develop skills and transition, which is more advanced than PreK, but not Kindergarten.

- In the 75 students mentioned who have not been placed, and the majority of them had interest in the Montessori schools. What are we doing to understand the options that those 75 families are choosing outside SPPS? Response: Most of them (55) want Montessori, and our first option is to offer a
Montessori program within the District, because we do have a few seats at Crossroads, and working with those families to help them understand year round at that school. For those families not interested, they are going with a charter school program.

- Do we do an exit interview or follow up to better understand where families are going? Is there a tool or mechanism that we use? Response: Yes – we do call and talk to each of the families with phone calls and email communication, and US mail to go around and ask more questions and options within SPPS. Some families will continue to be on the waiting list and as seats are available. The conversation is what else we can offer them within the district, because we need to work within the current capacity.

- In those conversations of the options, we are also gathering information about where they are going. Response: Yes, we do know if families tell us, and most of the families are choosing other programs outside the district that are Montessori-like.

- Why are we waiting to summer to place the PreK students, if we are 79% full, and by summer, we should be 100% full? Response: We don’t wait, but we anticipate it will be full. We are filling seats daily. The 79% represents four schools with full day that aren’t full, and we anticipate they will be full by the summer, and as families come in, we offer those four schools, as well as to the families that are on waiting lists for other schools.

- It is exciting that the task force is developed, and we’ve heard from many community members who are passionate about enrollment in SPPS – how can community member get involved? Are there thoughts on the composition? Response: We have been very deliberate in ensuring there is representation the city and grades, and have been very purposeful in the members – it’s a small but mighty group, and there are a couple spots still available. It is also representation of demographics across the district. This is also a new group of members to a SPPS task force. Interested community members are also encouraged to contact Chief Turner.

- Director Foster noted that with the news about charter schools in social media and the news, it’s good to see that the District is partnering with them, and the choice for families. We want to fill our classrooms in the District, and also learn from partners and for them to learn from us, and this encourages those conversations to happen. Families need to have relevant people to help and guide them; we’re not turning them away but giving them other options.

- In marketing and retention, those strategies are helpful in talking about programs, but also others. Families do appreciate having that, and all children need to be served in Saint Paul – that’s encouraging.

- The study of enrollment and thinking about how we are reaching out to capture that data, with conversations about tools, and conversations, and technology. When will there be more current data that we are collecting to look at trends? Response: In SPPS Achieves, there is an initiative on surveying, and surveying recent families that have left or chosen not to attend is high on the list for surveying. Phase 1 is planning, and that is happening right now, and looking at partner organizations on the tool to survey. This ongoing study of student placement and surveying families, we want to ensure to not get ahead of SPPS Achieves, and coordinate with the effort. That data will be coming soon – for student leaving, but also families across the city, and target families. Tools considered are exciting, and to use that data, and reactive and quick to respond to the data.

- In talking about ongoing authentic assessment, this is about our District as a whole, and start stop, and sustain, and shift resources and appropriate them to maximize outcomes for students and effectiveness for staff.

- In looking at buildings with waiting lists, such program models and buildings, are we looking at ways to think about better ways to meet the demand for options to increase capacity in buildings or new buildings that might fit? In looking at several years, there have been buildings that always have waiting lists, and data that we need to meet the demand for those options, and allocating resources for additional capacity and manage the need. Response: One of the items to point to is the accommodation and making change to program is long-range, and that is how we got to Nokomis North and South, and looked at the data to increase capacity on the East Side for the Montessori program. We are now back to show that families are continuing to want Montessori, and to look into that, but also about year-round because we have capacity at a year-round Montessori. Within SPPS Achieves, there is work around program evaluation. There is a small team that looks at successful programs and where to make increases in capacity accommodations and each year we open 10-15 additional at a particular school. To create wholesale new programs, which also has a domino effect, and as we make changes,
that we do so in a coordinated fashion. The enrollment task force will also be able to answer some of the questions asked and how to do that in a coordinated way with the community. ESTEM is a great example in understanding the market interest, and we can learn a lot – the buzz in the room following that is what we want for all our schools. The additional of ESTEM is at an opportune time for designing a desirable school for our families.

- We do want to be methodical, and we work hard to accommodate additional seats. As we gain more data about choices from families, and choice based environment, and a competitive environment, and if we find that families are looking to programs outside the district, those families may or may not come back to SPPS. We can see right away opportunities that are there, and it's not easy to open a new school, but also this information is predicated that we can be nimble and respond, especially when we have data that shows choices and waiting lists, and other options chosen outside the district. We want to do all we can to maximize SPPS and the programs we have that families want. He urged us to be as deliberate and responsive as possible.

- There are going to be expansions in charter schools in the city, and some are new ad some expanding – how are we finding out about choices families will make in respect to those schools? We need to be proactive to reach out to families to ask them where their points of concern or questions on their child’s education in SPPS. It’s important for data on families that are leaving, but also asking families in the district on where are those points they can be persuaded to go to an outside option, or not necessarily satisfied or best served in SPPS. We want to know from all families how they are perceiving the work here and use that data proactively.

- The task force that has started, when will there be recommendations from them? Fall/Winter of this school year. Late ‘19 or early ‘20, which will likely be too late to change for the Fall of ’20. It would be recommendation for Fall of 21, unless some of the recommendations are administrative. If it’s wholesale change, it may take some time. We are looking at administrative things within the placement process, customer service, and School Choice book, organization of the book, and those types of things we can make changes on rather quickly. It would be helpful to have the report by the end of the year, and to hear from the task force members. We will work with the members to ensure they have the information they need.

- In having conversations with parents and staff, and thinking what, when, and how we are putting information out there. Typically parents go to their child’s teacher, and thinking about trickle-up and trickle-down effect, with teachers who are meeting directly with families, and working that process, and talking about marketing strategies and enrollment and pulling that together as a team to ensure all are informed. In addition to that, our clerical staff also have knowledge and relationships to understanding reasons why families are choosing other options, and to gather their feedback, and our family engagement liaisons as well. Director Brodrick noted that the office staff and cafeteria staff, and TAs and EAs have the closest connection and relationship to the communities in the school. Those are also real resources for us.

- In accommodations and capacity, a reminder that JJ Hill waiting list has gone down because we were very conscious in working with the school community to take in more families. In the current year, we were able to take 30 more students across the school. Capitol Hill was also purposeful in working to get more students there. The other school is Saint Anthony Park and the FMP work there to increase capacity at a highly requested school.

- The Select SPPS collaboration with SPFE, are there discussions to continue that this summer, and what are updates on that? Response: We do have plans to work collaboratively with SPFE. They have shared with us that the resources received from American Federation of Teachers was a one-time investment, so we will work together within our own resources and community. It will look different, but there will be recruitment efforts and SPFE has offered to help.

- Superintendent Gothard thanked Chief Turner and the team for this presentation and to think proactively about the future. Also thanks to Director of Student Placement, Jayné Williams, who is the first face of people accessing public schools. In talking about one of the greatest civil right, and Jayné and her team are one of the first people they may contact. We celebrate the Student Placement Center team for welcoming and serving our community, families, and students to SPPS, and thanked them for their efforts.

B. Human Resource Transactions
MOTION: Ms. Ellis moved approval of the HR Transactions for the period March 1, 2019 through March 31, 2019. Mr. Schumacher seconded the motion.

The motion was approved with the following roll call vote:
Mr. Brodrick       Yes
Ms. Xiong         Yes
Ms. Vanderwert    Yes
Mr. Schumacher    Yes
Mr. Marchese      Yes
Ms. Ellis         Yes
Ms. Foster        Yes

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 Mr. Schumacher.

The motion was approved with the following roll call vote:
Mr. Brodrick       Yes
Ms. Xiong         Yes
Ms. Vanderwert    Yes
Mr. Schumacher    Yes
Mr. Marchese      Absent
Ms. Ellis         Yes
Ms. Foster        Yes

A. Gifts

**BF 31633** Acceptance of Gift for Central High School Alpine Ski Team Transportation

That the Board of Education authorize Central High School to accept these funds and deposit them into the appropriate account of 19-210-291-733-5096-T157.

**BF 31634** Acceptance of Gift from Trillium Foundation

That the Board of Education authorize the Superintendent (designee) to accept a gift from the Trillium Foundation.

B. Grants

**BF 31635** Request for Permission to Accept a Grant from the Metro Regional Implementation Project

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Metro Regional Implementation Project for funds to support the school-wide implementation of PBIS; to accept funds, and to implement the project as specified in the award documents.

**BF 31636** Request for Permission to Accept a Grant from the Shakopee Mdewakanton Sioux Community

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

**BF 31637** Request for Permission to Submit a Grant to the Minnesota Department of Education
That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for the funds to sustain an expand an Integrated English Literacy and Civics program; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31638** Request for Permission to Submit a Grant to the Minnesota Department of Transportation and Resolution Supporting the Application for Safe Routes to School Local Coordinator Funding

That the Board of Education approve the resolution language and authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Transportation for the funds to hire a Safe Routes to School local coordinator; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31639** Request for Permission to Submit a Grant to the Minnesota Office of Higher Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Office of Higher Education for the funds to provide targeted school counseling services to American Indian students; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31640** Request for Permission to Submit a Grant to the Otto Bremer Trust

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Otto Bremer Trust for the funds to create a Career and College Center at one SPPS high school; to accept funds, if awarded; and to implement the project as specified in the award documents.

### C. Contracts

**BF 31641** Contract with Pioneer Valley for K-5 Connected Texts to Align to Fountas and Pinnell Phonics Curriculum Materials

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Pioneer Valley for K-5 literacy materials.

### D. Agreements

**BF 31642** Lease Agreement with West Side Booster Club

That the Board of Education authorize the Superintendent (or designee) to execute a Lease Agreement between the District and West Side Booster Club to lease space at the Baker Center located at 209 West Page Street, St. Paul, MN  55107 for the term May 1, 2019 through December 31, 2019, with monthly rent of Ninety-Three and 29/100 Dollars ($93.29) subject to all other terms and conditions of said agreement.

**BF 31643** Surface Drainage Agreement between Saint Paul Public Schools and the City of Saint Paul

That the Board of Education authorize the Superintendent (or designee) to execute the Surface Drainage Agreement between Saint Paul Public Schools and the City of Saint Paul allowing the surface water to drain from St. Anthony Park Elementary School to Langford Park.

**BF 31644** Districtwide Playground Services Agreement
That the Board of Education authorize the award of RFP A216612-A Districtwide Playground Services to Willow Creek Nursery, LLC dba E3 Services for the estimated amount of $750,000.

E. **Administrative Items**

**BF 31645** Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period February 1 – February 28, 2019.

   (a) General Account
       
       
       #706373-707854
       #0003273-0003290
       #7003161-7003200
       #00033249-0003333
       
       $55,522,765.61

   (b) Debt Service
       -0-
       $1,423,752.22

   (c) Construction
       -0-
       $4,506,986.43

   Included in the above disbursements are two payrolls in the amount of $39,433,529.74 and overtime of $359,692.78 or 0.91% of payroll.

   (d) Collateral Changes

       **Released:**

       None

       **Additions:**

       None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers’ Compensation Law falling within the period ending June 30, 2019.

**BF 31646** Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective May 2, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.


That the Board of Education of Independent School District No. 625 approve the establishment of the Security Emergency Management School Support Liaison job classification effective April 23, 2019; that the Board declare the position of Security Emergency Management School
Support Liaison as classified; and that the pay rate be Grade 32 of the 2018-2020 American Federation of State, County and Municipal Employees (AFSCME) Local 844.

**BF 31648** Change SPPS Early Childhood Family Education (ECFE) Logo to MNAFEE ECFE Logo

That the Board of Education authorize the ECFE Supervisor to change current logo to the MNAFEE ECFE logo on behalf of the SPPS Community Education department.

**BF 31649** Resolution of Charge

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

**BF 31650** 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 31651** Revised January 2019 Monthly Operating Authority

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

<table>
<thead>
<tr>
<th>Account Type</th>
<th>Account Numbers</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) General Account</td>
<td>#705060-706372</td>
<td>$55,562,863.57</td>
</tr>
<tr>
<td></td>
<td>#0003217-0003272</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#7003123-7003160</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#0003159-0003248</td>
<td></td>
</tr>
<tr>
<td>e) Debt Service</td>
<td>-0-</td>
<td>$31,543,023.76</td>
</tr>
<tr>
<td>f) Construction</td>
<td>-0-</td>
<td>$3,542,800.57</td>
</tr>
</tbody>
</table>

Included in the above disbursements are two payrolls in the amount of $38,077,183.24 and overtime of $133,188.17 or 0.35% of payroll.

(e) Collateral Changes

**Released:**

None

**Additions:**

None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers’ Compensation Law falling within the period ending June 30, 2019.

F. Bids

**BF 31652** Bid No. A216453-A Highland Senior High School Pool Piping Replacement
That the Board of Education authorize the award of Bid No. A216453-A Highland Park High School Auditorium Pool Piping Replacement to JPMI Construction for a lump sum base bid for $226,500.

BF 31653 Request for Authorization to Award ITB #A216776-A Various Food Service Equipment

That the Board of Education authorizes the award of ITB# A216776-A Various Food Service Equipment by line item to Horizon Equipment for $63,739.62 and TriMark Hockenbergs for $385,044.98.

BF 31654 Bid No. U217111-A for Central High School Griffin Stadium Artificial Turf Replacement

That the Board of Education authorize the award of Bid No. U217111-A Central High School Griffin Stadium Artificial Turf Replacement to Field Turf for a lump sum base bid with Alternates 1, 2 and 3 of $683,338.

G. Change Orders

BF 31655 Change Order #19 for Rochon Corporation at Horace Mann School Expansion & Renovation

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #19 for Rochon Corporation at Horace Mann School Expansion & Renovation for the amount of $224,148.06.

X. OLD BUSINESS

Superintendent Gothard introduced Chief Baker to speak on this. Chief Baker then noted the presentation at the Committee of the Board meeting on this topic, the next steps to send the approved resolution to the City of Saint Paul as they bring this issue forward, and thanked our partners for bringing this information to the Board.

A. A Resolution Indicating Support for Raising the Legal Age for Tobacco Sales from 18 to 21

BF 31656 A Resolution Indicating Support for Raising the Legal Age for Tobacco Sales from 18 to 21

WHEREAS, tobacco remains the leading cause of preventable disease and premature death in Minnesota and is one of the largest drivers of health care costs; and

WHEREAS, 95% of current adult smokers began using tobacco before age 21, and the ages of 18 to 21 are a critical period when many experimental smokers transition to regular, daily use; and

WHEREAS, smoking-caused health costs in Minnesota total more than $3 billion per year and raising the age of legal sales of tobacco products, e-cigarettes and liquid nicotine products to age 21 will decrease overall usage rates, which in turn will lead to reduced future tobacco-related health care costs; and

WHEREAS, the National Academy of Medicine estimates there would be a 25% reduction in smoking initiation among 15-to-17 year olds if the legal sales age for tobacco were raised to 21 years of age, and local analysis estimates it would prevent 30,000 Minnesota youth from starting to smoke; and
WHEREAS, youth e-cigarette use is a public health threat. The Food and Drug Administration has called it an epidemic. Since 2014, e-cigarettes use has increased by 50 percent among Minnesota high school students, and e-cigarette use is now double conventional cigarette use; and

WHEREAS, nicotine harms adolescent brain development and no amount of nicotine is safe for youth. Youth nicotine exposure has negative implications for learning, memory, and attention span; and

WHEREAS, the State of Minnesota has taken action to raise the legal age for tobacco sales from 18 to 21 which would help keep tobacco out of public schools but neighboring communities including Roseville, Shoreview, Falcon Heights, Lauderdale, Arden Hills, North Oaks and Minneapolis have passed measures prohibiting tobacco sales to individuals under the age of 21;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 - Saint Paul Public Schools, encourages that the Saint Paul City Council take action to increase the tobacco sales age from 18 to 21.

MOTION: Mr. Schumacher moved approval of the Resolution Indicating Support for Raising the Legal Age for Tobacco Sales from 18 to 21. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

QUESTIONS/DISCUSSION: None

B. FY20 Budget Update

Superintendent Gothard then introduced Marie Schrul, Chief Finance Officer, to provide an update on the FY2019-20 budget and timeline to the Board of Education.

General Fund Budget Planning Information

- The FY20 preliminary budget meets contractual obligations
- The FY20 Revenue projection is based on a 1% increase on per pupil formula
- Projected FY20 inflationary expenditures are $10.4m
- FY20 additional funding to schools is $10.5m
- All schools do not receive the same amount of money per pupil because:
  - Some school funding is categorical (it has specific criteria on its spending)
  - Funding for Comp Ed and Title I follows the students on a one year delay (previous year’s Oct 1 count) FY20 Comp Ed Revenue = -$5.5m
  - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated FY20 Revenue projection = -$6.9m

FY 2019-20 General Fund Budget Preliminary Big Picture (as of 4/17/19)

<table>
<thead>
<tr>
<th></th>
<th>FY19 Adopted (in $M)</th>
<th>FY20 Preliminary (in $M)</th>
<th>Difference (in $M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue (including LTFM)</td>
<td>$560.8</td>
<td>$571.0</td>
<td>$10.2</td>
</tr>
<tr>
<td>Use of Fund Balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expenditures (including LTFM)</td>
<td>$560.8</td>
<td>$575.6</td>
<td>$14.8</td>
</tr>
</tbody>
</table>
Projected FY20 Shortfall  |  ($4.6)

*Projected revenue assumptions are based on a 1% 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

**FY2019-20 General Fund Projected Revenue (as on 4/17/19)**

<table>
<thead>
<tr>
<th>Projected Revenue Changes</th>
<th>Amount $M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referendum levy increase</td>
<td>$17.3</td>
</tr>
<tr>
<td>State Aid increase (assumption of 1% increase on formula)</td>
<td>$3.1</td>
</tr>
<tr>
<td>State Aid decrease (due to enrollment decline)</td>
<td>$(6.9)</td>
</tr>
<tr>
<td>Compensatory Education decrease (based on 10/1/18 Free &amp; Reduced lunch count)</td>
<td>$(5.5)</td>
</tr>
<tr>
<td>Special Education</td>
<td>$2.2</td>
</tr>
<tr>
<td><strong>Total FY20 Projected Revenue Increase</strong></td>
<td>$10.2</td>
</tr>
</tbody>
</table>

**FY20 School Budget Timeline**
- Sites received budget toolkits on March 25
- Principals Budget Fair took place on March 27
- Budget planning meetings with sites began April 8
- More information sent to principals on April 8 on Budget
- FAQs & Budgeting 101 video
- Budget Rollout to Programs on April 15
- Joint Meetings with Leadership, Program Administrators, and Accounting Staff
- Budgets due back on April 26

**QUESTIONS/DISCUSSION:**

- The big picture overview indicated that the original number was $2.9M deficit and it is now $4.6M. What were the changes? Response: There were some changes to the expenditure side with program budgets, some additional allocations.
- At the last COB meeting, we talked about ways to close that. Response: Yes, one way would be a 2% within the revenue legislation – we assumed 1%. That would be about another $3.1M in revenue for the district, so that gap would be decreased. We are considering other options in contingency funds, that the district has set aside, and also looking at school need and other areas.
- This does include assuming the inflation reductions within the allocations. There was a little allocation with the program budget for this year as to not completely reduce program department budgets.
- This is a different number than has been seen previously at the COB meetings. Response: We have a strategic plan that will guide us and in priorities. It’s intensely focused on increasing long term student outcomes, and it will take a reprioritization and rededication to our schools to do that, and we are forcing ourselves to try to redistribute funds. This is so much a moving part with the legislative session, and we may receive more. These are the kinds of decisions that districts are forced to make. Our priority was to provide schools with above and beyond the resources they’ve had in the past to restart in a way to be successful with SPPS Achieves.
- There is work being done. There are some schools that for different reasons, mostly with comp. ed. dropping are needing to be creative to support those programs. We are dedicated to these conversations to ensure that happens, and also know the challenge of waiting for the legislature. In thinking about the money set aside for the fall and the contingency fund, that fund covers the changing numbers that we get in the fall, and in the past, we’ve tried to use it when we had it so that there aren’t drastic changes in schools. We also rounded up with our FTEs, wouldn’t that mitigate the need and whether that amount which is the $3M contingency, or will the rounding up accomplish that and that money could go to comfort those programs that have strong concerns now? We’re trying to figure out
before the legislative session. Response: There’s a number of things that play into the scenarios and our team is working to prioritize needs and to be responsible. Any contingency spent now will be baked into the budget next year and become more, and is a cost control for the inflation now. There’s a big difference in rounding up to manifest an equitable way to handle enrollment. We are finding squeeze outside the targeted funds, either started by an idea or grant, but didn’t think down the road how to continue to sustain it. It means we are allocating excess to class sizes to build enrollment, and investing now to capture enrollment that will pay off in the future and space in those schools. The other piece was Title I and compensatory dollars that decreased, as well as an enrollment decline. There’s three different ways that hits us at once. There isn’t a way to plan for that ahead of time. Schools are creative in how to make up for that, but we can meet them somewhere and help at a district level and look for other ways to target resources, and sustainable methods for outside our targets.

- We want to ensure continuing what is working, and balance what is working in programs seeing shifts, it’s helpful to have an understanding for the community as well of what we do deem to be successful programming and committing to that so we know it might not happen this year, but not off the table, or grow in a time period projections. There is some ambiguity in the community with schools about programs that are successful that are going to withstand some of the budget concerns. Committing to the fact that the program is worthwhile, and committing to a path of sustainability is important.

- There’s also a question bubbling up that we need to be thoughtful about how much the impacts from the budget changes, and the referendum, where many people feel it eliminate or reduce the vulnerability of their programs. We don’t want to come to a place politically where people have supported the district and voted to raise the referendum, and their programs are being cut anyway. It may be the cut would have been worse – and for the programs and projects that are successful, we may need to think about a bridge of the ability of those programs to move to a different funding source. We can’t turn off things we have been sustaining without some level of blowback. That puts the district in a difficult political position. This is a complicated thing – to align our resources with the strategic plan and have the funding be used in alignment with the strategic plan. There may be also to look at plan spending and adjustments to bridge for the things we know could move to another revenue source over time. That’s a concern that is growing within the community – that they voted for the referendum but there will still be cuts.

- There was a request for board funding and staffing in buildings, and that is important for the community to understand in those allocations. Response: Schools are still working on their final budgets, and we want to avoid communicating widely before budgets are finalized. Our team is working to find efficiencies within the budget and details. It’s complex work. We are finding details that are crucial. We continue to work through the requests, and ask buildings about their priorities that their community values and we are doing what we can to continue those things. Staffing will be available May 3rd, and budgets are due back April 26th.

- Director Brodick noted the Public Comments made about the importance and vitality of our TAs and EAs in the district, especially in Sped. Are schools as they are going through the budget process, will they need to eliminate the number of EAs and TAs, and is this something they are anguish about? Response: In responding to the budget process, we are supporting the optimal conditions for a culture of learning in our buildings, there are many cases where support staff, EAs, and TAs are appropriate, and other cases where we are going to best prioritize the resources within each building. Many times the number of support staff are determined by the student needs, so there may be shifts based on that. In other cases, needs may change and a building may need more. There will be a better picture once we have final budgets. It will be based on the formula and guidelines that we have.

- People in the buildings and the community are asking about how this is working out because of the referendum, and if there will be negative impact on EAs and TAs, that is the concern. We passed a referendum, and still have a deficit? This becomes complicated, but it’s difficult when someone asks a question to give them a complicated answer. We need an answer to those that are wondering why we have a deficit when we passed a referendum, and if we are going to be able to really do all the things for our kids? Response: The numbers are there and in terms of compensatory and loss of students, and assuming a 1% increase in funding. We didn’t know what that number would be in going out for the referendum. In coupled with that and the side to continue operations if we were to do nothing, those are huge numbers. We are also dedicating more money to our schools. This is a huge shift for us in defining criteria to allocate resources to schools, and other efficiencies in the district and the work tasked with now in funding our priorities.
• For those programs that we are funding and believe, and starting, stopping, and sustaining, what is the process for determining those programs that really work and need to be sustained. Response: That is a timely question with the recent listening session with the Research, Evaluation and Assessment department. This is a team that is committed to doing this work and strategic initiative 5A that looks at program evaluation and resource allocation. It’s difficult to choose to stop a program, but now we have a strategic plan to guide the priorities and to know what we want to start and sustain. It’s creating margins because they may not be aligned. If we want to make an impact, we need to lay out the priorities. That process will be shared once it is finalized.
  o That will help the community to understand where the money is going, and that we are measured in our approach with data.

C. Policy Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, and Jada Wollenzien, Program Manager, to present on the policy update.

1. THIRD READING: Policy 417.00 - Drug and Alcohol Testing for Drivers
   THIRD READING: Policy 416.00 - Drug and Alcohol Testing for All Employees

THIRD READING: Policy 417.00: Drug and Alcohol Testing for Drivers
• Propose new policy (417.00) be developed
• Rationale
  o Make an official SPPS policy because SPPS already participates in these federally mandated practices for drivers:
    ▪ Pre-Employment Testing
    ▪ Post-Accident Testing
    ▪ Random Testing
    ▪ Reasonable Suspicion Testing
    ▪ Return-To-Duty Testing
    ▪ Follow-Up Testing

THIRD READING: Policy 416.00: Drug and Alcohol Testing for All Employees
• Propose new policy (416.00) be developed
• Rationale
  o Currently, SPPS has no current mechanism (for any employees other than drivers) to rule out or confirm someone is indeed under the influence of drugs or alcohol at work
  o Liability and safety issue
  o Unlike proposed policy 417.00, this policy will not include:
    ▪ Random Testing
    ▪ Job Applicant Testing
    ▪ During Routine Physical Examination Testing
• This policy will include:
  o Reasonable Suspicion Testing
    ▪ Will help district in making disciplinary decisions
    ▪ Encourages employees who truly have a problem get help
    ▪ If an employee has one positive test, the District must give them an opportunity to participate in treatment
  o Treatment Program Testing
    ▪ Testing may be required as part of an employee’s participation in any chemical dependency treatment under an employee benefit plan, or any chemical dependency treatment to which an employee has been referred by the District
• During this 3-reading process, we have asked bargaining units to review and provide input.
• Per Electricians, we are adding in this paragraph:
  o VI. COLLECTIVE BARGAINING AGREEMENTS/ APPEAL PROCEDURES
    o This Policy shall be interpreted and applied consistent with any applicable labor agreement, and in the event of a conflict, the labor agreement shall supersede this Policy. Employees covered by
labor agreements may appeal employment actions taken under this Policy under the applicable labor agreement.

**BF 31657** THIRD READING: Policy 417.00 - Drug and Alcohol Testing for Drivers
**BF 31658** THIRD READING: Policy 416.00 - Drug and Alcohol Testing for All Employees

**QUESTIONS/DISCUSSION:** None

**MOTION:** Ms. Ellis moved approval of the adoption of Policy 417.00 - Drug and Alcohol Testing for Drivers and the adoption of Policy 416.00 - Drug and Alcohol Testing for All Employees. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

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

2. **THIRD READING:** Policy 516.00 - Medications/Medical Procedures

**THIRD READING:** Policy 516.00: Medications/Medical Procedures
- Third reading of revised policy
- Last revised in 2008
- Revisions made to the policy:
  - Restructuring of sentences
  - Re-wording
    - “Designee of the school administrator” to replace “designee of the principal” (paragraph 2)
    - “Medications needed at school” to replace “medications prescribed” (paragraphs 4a, 4b)
- Additions to the policy:
  - Purpose statement
  - Paragraph 5 - overnight field trips / in original, labeled container
  - Paragraph 10 - emergency medication

**BF 31659** THIRD READING: Policy 516.00 - Medications/Medical Procedures

**QUESTIONS/DISCUSSION:** None

**MOTION:** Ms. Ellis moved approval of the revisions to Policy 516.00 - Medications/Medical Procedures. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

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

3. **FIRST READING:** Policy 713.00 Equal Opportunity Procurement

**FIRST 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

4. FIRST READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

FIRST 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: None

XI. NEW BUSINESS

A. Set Sale Resolutions for 2019a, 2019b and 2019c

Superintendent Gothard then introduced Chief Finance Officer, Marie Schrul, and representative from Baker Tilly, Kelly Smith, to provide information on the below items. There will be three resolutions for set sale within the upcoming months.

These are issues for school facility improvement projects. The debt service schedule for these issues were placed on the Pay 19 levy, and are in place for debt service schedules. Typically we issue all financing issues at one time, however there are different sale dates for these issues. The first is the $15M general obligation bonds which will occur at next month’s regular meeting, May 21, and the other two are financing for the FMP throughout the district. Because those are tied to specific buildings, there is title work that needed to be finalized before moving ahead, and they are delayed one month. These are all competitive sales, and the certificates of participation will be back before the Board anticipated June 18th, once title work is complete. We are in the process of preparing an official statement which will go out potential investors and underwriters. There are rating calls with Moody’s and S&P on May 9th, which has been our practice in the past.
Resolution Providing for the Competitive Negotiated Sale of $15,000,000 General Obligation School Building Bonds, Series 2019a; Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126c.55 to Guarantee the Payment of the Principal and Interest on the Bonds

**MOTION:** Ms. Ellis moved approval of the Resolution Providing for the Competitive Negotiated Sale of $15,000,000 General Obligation School Building Bonds, Series 2019a; Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126c.55 to Guarantee the Payment of the Principal and Interest on the Bonds. Mr. Schumacher seconded the motion.

The motion was approved with the following roll call vote:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Mr. Brodrick</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Xiong</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Vanderwert</td>
<td>Yes</td>
</tr>
<tr>
<td>Mr. Schumacher</td>
<td>Yes</td>
</tr>
<tr>
<td>Mr. Marchese</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Ellis</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Foster</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Resolution Providing for the Competitive Negotiated Sale of $23,660,000 Certificates of Participation, Series 2019b, Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126c.55 to Guarantee the Payment of the Principal and Interest on the Certificates

**MOTION:** Ms. Ellis moved approval of the Resolution Providing for the Competitive Negotiated Sale of $23,660,000 Certificates of Participation, Series 2019b, Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126c.55 to Guarantee the Payment of the Principal and Interest on the Certificates. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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<tbody>
<tr>
<td>Mr. Brodrick</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Xiong</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Vanderwert</td>
<td>Yes</td>
</tr>
<tr>
<td>Mr. Schumacher</td>
<td>Yes</td>
</tr>
<tr>
<td>Mr. Marchese</td>
<td>Yes</td>
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<tr>
<td>Ms. Ellis</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Foster</td>
<td>Yes</td>
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</tbody>
</table>

Resolution Providing for the Competitive Negotiated Sale of $40,525,000 Taxable Certificates of Participation, Series 2019c, Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126c.55 to Guarantee the Payment of the Principal and Interest on the Certificates

**MOTION:** Ms. Ellis moved approval of the Resolution Providing for the Competitive Negotiated Sale of $40,525,000 Taxable Certificates of Participation, Series 2019c, Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126c.55 to Guarantee the Payment of the Principal and Interest on the Certificates. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

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</thead>
<tbody>
<tr>
<td>Mr. Brodrick</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Xiong</td>
<td>Yes</td>
</tr>
<tr>
<td>Ms. Vanderwert</td>
<td>Yes</td>
</tr>
<tr>
<td>Mr. Schumacher</td>
<td>Yes</td>
</tr>
</tbody>
</table>
XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Xiong requested information on the understanding of the District’s efforts to support probationary teachers and initiatives and efforts to retain and support our teachers of color in the district, as well as an understanding how we also support principals because they are the coaches within the buildings.
- Director Xiong requested an update on effort to be a pilot district for data disaggregation.
- Director Xiong and Director Vanderwert noted that there have been community members who have reached out about efforts and initiatives the District is taking to be more green and sustainable, including solar power, practices in the lunchroom and cafeterias on usage, and the potential to ban single-use plastics.
- In following-up on the conversations with CAAL, an update on how the District is investing financially and programmatically in Hmong Dual Language Program, and expansion of how we invest in dual language programs within the district.
- In following-up on the SEAB recommendation, an update on the proposal to update the top 10 honors system to a Latin-based or Honors-based system, and research around that topic.
- An update to the SEAB recommendation on efforts to increase access and increase of diversifying the student base in advanced classes within the district.
- Chair Ellis requested an update on start times, and opportunities for families for childcare before and after school.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Vanderwert provided an update on the Saint Paul Children’s Collaborative, including a youth master plan and evaluation, data around Kindergarten readiness, 3rd grade reading, and graduation rates, and the goals of how to support that as a collaborative effort. Another big issue is out of school time, and funding for that, and with the desire to cut funding at the federal level, and needing to look for other ways to provide for out of school time.
- Director Vanderwert also noted the meeting with mental health folks who promote and support the Alive! Program, which is a way of helping kids who are experiencing trauma or mental health or behavioral needs, and use drama therapy to support those students.
- Director Vanderwert noted her meeting with Community in Schools, which Dr. Theresa Battle has helped to promote. They are a program like Achievement Plus, where a community liaison works with the schools and referrals to the community, and brings another person to develop relationships with students and mitigate crises, and to go to the root cause of issues. It would be helpful to hear more from them and makes sense that we support all our kids as a community.
- Director Vanderwert and Director Xiong attended the American Indian Honoring Night event, which was a neat experience that showed how the American Indian community comes together to hold kids up, and that is reflected in the graduation rates of American Indian students and the increase in rates of the student group, which is a big factor in their success.
- Director Marchese noted that he, Chair Ellis, and Director Brodrick attended the Adams Spanish Immersion building celebration. It was a great evening with community, and to celebrate the building and renovations, and to recognize Howard Hathaway, the “godfather” of the dual immersion program in the district and the new media center is named in honor of him. There was cultural programming, and great event which showed the obvious pride in the community for that building, and reiterated and reinforced, and demonstrated our value of students and staff and the places provided for them. There are a lot of buildings in the process of renovation, and Adams is a prime example.
- Director Marchese noted that he, Director Brodrick, and Chair Ellis also attended the Joint Property Tax Advisory meeting. There was shared discussion on state funding, and collaboration with Parks and
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Rec on athletic facility usage and co-located sites. Homelessness and integration were discussed, as well as tax-exempt properties, and also the joint debt books presented to the community and around the operating levy once the legislative session is complete.

- Director Xiong noted the Equity Summit planned for Saturday, April 27th, which is organized by students and focusing on investing in informational pedagogies, and this event will feature Christopher Emdin. It’s an opportunity for our youth to lead this initiative and an opportunity for us to learn from them.

- Chair Ellis recounted her time spent on the Bush Foundation Learning Journey, including a visit to Albuquerque, and the opportunity to study public and charter schools. This is an opportunity for SPPS and MPS to work together as a cohort, and it was an amazing experience to be in the different schools and talk to parents and students, including about the educational pathways, including public health and feeling ownership.

- Chair Ellis also noted her trip to Philadelphia with NSBA. She was able to see Skylar, a SEAB alum who attends Dartmouth, accept the Magna award for SEAB, which was a great experience and the only student group to receive an award. There were many workshops and policy rotations, including policies in other districts, and a few of the workshops focused on consent and comprehensive sex ed. in middle and high schools, and another workshop focused on mental health for LGBTQ students, and in a survey sent out in one state, 60% of LGBTQ students were struggling with mental health issues, and the additional health care support in schools. It was important to hear from students about what that meant to them, and also that the funding was sustainable.

- She also went on to provide an update on the solar energy initiatives of the District - SPPS continues to seek avenues to promote sustainable practices across our District and appreciates the community interest we are hearing in this arena. SPPS is currently working with community solar developers to become a major consumer of renewable energy via an off-site subscription, and our Facilities Department is performing a feasibility study regarding the opportunity of some day using our sites to generate renewable energy. Just last week our district celebrated breaking the $2 million mark in energy efficiency rebates, and we’re excited to see how we can compound those successes going forward.

- Chair Ellis also noted conversations about take home meals, which would be a great way to ensure kids have food at home, knowing we also have dinners at buildings, and opportunities for us to get more food to students.

- Chair Ellis also noted her experience with a Humboldt student who is a part of the Youth Executive Board at Equity Alliance MN. While the district is not a member of the group, this student was grandfathered into the board four years ago, and her experience has been important in building relationships with other districts, identity and race. The student asked if there would be a way to continue this opportunity for students to be a part of the Youth Executive Board.

- Director Brodrick, Director Schumacher, and Chair Ellis attended a CTE Advisory meeting recently, and talking about the career and technical education in the district and the opportunity for students to earn college credit. The Academy of Finance was recognized at the meeting, and it was a great opportunity to meet our corporate partners, and opportunities students have in fields and is ramped up in the strategic plan, which has a foundation set.

- The Supreme Court was recently at Humboldt, and it was a great opportunity for students to hear a live appeal and the auditorium was full. The justices were impressed with the nature of the questions and students volunteered to show them around the school. It was great to have the school and courts to be a part of the whole experience.

- Director Foster noted the work of Seth Stratton, teacher at Highland Park Elementary for his work in creating reusable breakfast to go bags for students, and thanked him for his effort and transformative practices. Teachers do have a passion for teaching the students in this district, and work outside school time and hours, and we thank them for all they do.

- She also noted that Harding students are in the finals for a competition with Vans shoes, and encouraged the community to vote online for their design.

- She also noted the two Teacher of the Year semi-finalists from SPPS, including Bernetta Green at Eastern Heights and Eugenia Pope at Harding, and we are looking forward to hearing the finalist on May 5th.

- Chair Ellis noted her time at the Beat the Odds Scholarship event, which featured two SPPS students, who each were awarded a $5,000 scholarship.
• Director Foster also noted the follow-up from the Maxfield students and their request for new flooring who spoke at Public Comment.

XIII. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (6:05 unless otherwise noted)
   • May 21
   • June 11 | Non-Renewals
   • 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 21

B. Committee of the Board Meetings (4:30 unless otherwise noted)
   • May 7
   • 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 9:31 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