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

March 19, 2019

I. CALL TO ORDER

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

II. ROLL CALL

Present: Ms. Foster, Mr. Brodrick, Ms. Xiong, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, 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. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31594 Acknowledgement of Good Work Provided by Outstanding District Employees

Dr. Mike McCollor, Principal of Washington Technology Magnet, was named 2019 Minnesota High School Principal of the Year by the Minnesota Association of Secondary School Principals (MASSP). According to the MASSP, Dr. Mike McCollor has been an administrator for 25 years and the Principal at Washington Technology Magnet School for the past 16 years. During that time Mike has served on the MASSP Board of Directors, as Secretary for the Saint Paul Association of Secondary Principals, named Capitol Division Assistant Principal of the Year and served as Adjunct Faculty for the University of Minnesota College of Education and Human Development.

Lisa Carrigan, Principal of Focus Beyond Transition Services and Bridge View School, was awarded *"Direct Service Provider of the Year"* by the Minnesota Association for Career and Technical Education Special Needs Personnel at their recent bi-annual conference.

Lisa pulled all of the transition programs, including Focus Beyond/STEPS, together under one roof at 340 Colborne as a lead teacher at the beginning of the 2011-2012 school year and was appointed principal of both Bridge View and Focus Beyond/STEPS for beginning in 2013-2014 school year. She is in her 6th year as principal.

This award category is intended to recognize administrative or non-classroom individuals who have made a major developments and/or growth of career and technical education for students with special needs. Nominees must represent one of the following categories: Private Employer, Advisory Committee Member, Individual who has been unusually supportive of Career & Technical Education programs for

students with special needs, Local School Administrator, State, national & county government agency personnel.

BF 31595 Recognition of Schools, Teams, Individuals, and Coaches in Our St. Paul Public Schools That Have Won Athletic Awards and Championships

1. **Murray Middle School –** The girls' basketball team was middle school city champion.
2. **Highland Park Middle School** - The boys' basketball team was middle school city champion.
3. **Washington Technology Magnet** – The wrestling team was middle school city champion.
4. **Washington Technology Magnet** – The wrestling team was city co-champion.
5. **Humboldt High School** – The wrestling team had a state tournament qualifier.
6. **Johnson Senior High School** – The wrestling team had two state tournament qualifiers.
7. **Johnson Senior High School** – The boys' swimming team had one state tournament qualifier.
8. **Central Senior High School** – The girls' Nordic ski team were state tournament qualifiers.
9. **Central Senior High School** – The boys' Nordic ski team had one state tournament qualifier.
10. **Central Senior High School** – The boys' swim team had 8 state tournament qualifiers.
11. **Central Senior High School** – The boys' basketball team were city champions.
12. **Como Park Senior High School** – The girls' basketball team were city champions.
13. **Como Park Senior High School** - The wrestling team was city co-champion and had one state tournament qualifier.
14. **Highland Park Senior High School** – The boys' Nordic ski team was city champion and qualified for the state tournament.
15. **Highland Park Senior High School** – The girls' Nordic ski team was city champion and qualified for the state tournament.
16. **Highland Park Senior High School/SPA** – The boys' co-op swim team was city champion and had five state tournament qualifiers.
17. **Highland Park Senior High School** – The girls' gymnastics team were city champions and had three state tournament qualifiers.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with items E3 – Naming the Central Senior High School Auditorium in Honor of Mary Mackbee and E5 – Request to Sign Early/Middle College Program Identification Application pulled for separate consideration; item E8 - Proposed Discharge of Tenured Teacher was removed from the agenda entirely. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of February 19, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of February 19, 2019 as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Foster	Yes

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

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of March 5, 2019

At the March 5, 2019 Committee of the Board meeting Superintendent Gothard noted the future work from recommendations brought forth from SEAB's presentation on centering Ethnic Studies in SPPS. He and board members also recapped their time and thanks to staff and students who organized and attended the Johnson Govie Leadership Forum.

SEAB Members provided an update on the continuing work around the topic of ethnic studies, and the petition to support this direction, as well as questions to Administration on the next steps.

Next, our Legislative Liaison provided the legislative update, which included important dates, an overall summary of the governor's budget, forecasts, education-related budget items, which includes 3% and a 3% increase on the formula, other agencies, new mandates proposed, and other policy and funding. Questions from the Board centered on timeline for shaping the budget discussion, funding for the new proposed mandates, indexing to inflation dollars, the proposal to reconvene the finance task force, which would include the school funding formula, and safe schools funding.

Next, members of the Budget and Finance Advisory Committee presented their results and recommendations to the Board. The history of the committee was reviewed, as well as the two charges to the committee – to review the ideal school model and line item budget and expenditure review. Next steps were discussed for both subcommittees. Discussion from the Board on the ideal school model included comparisons to our current models, input from students on school climate and safety, the alignment to the middle school model, future steps to look at the different models of allocation of resources depending on the school population, the K-8 model, clarity on additional staff, and real world applications to the Montessori model. For the recommendations from the Line Item and Expenditure Review subcommittee, discussion involved the next steps of looking at specific departments, the importance of education to the community on this complex topic and process of the budget, membership of the committee and ensuring there is access, and the responses of the Board and Administration. The Board thanked the committee for their dedication, time, and work in bringing this report forward.

Next, our Chief Financial Officer presented the December Quarterly Budget Report. The unassigned fund balance is estimated to be at 6.1%, which falls in line with the Board policy requiring 5%. Questions from the Board centered on the changes within the unassigned fund balance, which were due to revenue and expenditures across the District, the roles and responsibilities to monitor the budget and to be good stewards of public dollars, programs that are self-funded and their relation to the General Fund, and ECFE integration and funding. The Board approved the recommended motion to accept the December 2018 Quarterly Budget report as presented for the period ending December 31, 2018.

Next, the Chief Financial Officer provided an update on the FY20 Budget, including a review of the FY19 budget, FY20 preliminary numbers based on a 1% increase to the formula, projected revenue changes, budget planning changes, and budget planning information and timeline. Discussion from the Board involved the expectations for staff and the community members from the scheduled budget hearings, the opportunity to continue to educate the community on the alignment of the budget and SPPS Achieves, and noted the assumptions included in the overall budget, which could be increases with the governor's proposed 3% increase which would allow the District to continue to move forward with momentum and have a significant impact to SPPS.

A Policy Update was presented to the Board as well. The first policy brought forth included the legislative change to the Uniform Municipal Contracting Law. Further information was provided on the data of contracts for the District within a year, and practice in other entities. The Board approved moving the dollar threshold for board approval to $175,000. The next policy brought forth was 415.00 on discrimination, harassment, violence, and retaliation. Discussion on this policy involved the procedure for reporting, and the role of the EEO officer, who is an outlet for reporting. There will be further discussion on this policy.

MOTION: Mr. Marchese moved the Board accept the report on the March 5, 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. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard reiterated that we have heard from SEAB and others about the importance of ethnic studies, and we are working with a number of groups, and an update will be provided at the April regular meeting on timeless and when we might expect differences and changes to our current practice. We do offer a wide range of ethnic studies classes, and we need to work together to define how to move forward and ensure it is consistent and equitable.

He then provided an update on the strategic plan, and we are committed to making an impact to student learning, and this plan will be a roadmap to making this a reality.

A. SPPS Achieves: Strategic Plan Update

Phase 1 Strategic Initiatives

- Positive School and District Culture
  - 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
  - 2a. Improve culture by using input from students, staff and families
- Effective and Culturally Relevant Instruction
  - 3a. Implement culturally relevant practices within all student learning and programming
  - 3b. Ensure all students have access to a well-rounded education
- Program Evaluation and Resource Allocation
  - 5a. Implement a system for assessing program effectiveness
  - 5b. Determine a districtwide middle school model
- College and Career Paths
  - 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
  - 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students
- Family and Community Engagement
  - 8a. Identify ways to engage the community in district decisions and initiatives
  - 9a. Review and revise relationships with external organizations to better meet student needs

From Planning to Implementation

- Implementation Stages
  - Exploration
  - Installation

    - Initial Implementation
    - Full Implementation
- 2-4 Years

Strategic Focus Areas Budget Examples

- Positive School and District Culture
    - Professional development for paraprofessionals on social-emotional learning and PBIS
- Effective and Culturally Relevant Instruction
    - Culturally Responsive Instruction curriculum writing
- Program Evaluation and Resource Allocation
    - Schedule to support Middle School Model
- College and Career Paths
    - High School work based learning teachers
- Family and Community Engagement
    - Community engagement resources and training

Year One Stakeholder Engagement

- SPPS is committed to working with stakeholders throughout implementation of SPPS Achieves.
    - Frequent public updates through communications, BOE meetings, and our community council
    - Action teams have detailed engagement plans, and an example was presented.

SPPS Achieves: Initiative Milestones by August 2019 (Status as of March 18)

Category	38 Milestones	% of Total
Complete	6	16%
In Progress	19	50%
Scheduled	13	35%

Milestones

- Key milestones by August 2019 for 5a: Implement a system for assessing program effectiveness were reviewed, including the status of each milestone, including the work of Research, Evaluation, and Assessment
- Key milestones by August 2019 for 5b: Determine a districtwide middle school model were reviewed, including the status of each milestone, and references the document “Great Things Happen in Middle School”

QUESTIONS/DISCUSSION:

- Will we need to make physical changes or adjustments to buildings to accommodate the middle school model? Response: There are some building modifications that could make it be better, but it is far more important to be staffed correctly and to utilize the spaces we do have. Where we do have the ability within the FMP to tie things tighter and make adjustments, we will, but do not see overall building physical structures being tied to the middle school model.
- The Board noted the importance of communications for keeping the stakeholder groups appraised of developments, and also chances between public meetings to continue to keep in mind the loop to keep everyone appraised, as well as the community on the development and how their input will be used.
- The Board thanked the Superintendent and it is helpful to get this status update.
- There will be funding needed to support the work of the strategic plan, and will be embedded in the budget presentation. It would be helpful to see some overlay that highlights what is it that we’re doing in terms of the resources to support the plan. It’s often repurposing. It would be helpful to summarize that in a budget presentation in the future to see what is moving around to see what is supporting SPPS Achieves.

- It's important to get a clear data baseline that we're using so what when watching plan proceed we can see what's changing over the course of time, and what's changing. It was embedded in the December presentation, and it's important to have intervals to look at pieces of the plan being implemented and get a baseline for how things look, so that when come back to the Board with progress, it will be helpful to see where we're starting and what has changed. Response: We will track milestones within the plan and progress in terms of status, completed, what's in progress, and what we haven't started yet will be important progress report for the community, and we also have more than 38 key measures that we have baseline and a 5 year trajectory targeted for those measures – those will be the ones we focus on, but there many be others for individual strategic initiatives that will be good indicators. This is the work of merging several years of plans – and this is the plan. The present work is based on our history and what we've learned. The prioritization is that we are looking most importantly at what we're doing and making sure we can prioritize and implement it with fidelity to finish what we start to know we are making good decisions that support our students and staff.
- It's very important that as the strategic plan makes changes, including the changes to the middle school model, that the Board be kept abreast of the cost incurred. It's important to hear about as we're moving with the planning. There may be some areas where there could be resource allocation less than what was given to those areas – we may be deemphasizing them, and may have people who find themselves with different direction or department of less resources. With the mantra of Start, Stop, Sustain, it will also be important for the Board to have a sense of those changes. When programs are cut, board members hear about those cuts. Any proactive measures and discussion would be helpful. It's imperative that the District make great decisions, and sometimes tough decisions. Response: One of the things recognized is that prioritizing our work, and aligning it with what we want our students to experience and support our staff, it allows us to sustain things that will guide us to what we might stop. It's a different approach – by prioritizing and resource and develop momentum to long term student outcomes, our budget discussions will be helpful in that way. By prioritizing, it may provide opportunities to make other considerations.
- Scan of existing SPPS programs and commitments completed – what are the commitments referring to? Response: We are speaking to the committed work out there already. A lot of the work may be a part of a three-year cycle, and there might be several of those in different spans so that we understand and know to use our resources most effective.
- When will referendum dollars start affecting the things that we're going to do in the strategic plan? Response: We're right in the throws of our budget work. We will chart those dollars for the community to see how they are being spent. It's also important to see the windfall of the successful referendum, and we still seeing declining enrollment, a change in compensatory education, and there currently isn't a budget passed by the state. This is an iterative process, where we learn more day by day. We need to be careful as well, and we do not want to overcommit our budget and rather do less well, than try to do everything. It will be a process, and it may not fit our timelines, but we will chart those dollars and spent, and a separate budget to show the spending of SPPS Achieves.

B. Review of SPPS Suspension Data

Superintendent Gothard then introduced Dr. Stacey Gray Akyea, Director of Research, Evaluation, and Assessment; Kathy Kimani, Assistant Director, Office of School Support, Dr. Theresa Battle, Assistant Superintendent; and Lisa Sayles Adams, Assistant Superintendent, and the team supporting them. They will share trend data, highlight top behavior events that result in suspensions, and discuss data at schools making significant progress around reducing suspensions and improving school climate. It will also outline supports for schools.

2017-2018 End of the Year Suspensions

- Number of suspensions decreased by 1% from 4,069 to 4,048 from SY16-17 to SY17-18
- The decreases were also disaggregated by student groups and grade.

Substantial Decreases at Schools

- Data was provided for schools with substantial decreases from SY16-17 and SY 17-18, including Johnson Senior High with -88, Battle Creek Middle with -74, Creative Arts Secondary with -74, Murray Middle with -67, Jackson with -37, Mississippi with -34, and John A. Johnson with -30.

Incidents Leading to Suspensions
- Based on the incident, site administrators review the levels of recommendation for resolutions.
- Data for incidents resulting in suspensions and category was reviewed, including incidents for which suspension is not a recommended resolution, incidents for which suspension is a possible resolution, and incidents for which suspension is required

Disruptive Behavior
- Resolutions to disruptive behavior were shown, with the most frequent being student conference or parent/guardian contact.

Snapshot: The Number of Suspensions at Johnson Senior High School Trend
- A line graph showing the decrease of the number of suspensions at Johnson Senior High was shown, with 181 in 16-17 and 93 in 17-18.
- Principal Thompson also reviewed the work at Johnson, including the Govie Leaders program.

Snapshot: The Percentage of Black Students Suspended at Highland Park Middle Trend
- A line graph showing the decrease of the percentage of black students suspended at Highland Park Middle was shown with 11.6% in 16-17 and 5.1% in 17-18.

Model of School Support
- Tiered Model of Support
  - In SPPS, we use the Positive Behavioral Interventions and Supports Framework (PBIS)
    - All students receive Universal, Tier 1 supports.
    - Some students also receive Targeted, Tier 2 supports.
    - Few students also receive Intensive, Tier 3 supports.
- Supports for All
  - Preventative, Educations, and Restorative Approach
  - School Support Team
    - Counselors
    - Social Workers
    - Psychologists
  - PBIS Framework
    - PBIS Team and PBIS Representative
    - Standard Behavior Data Collection System
    - School Wide Discipline Plan
    - Positive Behavior Expectations Matrix
    - Year Long Teaching Schedule for Positive Behaviors
- Restorative Practice Sites
  - Year 3 Pilot Schools Began SY 2016-17
    - American Indian Magnet; Farnsworth Upper; Johnson Senior; Maxfield; Murray; Riverview
  - Year 2 Pilot Schools Began SY 2017-18
    - Eastern Heights; Parkway; Washington
  - Year 1 Pilot Schools Began SY 2018-19
    - Battle Creek Middle; Central; Nokomis North
  - Implementation Sites Will Begin SY 19-20
- How It All Fits Together
  - Relationships are key
  - Focus on adult behavior, not only student change
  - Importance of physical and emotional safety
  - Whole school approach to improve culture

Going Forward

- Strategic focus areas reinforce and wrap around the areas of identification
    - Focus on School and District Culture
    - PBIS and Social Emotional Learning (SEL)
    - CASEL Engagement & Readiness Analysis

QUESTIONS/DISCUSSION:

- The Board thanked the team for the presentation and appreciated the opportunity to learn more about the positive approaches to this topic.
- In looking at the data, it's to talk about the percentage increase or decrease, and also out of context in terms of the scale. What does that mean in terms of the number of students addressing? Response: In terms of numbers, the end of the school year 2017-18, it's representing 4,048 individual suspensions. It is reflective of 2,246 students which equates to approximately 5.9% of the students served during the school year.
    - In looking at the disparities in numbers, what is that data point in documenting that? Response: In terms of disparities, the largest in response to racial and ethnic disparities and disproportionality. At the end of SY17-18, out of those 4,048 suspensions, approx. 2,995 of them represented suspensions of black students, versus 304 that represented suspensions of white students. Another disparity that the District has been working to address, out of the same 4048 suspensions, approximately 1500 represented students receiving special education services. In terms of the number of students who have been suspended, which is a different metric, and out of that 5.9% overall,w e can look at the disparities across student groups. For instance 9.6% of American Indian students were suspended compared to 2.5% of white students suspended, 7.5% of low income students suspended, 13% of black students that were suspended, and 12.5% of students receiving special education services that were suspended.
    - Is there a change in the relationships between these numbers year over year? Response: We have seen changes. We have seen decreases, and some years, we have seen increases. The challenge is the disproportionality is so large, and the disproportionality between the 3000 suspensions that represent suspensions of black students, and the 304 suspensions that represent the suspensions of white students. It's so large that any one year is not likely to impact that disparity and any one school is unlikely to impact that disparity at the district level. It will need to be something that will be systemic, sustained and implemented with fidelity that would need to impact that disparity.
        - Grappling that it will need to take a systemic and sustained approach, and there are concerns because we have elevated models and highlighted those buildings where progress has been made with aggregated numbers. How are we going to move to a systemic approach to address these issues that will begin to make progress on the disparities we see? Model are helpful, but where do we enforce? And work with students and staff and administrators that places a priority in understanding the causes of the disparities and the ways to move forward to being to construct different environments in which the norms or ways we handle relationships and conflict are different? Response: There is not one practice we can say must happen in every school to do that. Some of the things we are talking about right now, as far as even using standardized data collection system and ensuring that is used in every building, helping and supporting principals and PBIS team to look at the office referral data, and able to intervene prior to suspension. Research shows that looking at office referral data and disaggregating it and adjusting supports and interventions to reduce suspensions and dismissals. Another place that we can focus efforts are the suspensions that were for offenses that do not recommend suspensions; how are we supporting buildings to give them options for what else they can do to resolve issues rather than moving to suspension.
        - The Board agrees there is a variety of approaches that will work. One was highlighting the data of the number of situations where there is discretion and judging the level and what it is that we do. There's a relationship and interaction, and the discretion used in different ways. It's used in ways that racialize the outcome that we see. If that's the sense we have, then we should be looking at those interactions and helping to see people what they can do differently, and it might be a restorative approach. What do we see in terms of the data from those buildings? We would hope we would see different outcomes there. Response: We are not

seeing that data yet. Our implementation around restorative practice was not completely focused on reduced suspensions and office discipline referrals – it was an approach to look at how to improve school climate culture and climate and creating a welcoming environment for all. We're looking at school climate data at those 6 sites in year 3, and we have seen the most growth in sites where there has been consistent leadership and followed implementation plan, and also had consistent staff in restorative practice lead positions. We have had some sites with multiple changes in leadership around restorative practice, in those sites we haven't seen the same results.

- The notion of the pilot was that we would be able to disseminate best practices to help the buildings in the earlier part of the process and to spread to buildings across the district to help them employ different techniques. It wasn't to change the outcome in terms of data, but to change the environmental and relationships, which are key. We should see change in there – there needs to be some way to measure quantitatively and qualitatively through surveys and feedback, how was this different today than last year, what are quality of life indicators in those buildings, and looking for different ways to change relationships. Discipline data reflects broken relationships, and how are we repairing those to help students be successful. It's an investment and a capacity to do something different – that's just in restorative practice. Response: We are working with the University of Minnesota and evaluator to collect that type of data, and some of that they were finding and to harvest the best practices from those 6 pilot sites now in year 3, and develop a real readiness process for the sites that will begin implementation through the Education Innovation and Research award grant, that will allow us to expand to 8 more sites by 2020-21 school year and those sites will have much more systematic approach based on what has been learned from the 6 pilot sites.
- What do we do in terms of helping our students that requires a referral? How does our staff to make referrals outside of our buildings to bring in other resources or other parts of the District? Response: Most often our school counselors and social workers are supporting teachers and are the go-to people for those, and work with a variety of community agencies and making multiple referrals daily. We have many co-located mental health services in almost all out schools with 42 sites, and 12 different community agencies for mental health supports. There's also partnerships with Ramsey County on programming, and working with community centers. Counselors and social workers also work with teachers and staff to ensure they are aware of resources.
- Is that part of the tiered support model of PBIS? Response: It is part of the how every school will have a student support team, and those teams are the social workers and counselors making referrals. They are critical staff to implementing PBIS and social-emotional learning, or positive behavior supports in a building in supporting the teachers. Those staff are doing the individual outreach to a family with a referral, which involves relationship-building with the parent and the agency to make that connection.
- There's also an opportunity and participation, and ways to tap into other community resources, such as community dispute resolution, and community problem solving and mentorship. It's also about working with groups and caring adults who come from local community that maybe not trained professionals, but bring other skills. Other ways to rebalance the relationships to allow that to happen.

- There has been discussion about how we work with students who might be in the moment and tense, and practice of using seclusion room for the purpose of calming them down. What are more details and practice, and where we are using this? Response: In September 2014, SPPS dismantled their seclusion rooms, and we do not have magnetic locked seclusion rooms. Calming spaces are used instead. Seclusion rooms by state statute is where there are locked facility that has barred the egress for the student to move out. Calming spaces are about regathering and not locking and discipline. Minnesota statute shares that removing a student from a classroom or activity to a calming space is not considered seclusion, but a proactive way to get the behavior back on track.
  - In the circumstance where we do use these calming spaces, is the student with a staff member at all times? Response: Yes, the protocol is that the staff is with the student to help them process and asking questions, and to help the student regulate. Most schools in the PBIS plan have the option in Tier 2 and Tier 3 to have a calming spot to gather, process with an adult, and come back with the intention to get the behavior back on track. The Office of Specialized Services does have

a restrictions procedure plan on the website, and the history and usage of seclusion rooms, and how they have been eliminated.
    - These are considered part of the PBIS structure, and a way that MDE says is an appropriate way to address behavioral issues? Response: We try to talk about a proactive choice to regroup and regather – it is not time out or a disciplinary area. We try to take that mindset of calming room to be a proactive, not reactive. MDE allows for calming proactive strategies, and in the statute, does not considered seclusion.
    - Usage of the calming space can be requested by both the student and the staff. We like to queue our students if they need a break in working on self-regulation. Sometimes students select. We work with the student to get them to a calming space to regather, and work with them once they have regulated to process what happened, and an alternative behavior to be successful in the classroom.
    - It was noted that the calming rooms should not a more re-traumatizing effect on the student, and may have other experiences in their lives that led to trauma and able to separate those experiences from their education. Response: That is why the statute changed to eliminate seclusion rooms.
- At Johnson, how is this manifested in that school? With the degree of student leadership, and in talking about where students need space or refer other students, how does that look in Johnson? Response: The biggest impact is the creation of a clear community in which the norm is community. The issues that arise are easier to find and see with student behavior, so those behaviors become more uncommon and students know that's not how we do things. At a restorative school, students need to know the value of the restoring and we work hard to make sure people want to be a part of it and understand the community values. We create a different baseline for the way the building runs and feels, and we create expectations and everyone can see when something is not working the way that it should be based on the building norms. We try to make that community embracing to what is happening, and that could take time with students.
- It was surprising to learn the Govies had been around for a short period, and this program and the way developed has had an impact so quickly. Was that surprising in the short time period to have big results? Response: It is amazing how powerful our students are, and we sometimes forget that as adults and training, that students can take this, and teachers can guide from the side. We are not surprised and wanted it to go faster, and are encouraged by the progress and students' willingness to engage and being brave in engaging with other students. We'd also like it to be more, and really wrapping arms around kids and we are learning how to do that.
- We hope we are funneling these leaders to perspective jobs as teachers, admin, and leaders. Response: A number of alums visited from 2-3 years ago and ran sessions with current students, and it was great to see and the leadership roles they are in at colleges across the country.
- What are academic outcomes and how they have changed at Johnson? Response: We are tracking those, and that has been one of the big challenges. The curriculum coordinator asks pointed questions about higher academic achievement, and we have seen incremental changes, and school cultural data changes. The theory of action is to create the culture and the academics come from that. We did a showcase of culturally relevant teaching activities, and we are on the way to doing this right, and every teacher brought something to the table and their willingness and instruction. Because the culture is free and non-confrontational, that's where we see that. With the evaluators, there is no model yet for the use of those practices in this situation, but evidence that this works, and how we build that.
- It seems that a lot of kids are coming to us with experiences that have impacted their view of the world, behaviors, trust with adults, and security in the world. Working with families seems to be an important piece. How much are we working with families at Johnson and what are the experiences? Response: We have had parent panels with teachers, where parents come in and talked to teachers all day with questions for them. A couple of parents talk about "school hurt" and how we can start to work and heal on that. It was powerful for each teacher to talk with the panel and ask questions back and forth, and we'd like to do more.
- A board member noted for those schools that are more Achievement Plus and community schools with a community liaison, and how are those program impacting suspensions? There's issues with suspensions or discipline when so many kids experience rejection already or unrealistic expectations that make it hard to believe in themselves, and how sending them home or rejecting them from school and how that helps anybody, and we should be embracing them.

- Are advisory classes the same as homeroom? Response: Not in a traditional sense, but they are the same group of students every day all year. Logistically, it's difficult to have the same group of students for all four years though. We wanted to have the group leaders to be juniors and seniors, and to have freshman and sophomores with them. They meet every day before lunch. It is mixed grade on purpose.
- Because our high school students today are in accelerated classes, are there conflicts in finding time during the day to do these types of things during the school day that are so important? Response: That is a challenge – we built the senior leadership hour into the day. We have a 7-period day, but it looks like an 8-period day with lunch because we attach the advisory to that. It is a challenge, and some students have more college classes than they will in college, and rationale for the Govie hour time to build it in weekly. Some of those students are also participating in the Govie leader program.
- Because many students when they cross into our building, may be coming into a safer environment than they just left. With a school like Johnson that is trying to create a culture, and school spirit, when we have students coming in that are going to be a little suspicious and resistant to buying into this culture, how do staff and administration and student leaders, how do they go about trying to meet with those students, which may be difficult, and begin to enculturate kids that don't expect that they're going to find an environment that is safe and a sanctuary, and even though they have problems with people outside the school, and when they cross that threshold we accept them and we want them to trust us and have a mutual trust. These will be things seen at high schools, including Johnson, not necessarily data. How do you create that kind of place where teachers can teach and students can learn? Response: It goes back to the relationships built with students, and assistant principals and counselors to build relationships with students. Also, the advisory system has on purpose 3-4 student leaders in each group. The models we used if 1 can't communicate, 1-2 others might be able to, and that is consciously built in. Part of the training is to not take it personally if all the kids don't connect with you, and some of it comes from the baseline and students pick up on that.
- Teaching is a science, and it's also an art. And those honest relationships with kids that don't think they are necessarily ready or thinking they'll have one, and if we're honest with kids, our buildings will always be better, and we've got good buildings in Saint Paul. Response: We are shaping, and happy to see change in students and seeing differences in actions and behavior.
- In talking about that 4,048 students – out of those 2,995 of those are black students and 1,500 were students in special education. Is the special education count a separate count, or in that 2,995 of black students are special education kids counted, or are they separate? Response: Those are separate numbers and separate identification, but there is overlap.
- Do we have a numerical breakdown in special education, what the breakdown is? Response: That information can be provided.
- District-wide, what is the population of black students and percentage of student body? Response: Black students comprise approximately 21% of the district.
    - That's continues to be a concern because 76-78% of dismissals are to kids who are in the largest population of the district, and reiterates that we need to continue to talk about race and subjective dismissals and while we talk about the phenomenal work moving forward, we also need to keep at the heart that this group also has least amount of access to AP, and stay focused that there are disparities and give specific and intentional attention to in this district.
    - Also, going back to living our values and each and every child, and we need to continue to think about how we are living our values and how we are prioritizing to get desired change.
- In thinking about the restorative practice cohort, it's impressive to hear about Johnson and Highland Middle, and if RP and PBIS is the successful formula, in a building with the RP cohort, or implementing PBIS, what can be expected? Response: Any school is SPPS and be able to ask and expect to hear about PBIS implementation and see what is a matrix of behavior expectations, and all agreed upon and where it is. In addition, a teacher or staff members should be able to have access to the school wide discipline plan, and agreed upon as far as office managed behavior and classroom management behavior and strategies within the classroom to continue learning. A RP site would also have the values agreed upon displayed throughout or told that have been created. Pilot sites (12) that we began in 2016-2017, and in addition, there are sites exploring restorative ways of addressing behavior and building community that are not one of those pilot sites. These are sites that the district is funding a RP lead, and an implementation plan and strategies to build tiered framework. Other sites are using

circles, or exploring how to greet students back from suspension in a restorative conference, and be able to talk to leadership teams on their plans.

- We have yet to determine the new cohort – how are sites determines? We have had a webinar for administration to join to hear about the opportunity to express interest in being implementation site, which will be different from the pilot, because there will be more to implement. We have had 7 buildings express interest in being one of those sites. Now there is a process to determine when they will start, and part of that included a meeting with restorative practice coordinator, assistant superintendent, and the principal to begin to prioritize what they have in their building, timing, and readiness to implement. In addition, sites beginning implementation in 2019, this spring, they will take Readiness for Change assessment, and engage in an online assessment to help them to build their action plan.
- If we know that PBIS and RP models are successful to supporting our schools, what is the plan to expanding to ensure these are sustainable in our schools and we could become a RP district. Response: We are also thinking along those lines. One thing mentioned was Castle coming this spring – they are a nationwide organization that has seen best practices, and their perspective will be helpful as we develop our own plan. They will provide and ask important questions about our system. It does start at the basis that "this is the way we do things here." That's students and adults and the reason we have seen results. In academic progress, if we can create the system in middle school so that all middle school students have that foundation for when they go to high school and what it can mean for students and teachers, we go upstream, and emphasizing and promoting, and empowering, what it could mean for learning and teachers wanting to engage students. For ages 0-high school, how are we aligning this so it is a standard, clear system, and how can we support a system that is more seamless and start sooner. In thinking about how difficult it is to have new students or students who haven't experiences SPPS, and continue to build to catch, reteach, and be intentional about that. The mobility rate is high, and our system needs to be great, and have those catch up or reteach or induction systems for new students – it can be challenging. We need to be consistent and use that data in proactive ways.
- Director Xiong then quoted Assistant Superintendent Dr. Theresa Battle that, "Student leadership is more than student voice." That's key and important in this work. As seen in the data, we've seen the affects of RP and being a PBIS school, and school climate as testified by Johnson and Highland Middle. It will be important to move towards a RP model for all schools.
- Are these positions in the pilot schools – how do we fund these moving forward? Do the sites roll into their budget? Response: It's a complicated formula, and we can dedicate direct time to that that for the model and implementation, and the grant and limitations from the funding. The funding we have received to do the model districtwide isn't the case and at the level we need to, isn't the case. We can have continual conversations about it, and how the staff are funded. It comes from all different types of positions, and people who are empowered and given time, space, and training to do this well, and a multitude of different positions.

C. Human Resource Transactions

Superintendent Gothard closed the Superintendent's Report by bringing forth the HR transactions for the period February 1 – February 28, 2019, including the recommendation for the appointment of a new Community Education Director for the district. It is with great pleasure that he proposes Anthony Walker for approval as appointee to this position.

MOTION: Ms. Ellis moved approval of the HR Transactions for the period February 1, 2019 through February 28, 2019. Mr. Schumacher seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with items E3 – Naming the Central Senior High School Auditorium in Honor of Mary Mackbee and E5 – Request to Sign Early/Middle College Program Identification Application pulled for separate consideration; item E8 - Proposed Discharge of Tenured Teacher was removed from the agenda entirely. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31596 Request for Permission to Accept a Gift of Picture Books

That the Board of Education authorize the Superintendent (designee) to accept a gift of new picture books to be distributed to multiple school libraries.

B. Grants

BF 31597 Request for Permission to Accept a Grant from the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Ecolab Foundation for funds to support the Ecolab Teacher Grants Program; to accept funds; and to implement the project as specified in the award documents.

BF 31598 Request for Permission to Accept a Grant from the National Science Teachers Association

That the Board of Education authorize the Superintendent (designee) accept a grant from the National Science Teachers Association for the funds to upgrade Chemistry Laboratory supplies at Washington Technology Magnet School; to accept funds, and to implement the project as specified in the award documents.

BF 31599 Request for Permission to Accept a Grant from the Society for Science and the Public

That the Board of Education authorize the Superintendent (designee) to accept funds from the Society for Science & the Public to support summer STEM research opportunities for students; and to implement the project as specified in the award documents.

BF 31600 Request for Permission to Accept a Grant from the University of Minnesota Monarch Lab

That the Board of Education authorize the Superintendent (designee) to accept a grant from the University of Minnesota Monarch Lab to install a new pollinator enhancement garden at Belwin Outdoor Science Center; and to implement the project as specified in the award documents.

BF 31601 Request for Permission to Submit a Grant to the McKnight Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McKnight Foundation for the funds to hire a project coordinator; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31602 Request for Permission to Submit a Grant to the Minnesota Department of Education – Library Services and Technology Act

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for the funds to strengthen the partnership with Saint Paul Public Library and increase library usage among elementary students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31603 Request for Permission to Submit a Grant Application to the Minnesota Department of Education – Turnaround Arts

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to participate in the Turnaround Arts program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31604 Request for Permission to Submit a Grant to the National Foundation for Governors' Fitness Councils

That the Board of Education authorize the Superintendent (designee) to submit applications to the National Foundation for Governors' Fitness Councils for the DON'T QUIT! Campaign; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31605 Request for Permission to Submit a Grant to the NoVo Foundation and Education First

That the Board of Education authorize the Superintendent (designee) to submit a grant to the NoVo Foundation and Education First for the funds to expand implementation of Zones of Regulation; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31606 Request for Permission to Submit a Grant to the Travelers Foundation

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

BF 31607 Request for Permission to Submit a Grant Application to the Minnesota Department of Education – 21st Century Community Learning Center, Cohort 8 Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds for cohort 8 of the 21st Century Community Learning Centers Grant Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31608 Request for Permission to Submit a Grant Application to Steelcase

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Steelcase Education to support a new active learning classroom at Murray Middle

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

BF 31609 Request for Permission to Submit a Grant Application and Memorandum of Understanding to the US Soccer Foundation

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

BF 31610 Request for Permission to Submit a Grant Application to the Office of VSA and Accessibility at the John F. Kennedy Center for the Performing Arts

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Office of VSA and Accessibility at the John F. Kennedy Center for the Performing Arts for the funds to participate in a professional development program to train special education teachers in Arts-Based Creative Teaching Strategies; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31611 Request for Proposal (RFP) – No. A216003-A Internet and Fiber WAN Services

That the Board of Education authorize the Superintendent (designee) to authorize award of RFP No. A216003-A to CenturyLink, for the purchase of Internet and Fiber Wide Area Network Connectivity services in the amount of $3,909,852.

BF 31612 K-2 Phonics Curriculum Materials Contract with Heinemann for Fountas & Pinnell Phonics, Spelling and Word Study System

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Heinemann to purchase the Fountas & Pinnell Phonics, Spelling and Word Study System.

D. Agreements

BF 31613 Letter of Agreement between Metro State University and Saint Paul Public Schools for Use of Metro State University's Mobile Geo Dome

That the Board of Education authorize the Superintendent (designee) to sign the letter of agreement with Metro State University.

BF 31614 Library Collection Materials for E-STEM Middle School

That the Board of Education authorize the Superintendent to enter into a contract with the library vendor that is selected through an open RFP bid process. The total cost for the materials is $200,000 and will be paid from the instructional services budget for the 2018-2019 school year.

BF 31615 Request for Permission to Enter into an Agreement with AdoptAClassroom.org

That the Board of Education authorize the Superintendent (designee) to enter into an agreement approving schools to fundraise for classroom supplies, materials and resources on AdoptAClassroom.org's online fundraising platform.

BF 31616 Lease Agreement with MN Pollution Control

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and the Minnesota Pollution Control Agency to lease the use of light poles at several District sites the term March 1, 2019 through December 31, 2021.

BF 31617 Request for Permission to Partner with Twin Cities Public Television and Accept Grant Funds

That the Board of Education authorize the Superintendent (designee) to accept a grant from Twin Cities Public Television for the funds to support participation as a Hero Elementary Partner Organization; to accept funds; and to implement the project as specified in the award documents.

E. Administrative Items

BF 31618 Monthly Operating Authority

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

(a)	General Account	#705060-706372 #0003217-0003272 #7003123-7003160 #0003159-0003248	$87,105,887.33
(b)	Debt Service	-0-	$0.00
(c)	Construction	-0-	$3,542,800.57
			$90,648,687.90

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.

(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 June 30, 2019.

BF 31619 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 March 28, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31620 Request for the Creative Arts Secondary School Vocal Music Trip to New York City

That the Board of Education approves the travel request for the Creative Arts Vocal Music students to travel to New York City March 28-March 31, 2019.

BF 31621 Saint Paul Public Schools 2018 Wellness Policy Annual Report

That the Board of Education authorize the Superintendent (designee) to accept this report and continue to support wellness promotion to Saint Paul Public Schools students, staff, and families through physical activity, healthy eating, and mental well-being.

BF 31622 Facilities Purchases Over $100,000 - Adjustment

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the $100,000.

BF 31623 Contract Signature Authority Matrix

That the Board of Education authorize the Superintendent (designee) to approve the updated Contract Authority Signature Matrix.

BF 31624 Settlement of Outstanding Judgment

That the Board of Education approve the settlement and resolution in the above referenced matter; authorize its Superintendent, or the Superintendent's designee, to sign the Settlement Documents; and authorize the District administration to accept a check from judgment debtor in the amount of $450.00 to settle and resolve judgment debtor's outstanding balance.

F. Bids

BF 31625 Bid No. A216523-A 271 Belvidere Boiler Replacement

That the Board of Education authorize the award of Bid No. A216523-A 271 Belvidere Boiler Replacement to Pioneer Power for a lump sum base bid $205,060.

BF 31626 Bid No. A216679-A E-STEM (formerly Crosswinds) Middle School Renovation

That the Board of Education authorize the award of Bid No. A216679-A E-STEM (formerly Crosswinds) Middle School Renovation to Muska Companies for a lump sum base bid of $505,043.

BF 31627 Bid No. A216545-A Murray Middle School and L'Etoile du Nord Upper Improvements

That the Board of Education authorize the award of Bid No. A216545-A Murray Middle School & L'Etoile du Nord Upper Improvements to Construction Results Corp. for a lump sum base bid with Alternates 1 & 2 of $1,883,400.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31628 Naming the Central Senior High School Auditorium in Honor of Mary Mackbee

Board members pulled this item for separate consideration to express their thanks and appreciation to Mary Mackbee.

Director Vanderwert thanked Principal Mackbee for all the lives she has touched. Director Vanderwert's three children attended and graduated from Central, and she is proud and grateful for all Principal Mackbee has done and her impact on her own family. Director Vanderwert noted her children are strong adults because of the leadership and influence of Principal Mackbee.

Director Marchese noted that one of his sons graduated from Central, and another is still attending. He thanked her for her service, and she has meant a lot to so many in the city. She helped to make Central a light within the city, and to keep it in the place her energy, dedication, commitment, and who she is and what she brings to the community. It won't be the same. He wished Principal Mackbee all the best in the next chapter, and thanked her for all she has done and is incredibly grateful for her work.

Director Schumacher noted that in hearing about Principal Mackbee from his niece and nephew, and throughout the city, the quality of her leadership in terms of our city, and leaders from Central who have made a difference to Saint Paul, and those less heralded that have been taught and modeled leadership by Principal Mackbee, who have become everyday citizens in our city and others, and understand the importance of education and community. He thanked her very much and appreciates her work.

Director Brodrick noted that their careers paralleled one another. He gave her the ultimate compliment that a school principal can get – he has talked to countless number of colleague that have worked with and worked for at schools across SPPS, including Harding, Central, and Mounds Park Junior High. Principal Mackbee has a huge fan club all over the city of Saint Paul, and her contributions to the education to our kids goes without saying that she has been such a supporter and friend of extracurricular of all kinds, especially athletics, and she is near and dear in the hearts of many people who think the name Mary Mackbee is magic.

Director Xiong noted the stories of lives of students and staff touched by Mary Mackbee. She thanked for her service and leadership to SPPS and to the city. We will miss you, and please come back, and we will be in touch. This is well deserving, and thanks.

Director Foster noted that thank you doesn't seem enough. Growing up in the Frogtown neighborhood, and graduating from Highland, with brothers that went to Central, and hearing a lot, particularly as a woman of color, she noted thinking about the neighborhood and how it has evolved and transcended over time, the differences that were dealt with from poverty and race relations being a leader of color in the district, and being a representative and a mentor, and idol fro so many people. There are times when we wondered when she would get out of that, and instead Principal Mackbee stayed and helped, and held high expectations for the students and staff, and made everyone feel welcome – that is the highest honor she could do for the children and families of Saint Paul. Besides thank you and wishing you well, there is not much we can say for someone who has given the time and level of service, not just to the school, but the community. Bless you in your journey, may you have fun, and we'll see you around.

Principal Mackbee thanked the Board and Administration. She thanked the Saint Paul Public Schools for taking a chance over 50 years ago when she was plucked out of Xavier University in New Orleans and recruited to teach at Mounds Park Junior High as one of the original core teachers, which was a great program and concept and we may want to look at bringing back for the middle school model. She's had a great career and enjoyed all the schools she worked at – Como Park Junior High, Harding, Career Studies Center, District Office, and Central. It's been a great journey, and thanked everyone for helping her along the way.

MOTION: Mr. Marchese moved that the Board of Education approve the request to name the Central Senior High School auditorium in honor of Mary Mackbee. The motion was seconded by Ms. Foster and Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31629 Request to Sign Early/Middle College Program Identification Application

Director Vanderwert requested to pull this item to recognize this great program.

Darren Ginther, Assistant Director of Office of College and Career Readiness, acknowledged Adam Kunze, Program Manager for Gateway to College. He started in February 2016 with 53 students, and we are now at 176 in three years; 30% of those were at schools outside our district, and speaks to the sustainability of the program. It is a broad opportunity school and give chances to many different students to have college level opportunities while still in high school. This program targets students who have left school, those who aren't finding success in school, and can't or don't' have to the level of coursework in their school and give them their opportunity. Our model is to wrap around in support, in academic, emotional, and social support. Staff check in with students throughout the day to learn more about what they are doing, thinking about, and what's next. That one on one mentality is how we found our success.

- Board members noted that they have visited, and continues to impress. What's the capacity? Response: It's around 200 students – the only limiting factor is space at the college, which is run in a few classrooms and an office.
- Is there a possibility to find more rooms? Response: The answer is we need to do everything we can to provide our students endless opportunities, and this is part of our ongoing work in college and career readiness. There will be many recommendations for us to look at second-order change to get different results. Expansion is one possibility, as well as many others. This early middle college model that we are, and we are the largest in Minnesota with a model like this, and something we are very proud of and we are pushing the envelope in size and opportunity. A lot of other programs aren't centered at the college completely, and not all students in the ALC take college level classes.
- Director Vanderwert noted that she attended their graduation last year, and it was one of the most joyful events. It was obvious they were a community, and their families were so proud of them, and proud of themselves. It was a great celebration. Thanks for the work, and changing lives. Our first graduating class, there were 14 students – since then there have been 120 more. This year, we have 70 students on track to graduate.

MOTION: Ms. Vanderwert moved that the Board of Education authorize the Superintendent (designee) to Sign the Early/Middle College Program Identification Application to the Minnesota Department of Education for SY2019-2021. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. Policy Update
1. SECOND READING: Policy 417.00 - Drug and Alcohol Testing for Drivers
2. SECOND READING: Policy 416.00 - Drug and Alcohol Testing for All Employees

3. SECOND READING: Policy 516.00 - Medications/Medical Procedures

Drug and Alcohol Testing for Drivers – Second Reading

- Propose new policy (417.00) be developed
- Rationale
  - 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

Drug and Alcohol Testing for All Employees – Second Reading

- Propose new policy (416.00) be developed
- Rationale
  - 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
  - Liability and safety issue
- Unlike proposed policy 417.00, this policy will not include:
  - Random Testing
  - Job Applicant Testing
  - During Routine Physical Examination Testing
- This policy will include:
  - 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
  - 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

516.00 Medications/Medical Procedures – Second Reading

- 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

QUESTIONS/DISCUSSION:

- We will receive feedback from our stakeholder group before it is finalized with the Third Reading? Response: We are receiving feedback now, and if anything is changed, the Board will be made aware. We feel good from what has been heard from stakeholders thus far.

B. FY 2019-20 General Fund Budget Update

Superintendent Gothard then welcomed Chief Financial Officer, Marie Schrul to provide an update on the FY 2019-2020 budget and timeline.

FY 2019-20 General Fund Budget | Preliminary Big Picture

	FY19 Adopted (in $M)	FY20 Preliminary (in $M)	Difference (in $M)
Revenue (including LTFM)	$ 560.8	$ 570.5	$ 9.7
Use of Fund Balance	0	0	0
Expenditures	$ 560.8	$ 573.4	$ 12.6
Projected FY20 Shortfall		$ **(2.9)**	

- 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

FY 2019-20 General Fund Projected Revenue

Projected Revenue Changes	Amount (in $M)
Referendum levy increase	$ 17.3
State Aid increase (assumption of 1% increase on formula)	3.1
State Aid decrease (due to enrollment decline)	(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	(5.5)
Other revenue changes	(0.5)
Special Education	2.2
Total FY20 Projected Revenue Increase	**$ 9.7**

FY20 Budget Planning Changes

- SPPS Achieves integrated within the FY20 budget
  - Schedule to support the middle school model
  - College and career programming
  - Professional development for paraprofessionals on social-emotional learning and PBIS
  - Culturally responsive instruction curriculum writing
- Projected enrollment (10/1 actuals from 2017 and 2018 – average for budget projection)
- Additional referendum funding – separate allocations

FY20 School Budget Timeline

- Budget rollout to sites on March 25
- Site budget toolkit
- FAQs communication guide
- Budgeting 101 video
- Principals' "Budget Fair"
- Guidance on school community engagement
- March 25 – FY20 school budget rollout | March 25-April 19 – Joint budget and staffing meetings; budget fairs | March 27 – FY20 Budget Fair | April 19 – FY20 school budgets due

FY20 Program Budget Timeline

- Budget rollouts to programs on April 1
- Joint meetings with leadership, program administrators, and accounting staff
- Budget FAQs communication guide
- April 1 TBD – FY20 program budget rollout | April 26 TBD – FY20 program budget returned

QUESTIONS/DISCUSSION:

- What are the expectations and role of board members in the budget timeline, and the upcoming meetings? Response: We will be providing updates as the budget is rolled out, and what we're hearing back, and would welcome any feedback. There will be budget hearings, and the first is anticipated to be the week of April 15th, and we are trying to get those earlier on the schedule to incorporate feedback into the budgets. There will be more information provided to give more detailed information. By the June 30th deadline to pass the budget, we are putting together chapters to make this come together; as time goes on, there will be more and more information to put together the budget as a whole.
- Board members thanked Chief Schrul and her team.
- For the enrollment projections to sites, which determine sections that principals need to fund in terms of grade levels or prep providers, when did enrollment projections go out to sites? Response: They have not gone out yet; currently the budgets are being reviewed and looking at enrollment by site because there was a two-year trend analysis. We're looking for anomalies, such as a school under construction or school adding another section – we take all that into consideration. If there are anomalies, we will be mindful of those. We also want principals to get the budgets and work with them. Like any budget, it is a projection, and we want to ensure we are setting up our schools for success. Enrollment is projected, and not necessarily what takes place in the fall, and we want to take this picture now and look in the fall for additional adjustments, and maybe even mid-summer to ensure schools are ready.
- The principals will receive the project enrollment with their budget? Response: Yes, that's correct.

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Brodrick noted discussion of a Board Retreat in the near future.
- Director Foster noted that in thinking about recognitions and equity within the District, it's important to also recognize other student programs and acknowledgement of those. Superintendent Gothard noted that there is an internal group currently working on this, and they will bring a recommendation.
- Director Xiong also noted recognition for SEAB prior to the end of the academic school year as well.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Vanderwert provided an update on the Saint Paul Children's Collaborative. This month's focus was on after-school programming and finding the funding, especially with the start times change, and advocacy at the legislature is going to be needed. That's a concern of the Collaborative. In the president's budget nationally, all the after-school programs are zeroed out. Advocacy with the congress people is important – the Flips program is funded through federal funds.
- There was also an update on the mayor's college savings account.
- There was also an update from the libraries, and how they are hoping to be more engaged with the children in our community.
- The PreK and 3K steering committee also met, and still talking about funding. Director Vanderwert requested time on an upcoming agenda to give details on what's being planned and how it's going.
- Chair Ellis recognized the Seals of Bilingualism program. Over the past three years, SPPS has awarded nearly 900 Certificates of World Language Proficiency, and Gold and Platinum Seals of Bilingualism in 13 languages from the MN Department of Education to our multilingual seniors upon graduation. This amounts to hundreds of thousands of dollars-worth of college credit. Each award

(depending on the level) is the equivalent of either two, three or four semesters of credit at any MN State College or University. In the past few weeks over 400 of our high school students registered to take assessments to be evaluated for their language proficiency in Arabic, Chinese, French, German, Hindi, Hmong, Japanese, Karen, Korean, Portuguese, Somali, Spanish, and Thai. They need to qualify in all four modalities of the languages – speaking, listening, reading and writing. Without a doubt, St. Paul Public Schools is leading the nation in terms of providing assessments and opportunities for students who speak non-commonly taught languages like Karen, Hmong and Somali. No other district offers assessments in the Karen language. No other district in MN has given as many awards in Hmong, and we are proud to be growing our number of students being assessed in Somali each year.

- Chair Ellis also recognized Galtier's work in reading to the Final Four competition. Phalen Lake was also in the competition, with Galtier continuing on, and students will be attending the Final Four game to hear the winner. Mayor Carter also attended, as well as Director Foster and Director Brodrick. Stephen Weatherly from the Vikings was there to sign autographs and take pictures. It was a great event, and wonderful to receive the call from students.
- Chair Ellis also reported on the Academic Parent Teacher Teams (APTT) work. She attended different sessions at Wellstone and Four Seasons, and the focus is for students to learn with their families on specific skills by playing a game. The event was great with dinner and the rooms were filled with students and parents, and the test scores from October to currently were reviewed. It was also great to see the work of interpreters and working with families. APTT is a conference model that builds the capacity of teachers and families to work together to increase student academic achievement. Teachers learn how to better communicate with their families. Families learn ways to help their children at home on specific academic skills. APTT is a highly successful collaboration between SPFE and SPPS. SPPS and SPFE leadership meet monthly to discuss ways to support the program. Both organizations share the financial and leadership responsibilities of the program.

XIII. FUTURE MEETING SCHEDULE

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

- April 23
- May 21
- June 11 | Non-Renewals
- June 18
- July 23
- August 20
- September 10
- October 15
- November 12
- December 3

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

- April 9
- May 7
- June 11
- August 7 (Wednesday)
- September 17
- October 22
- November 19
- December 17

XIV. ADJOURNMENT

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

The meeting adjourned at 10:22 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