

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

February 19, 2019

I. CALL TO ORDER

The meeting was called to order at 6:08 p.m.

II. ROLL CALL

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

Absent: Mr. Marchese (pre-planned out-of-town event)

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda with one change - to move **New Business: Centering Ethnic Studies in SPPS** to immediately follow the Superintendent's Report. The motion was seconded by Ms. Xiong and Ms. Foster.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31568 Acknowledgement of Good Work Provided by Outstanding District Employees

Jane Law, a French Teacher at Harding Senior High School, is Minnesota's French Teacher of the year. Madame Law, who has taught in SPPS for more than 25 years, will be honored by the American Association of Teachers of French in March

Be Vang, Mississippi Creative Arts Principal, has earned the Division Leadership Award from the Saint Paul Division of Minnesota Elementary School Principals Association for 2019. The award expresses appreciation to the many outstanding individuals in the principalship who have contributed generously to improving education, their communities and their profession.

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 Ms. Xiong.

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Absent

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of January 22, 2019
- B. Minutes of the Special Closed Meeting of the Board of Education of February 11, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of January 22, 2019, and the Minutes of the Special Closed Meeting of the Board of Education of February 11, 2019 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of February 5, 2019

At the February 5, 2019 Committee of the Board meeting Superintendent Gothard thanked everyone for their work and communication during the weather delays and closures. He also noted that the State of the District event was rescheduled to Wednesday, February 13th. A draft resolution was presented to the Board for the District to withdraw from the Joint Powers Agreement with the City and County and provided more details for next steps. He also shared the launch of SPPS achieves with a lapel pin as a symbol to show that we are organized for action to change our long-term student outcomes.

Representatives from Wells Fargo and US Bank then provided updates on SPPS investments. Wells Fargo provided details on the OPEB trust. It is performing well given the current market environment. Questions from the Board included the market averages and benchmarks and how we compare, the trade deficit with China and its impacts to SPPS, international investments within the portfolio, and the emerging markets. US Bank then provided an update on the SPPS investments, which is a reserve account that is very safe and a US government security. The overall summary and cash flows included in the report were noted.

The next presentation centered on Kindergarten Readiness. The framework of how we teach literacy was reviewed, as well as the current PreK enrollment of 1,865. The proficiency rate from Fall to Spring saw a dramatic increase with 19% proficiency in the Fall, 44% in the Winter, and 63% in the Spring. PreK literacy growth was also shown for full-day, half-day, and program overall, as well as next steps. The second portion of the presentation focused on Kindergarten with enrollment of 3,124. Assessments were reviewed, as well as kindergarten proficiency rates based on FAST data and it's correlation to SPPS Pre-K and Non-SPPS PreK. Promising data on a deeper look into kindergarten FAST data disaggregated by demographics was shown, as well as next steps. This presentation sparked questions from the Board involving context and comparisons for SPPS programs to others, identifying students in HeadStart, and comparison of numbers to other districts. Discussion also addressed ways in which we involve families into the literacy goals and data from FAST, program data from our partner sites, including child cares, and matriculation data, which showed that 80% of half day students and 86% of full-day students continue to SPPS kindergarten. Information was also provided for grant funded parent-child centers and outcomes for families and importance of ECFE. Ways of teaching literacy, including phonics, were also a point of discussion, and strategies to address the individual students who may struggle with literacy and our plans to address

those to help teachers and students to achieve. Also, the role of the strategic plan and changes to early education that will be addressed were noted, as well as our work in supporting all three- and four-year olds across the city. The board also noted that it is important to tie-in the work and results to the long-term objectives noted in the strategic plan and the accountability and direction.

Next, the Permits Committee presented information on the community use of buildings and grounds. Board questions centered on the net revenue, overtime expenses for engineers and custodians, the process for PTOs and PTAs, and site usage of 360 Colborne. Directors also recapped their meeting with the City on shared facilities. Questions also centered on the procedure for opening buildings for permitted events, and the role of building administration in events scheduled at their school. The process and timeline for those requesting to have a use permit was reviewed. It was also noted to include a negotiable disclaimer for those events that do not fall into categories 1-3, in place of category 4. Data was also requested on the number of events that SPPS has hosted for the city and vice versa, and information on the shared maintenance of district and city properties were discussed. Details on the logistics and team efforts to ensure we are adequately protecting our buildings and grounds were provided. The Board also noted that a study on the community's perception and views on the accessibility of our buildings would be beneficial.

Next, three policies were presented to the Board. Policy 416.00 and 417.00 on drug and alcohol testing were brought back before the Board to review. Questions from the Board on this policy involved the definition of reasonable suspicion, review by and input from bargaining units, publicizing this policy to all staff, especially principals and administrators, and that this policy will give the district a means and process to be followed to address situations with employees where this need may arise. It was also noted that this policy is for the safety of all students and staff, and to help employees who truly have a problem. The Board approved the recommendation to move these two policies to the first reading.

The next policy involved the legislative changes to the uniform municipal contracting law. Recently the statute for procurement requirements changed the threshold from \$100,000 to \$175,000. If the Board wants to allow the increased limit of \$175,000, no action is required because it will follow state statute. The policy includes not only the reference to the state statute, but also the dollar value of the contracts that the Board reviews. Discussion topics involved data on the number of contracts that fall between \$100,000 and \$175,000, and the vast majority of contracts fall under that threshold. Questions were also asked the reasoning for the change. Board members requested information on what other municipalities and neighboring school districts are doing in terms of board approval for contracts, and at what dollar value they review. The contract authority matrix was also highlighted, and will be brought before the Board to review. The overall recommendation was to bring back information to gain a better sense of the process in other entities for further discussion.

The third policy brought to the Board was Policy 516.00 – Medications/Medical procedures. Discussion on this policy revision focused on questions about the designee to administer medications, training, the role of nurses and staff in ensuring students receive their medications, protocols, emergency medicines, designees within Extended Day Learning and Discovery Club, and conversations with bargaining groups on their concerns and steps to ensure those administering medications are confident and comfortable. Consent was also discussed, which is included in the medication process at the procedure level. Procedures in smaller buildings were also discussed, as well as personalized care of each student, and the role of health assistants. The Board approved the recommendation to move this policy to the three-reading process.

Following the Committee of the Board meeting, the Board discussed follow-up information from the previous work session on board engagement.

MOTION: Ms. Ellis moved the Board accept the report on the February 5, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:
Ms. Ellis Yes

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard noted that school has been canceled for Wednesday, February 20th due to snow. We made the determination early to cancel the ACT test for tomorrow, because with snow-covered roads and delays with transportation, with this being a high-stakes test for our students, we did not feel comfortable risking a student not making to the test on time and not being able to take it. It has been rescheduled to March 12, 2019, which should hopefully be free of snow, and get the students to their test site for an uninterrupted time and to prepare.

Superintendent Gothard also thanked the Board of Education and recapped his time working with the Board, and their great work with the students, staff, families, and community during Minnesota Board of Education Week.

He went on to share the State of the District report, and thanked the Board, staff, partners, and community members for their support of the State of the District on February 13, 2019 at Washington Tech. He recapped the event and provided information on SPPS Achieves, which includes our plan and goals.

Superintendent Gothard also noted that Governor Walz presented his budget for the state that provides an increase in state funding by \$2B. Education was a clear priority with a proposed investment with \$733M. He also provided highlights of this proposal, including information on the cross-subsidy. He thanked Governor Walz and Lt. Governor Flanagan, and their staff for proposing a budget that is focused on education.

He also recapped a letter that was recently received from Stockton, CA with a circa 1919 postcard from an antique store that featured St. Paul High School. The letter went on to note that heritage is important to all of us and should be preserved. He then went on to note that in 1881 a bond issue was proposed and passed to build a high school for the rapidly growing Saint Paul public schools. The photograph is of St. Paul High School built in 1883 at the corner of 10th and Minnesota Streets and served the needs of secondary students city-wide. Later, fourteen classrooms were added and it was renamed Central High School. In 1912, a new Central was built at its current location. In the early 1970s, Central underwent renovations built around the original structure. He thanked and appreciated this note, and that it fits with our history and knowing who we are and value that.

A. Resolution To Withdraw from Joint Powers Agreement

Superintendent Gothard then recapped the draft resolution that was presented at the February 5th Committee of the Board Meeting on the District's recommendation to withdraw from the Joint Powers Agreement on data-sharing entered into by Saint Paul Public Schools, the City of Saint Paul, Ramsey County, and ISD 916. The original intent for this agreement was to assist these public entities in supporting our children and families. Our community brought forth concerns and provided important perspectives to this work. Although there is a recommended vote to withdraw from the agreement, he believes there are ways for our public entities to work together and looks forward to greater collaboration.

BF 31569 Resolution To Withdraw from Joint Powers Agreement

RESOLUTION TO WITHDRAW FROM JOINT POWERS AGREEMENT

WHEREAS, the City of Saint Paul, the County of Ramsey, Northeast Metro 916 Intermediate School

District, and Independent School District 625 – Saint Paul Public Schools (herein collectively referred to as the “Parties”) are committed to working together to identify ways in which the Parties can work better together in serving youth and families in the community, and;

WHEREAS, the Parties have identified that a critical area of focus is how best to improve youth connections to school, to their peers, to positive role models, and to a sense of belonging in their community, especially for those youth who may be at risk of coming into contact with the justice system, and;

WHEREAS, after engaging in a multi-year pre-planning process, a Joint Powers Agreement, which called the project the Community Innovation Project, was developed and adopted by the Parties in 2018 with the goal of improving coordination of services and resources, and;

WHEREAS, with this Joint Powers Agreement, the Parties’ goal was to transform the way public systems work together to improve opportunities and outcomes of families and children in the community today, and in the future, and;

WHEREAS, following the adoption of the Joint Powers Agreement, during pre-implementation planning the Parties received feedback from the community, including partners with strong, long-standing relationships with the Parties, expressing concern about the Community Innovation Project as outlined in the Joint Powers Agreement, and;

WHEREAS, in response to the concerns about the Community Innovation Project, the Parties seek to redevelop the vision for how they work together to serve youth and families, and engage in a series of community conversations to develop shared goals with the community, and;

WHEREAS, as a part of the redevelopment of the vision for this work with the community, the Parties have determined that the Joint Powers Agreement, and the authorities and tools it contains are no longer appropriate for their work, and;

WHEREAS, the Parties wish to terminate the Joint Powers Agreement, and;

WHEREAS, by its terms the Joint Powers Agreement may be terminated by consent of the Parties; now therefore,

BE IT RESOLVED that the Independent School District 625 – Saint Paul Public Schools, hereby withdraws from and terminates the attached Joint Powers Agreement executed on April 24, 2018.

QUESTIONS/DISCUSSION:

- Director Schumacher appreciated the difficulty that has led us to this point, including challenges, finding ways to use appropriate tools, data to understand our kids, and finding ways to accomplish to understand students as well as we can and their needs. He noted his thanks to folks who worked hard for over three years. In talking to others involved, there is commitment to find ways to come back at this because we all want same thing – for our kids have every support they need to be successful in life and in community. We look forward to making good on commitment and working with community, and appreciate the work.

MOTION: Ms. Ellis moved to approve the Resolution to Withdraw from Joint Powers Agreement. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

B. School Start Times Update

Superintendent Gothard then welcomed Tom Burr, Director of Transportation; Tiffany Weeks, Program Supervisor of Discovery Club; and Tom Parent, Director of Facilities to provide an update on supports to students and families on the upcoming Fall 2019 school start times change.

Early Walkers Subcommittee – Update: Committee Members

- Committee members included representatives from SPPS Transportation, SPPS SEM, SPPS SHIP, SPPS Engagement, SPPS Early Learning, SPPD, School Patrol, City of Saint Paul, Public Works, Ramsey County Health, and Ramsey County

Safety Categories

- Policy
 - Transportation
 - School Boundaries
- Infrastructure
 - Sidewalks
 - Street Lighting
- Education
 - Data Facts
 - Pedestrian Safety
- Agency Support
 - School District
 - City of Saint Paul
 - Ramsey County
- Safety Support
 - Reflectorization – an example of reflectors that would be provided to students was shown
 - Personal Lighting
 - School Patrol

Childcare Subcommittee – Update: Committee Members

- Committee members included CE Youth Programs, Discovery Club, Family Engagement, EDL, S'More Fun, Rec Check, Boys and Girls Club, Sprockets, YMCA
- Parent survey is complete
- Responses from all schools changing to 7:30am-2:00pm
- Families responded that 436 students who are not currently in after-school care will need care next year
- Committee members connected with the schools where the survey showed high numbers to discuss options
- Staff members are working with partners to plan based on the data collected
- Next Steps
 - Meeting with principals
 - Elementary schools switching to 9:30am start
 - Site based supports
 - Direct families to web resources under Start Times – Childcare section
 - Providers
 - Financial support
 - Search tools

Athletics Subcommittee – Update

- Members of the committee included athletic directors and coaches, Facilities, Permits, City of Saint Paul Parks and Rec, Visible City (data and policy)
- Fall 2019 schedule is coordinated

- All schedules should be in the Permits system
- SPPS 5-Year Capital Plan
- Some temporary lighting at City facilities possible
- Workshop for Winter 2019-2020 later

QUESTIONS/DISCUSSION:

Transportation

- It was noted that one of the positive consequences of the earlier start times for elementary students is that at 2:00, those buses will be queued up and ready to go, parking in the same spot for those students on the first bus, whereas now, they may be staggering in based on issues with the previous routes.
- How many bus stops do we have in our system? Response: That information can be provided to the Board.
 - It's a big number. In that most kids are within a block of bus stops, in some cities with early start times, they have walking groups with adults on hand. In the number of stops and adults needed, it would be a fairly large number. Response: There are walking school buses that neighborhoods organize for students to walk to school.
 - Is that another area, or talked about in the committee? Response: It fell under pedestrian safety when we sent out information, and it was discussed.
- For Safe Routes to School funding, is that mostly for localized patrols around the schools, or are funds able to be used beyond the sites? Response: Safe Routes covers infrastructure, and we could probably tap into funds. We do have representation on the Safe Routes to Schools committee and we meet monthly to discuss those types of situations, and it is involved in the conversation.
- It was mentioned that not everyone is a block away from a bus stop, and there is an area that we could focus funding for adults for those longer stretches – in particular for the little kids. It would be helpful for those families who may not know what the bus stop will look like, and thinking along those line and communicate with parents whose children will be at the bus stop at those early hours. Response: We do look at bus stops each year, and cater them to the younger students. We group them at corners, and is something we can look at in routing and to have those bus stops closer to home.
- It sounds like kids aren't having to walk real far. How many of them are having to cross the street? Response: There are kids that cross streets and the 0.07 is an average. About 40% of kids need to cross streets. Throughout the school district, we do not have students crossing major streets, such as Snelling or Marshall.
- Do you have a sense of what neighborhoods are doing to ensure students make it across the street safely? Are parents outside with their students? Response: Yes, parents are outside with the students. In talking with bus drivers, they frequently say that parents are out at the corners with elementary students.
- In going back to the Safe Schools budget and those students who are walking farther than a block, as we roll out this process and thinking about how we can utilize parents using Safe Schools dollars to volunteer or stipend to ensure we are able to catch those items early in this process, and if those conversations have happened. Response: Not specifically those conversations, however, that can be brought up to see if we can tap into those funds and if people are able to do that.
 - We want to make sure we are looking all those options. Our parents are great resources and many will step up, and others with incentives, and if each school community could identify those parents who are willing to help. Response: A lot of parents are looking out for students at the bus stop, and there is a community effort to ensure those kids are safe.

Child Care

- Do all schools have the opportunity for kids to stay at programs at elementary sites? Do we provide transportation options to other sites with programs? Response: All elementary level students in SPPS have access to Discovery Club through district transportation. All elementary students in 1-5 grade also have access to Rec Check, which is a free program. There are often multiple Rec Checks available for families, and students can often be bussed to another. There are Rec Checks in all areas. It is paid through city funds.
 - There have been concerns from parents whose students just want a quiet place to work on homework after school, and maybe in their own school, but are being bussed to Rec Check sites.

In thinking about the transportation costs or finding a staff member to have an after school study hall, is that an option? Response: For the transportation, those students are on regular SPPS bus routes, and there is not additional transportation; families can elect to have their students dropped off at home, Rec Check, or after school program. The city is running those programs at their recreation centers.

- It would be cost-prohibitive to have something at all the elementary schools where kids could stay if they wanted? Response: In terms of Rec Check moving into the schools, there are reasons that they use their own facilities. We are trying not to duplicate services, even those available amongst the community partners, and making sure we are not adding competition but filling gaps where there are gaps.
- At the elementary schools affected by the new start times, are there ALC programs within the school setting for an extended learning day? How many schools affected by the change move to 7:30 start time have ALC for extended learning days, and how many don't have them? Response: Every elementary school has extended day learning or ALC; some have 2 and others have 4, it depends on the students. We have talked about how extended day learning may look next year, and if there is a desire to change, and discussions to look at morning ALC, and each have multiple tales, and some take more money or more collaboration. Our first task was to look at providing child care, athletics, and transportation, as we learn more, we hope to build those additional items into place. We encourage support during this time, and look forward to building out those supports. We found these were the three primary concerns from the survey. Overall, we are looking at modifying our ALC to accommodate those students.
- The child care study is in addition to the families who aren't interested in utilizing the ALC programs at their local schools? This is the option available should they want to seek childcare providers versus the ALC option? Response: Correct, this is in addition to. Families will still be able to go to ALC and Rec Check for those days that they are in ALC. Some families can take access to both.
 - It would be interesting to explore expanding ALC programs in schools, since that is where the students have relationships with staff, without the travel to another site. How do we expand that program so that students' extended day is in the safe environment of the schools. Maybe we look at partnering with Rec Check to be at our school sites. With experience in other districts with an early start time, parents appreciate a four-day after school program and can go home at 4:30pm, and they know where their students are in the safety of the school. Response: EDL has been at the table for these discussions. There are financial implications and staffing, and those issues are at the table and we are working to address those questions and barriers.

Facilities – None

Superintendent Gothard reiterated that these changes were approved in October 2017, and we are ready to implement these changes in Fall 2019. Staff have been working collaboratively across the District on these issues and challenges. He encouraged the community to continue to communicate with us, and come together to allow us to develop solution to items that may arise. He thanked the teams for their hard work to implement these changes.

C. Human Resource Transactions

QUESTIONS/DISCUSSION:

- Director Schumacher noted that within the HR transaction list, there are names of those who have retired or moved to another role outside the District, and within this month's transaction list is Roy Magnuson. He is someone that all board members have known and taught for more than 25 years at Como Park Senior High School. He was Director Brodrick's student teacher. Roy is now the public information officer for the Ramsey County Sheriff's Office, and someone who attended Murray High School through 12th grade, and started coaching as a high school senior. His career of coaching, teaching, and mentoring has been special to this city. He asked questions as a social studies teacher, cared and coached football, wrestling, and track. Every school has these teachers who are the heart of our schools, and wanted to note his moving on, and thanked him and all our teachers who mean so much and are legacies to our District.

MOTION: Ms. Ellis moved approval of the HR Transactions for the period January 1, 2019 – January 31, 2019. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31570 Acceptance of Gift from Linwood Monroe Arts Plus PTA

That the Board of Education authorize the Superintendent (designee) to accept the gift from Linwood Monroe Arts Plus PTA.

B. Grants

BF 31571 Request for Permission to Accept a Grant from Generation Next

That the Board of Education authorize the Superintendent (designee) to accept a grant from Generation Next for funds to support the SPPS Achieves Strategic Plan; and to implement the project as specified in the award documents.

BF 31572 Request for Permission to Accept a Grant from Lowe's Toolbox for Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from Lowe's Toolbox for Education for funds to support personalized learning with upgraded technology at Dayton's Bluff Elementary School; and to implement the project as specified in the award documents.

BF 31573 Request for Permission to Accept Multiple Grants from the Target Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Target Foundation to support field trip costs; and to implement the projects as specified in the award documents.

BF 31574 Request for Permission to Submit a Grant Application to the CenturyLink

Clarke M. Williams Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the CenturyLink Clarke M. Williams Foundation for funds to purchase 3D printers for Crossroads Elementary School; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 31575 Request for Permission to Submit a Grant Application to the Confucius Institute

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Confucius Institute to support academic and professional development activities in Mandarin language classes; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31576 Request for Permission to Submit a Grant Application to the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the FACE Foundation for funds to support French immersion at Central Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31577 Request for Permission to Submit a Grant Application to the Minnesota State Arts Board

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota State Arts Board for support of an Artist in Residency with artist Leon Wang at Highland Park Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts - None

D. Agreements

BF 31578 SPPS Supplemental Literacy Support

The Board of Education authorize the use of funds to provide literacy materials to support district literacy goals.

BF 31579 MOU between Amherst Wilder, Saint Paul Promise Neighborhood, Ramsey County, Saint Paul Public Schools and Saint Paul City School

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding with these organizations for Homework Starts with Home.

BF 31580 Request to Sign Concurrent Enrollment Agreement with Inver Hills Community College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Agreement between Saint Paul Public Schools and Inver Hills for FY19.

E. Administrative Items

BF 31581 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period December 1 – December 31, 2018.

(a) General Account	#703748-705059 #0003193-0003216 #7003086-7003122 #0003080-0003158	\$57,169,973.31
(b) Debt Service	-0-	<u>\$0.00</u>
(c) Construction	-0-	<u>\$5,398,431.73</u>
		<u>\$62,568,405.04</u>

Included in the above disbursements are two payrolls in the amount of \$37,257,462.81 and overtime of \$212,501.69 or 0.57% 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 May 31, 2019.

BF 31582 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 February 28, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31583 Request for Chaperone to Travel to New York City with Como Park Senior High School Choir Members and their Director to Perform at Carnegie Hall

That the Board of Education authorize the Superintendent (designee) to approve travel for the chaperone, Mr. Carlson, to attend the Como Park Senior High Choir trip to Carnegie Hall from May 24th to May 28th, 2019 in New York, NY.

BF 31584 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31585 Travel Request for Non-Saint Paul Public School Staff to Chaperone the JROTC Type III Field Trip to Fargo, North Dakota

That the Board of Education authorize the Superintendent (designee) to approve the travel request for the non-Saint Paul Public School staff to chaperone the JROTC Type III Field Trip to Fargo, North Dakota.

BF 31586 Title I Technology Refresh

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

BF 31587 Facilities Department FY19 Purchases over \$100,000

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

F. Bids

BF 31588 Humboldt High School Addition & Renovation Electrical Work

That the Board of Education authorize award of the electrical work for phases 1-8 at the Humboldt High School Addition & Renovation work to Master Electric Co., Inc. for the lump sum bid for \$4,518,300.

BF 31589 Bid No. A216551-A Highland Senior High School Pool Piping Replacement

That the Board of Education authorize the award of Bid No. A216551-A Highland Park High School Auditorium Pool Piping Replacement to JPMI Construction for a lump sum base bid for \$226,500.

BF 31590 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 RAK Construction, Inc. for a lump sum base bid with Alternates 1, 2 and 3 of \$799,609.

G. Change Orders

BF 31591 Change Order #19 for Shaw-Lundquist Associates, Inc. at Linwood Monroe Upper Addition and Renovation

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #19 for Shaw-Lundquist Associates, Inc. at Linwood Monroe Upper Addition and Renovation for the amount of \$156,949.54.

BF 31592 Change Order #11 for Donlar Construction Company at Linwood Monroe

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #11 for Donlar Construction Company at Linwood Monroe Lower Addition and Renovation for the amount of \$175,482.25.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION: None

X. OLD BUSINESS

A. Policy Update

THIRD READING: Policy 505.00 – Bullying Prohibition

- Revision of the policy
- Policy changes reflect requirements of state statute:
 - Updated definitions
 - Updates to Prohibition section
 - Added three new sections
 - Investigations
 - Responses
 - Publication, Information and Training

BF 31593 THIRD READING: Policy 505.00 – Bullying Prohibition

QUESTIONS/DISCUSSION: None

MOTION: Ms. Ellis moved the Board approve the updates to Policy 505.00 – Bullying Prohibition. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

FIRST READING: Policy 417.00 - Drug and Alcohol Testing for Drivers

- 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

FIRST READING: Policy 416.00 - Drug and Alcohol Testing for All Employees

- 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

QUESTION/DISCUSSION:

- It was noted that information has been sent to union representatives to receive feedback, and we are moving forward in concurrently with this policy reading.
- Will anything be added to this draft, or will it stay the way it is currently written? Response: Right now, it will remain the same as the draft. However, if we do receive information from union representatives for potential changes, those will be incorporated into this for the approval in this process.
- Director Brodrick thanked Chief Baker and the HR department and Legal department for their very conscientious work on this and preparing for this first reading. This policy is in the spirit of the good and benefit to first and foremost our students, and also for the well-being of our staff. As a former teacher in SPPS, he wanted to compliment the Board and Administration. This policy will not only benefit our students and staff, but our community as well.

FIRST READING: Policy 516.00 - Medications/Medical Procedures

- First 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

QUESTION/DISCUSSION: None

XI. NEW BUSINESS

A. Centering Ethnic Studies in SPPS

SEAB's Definition of Ethnic Studies

- The centered presence of people of color in our curriculum
- Critical pedagogy:
 - An analysis of power, oppression, and organized resistance
 - Not being taught at, but learning critically

Past SEAB Presentation on Inclusivity

- Only 50% of students of color say their identity is present and accurately portrayed in the curriculum always or most of the time.

Ethnic Studies National Data

- Ethnic studies has shown to:
 - Increase attendance
 - Increase GPAs
 - Increase graduation rates
- Ethnic studies develops critical thinking and provides a more accurate world view

Existing SPPS Policy

- Policy 602.1 – sought to include (not center)

Ethnic Studies Movement

- Ethnic studies has been implemented as core curriculum in public districts, such as Los Angeles, San Francisco, Santa Barbara, Bridgeport, Philadelphia
- At the state level in Indiana, Oregon, and California
- Widely-known student battle for Ethnic Studies in Tucson

Why Are We Not There Yet?

- 12 interviews with decision makers and experts
- Overwhelmingly the answer to “why are we not there yet?” was: white supremacy
- Their advice on how to fix it was more varied

Ethnic Studies in MN

- August 2017 – MNEEP wrote a legislative brief on the importance of Ethnic Studies in MN
- Recommended all MN secondary students be required to take Ethnic Studies by 2020

Currently in SPPS

- Cultural Studies electives in some high schools
- Some teachers are doing work to center ethnic studies
- We do not have a comprehensive or centered structure of Ethnic Studies

Our Community

- 65 stakeholders participated in a collaborative session on centering Ethnic Studies in SPPS
- Petition signatures
- “Understanding our differences is vital to our growth as human beings. Providing education to leverage that understanding is even more important.”
- “Our culture is our story. It is our identity. It provides a type of grounding for us that informs our past, present, and future. We need to make sure our school system is reflecting how we want our students to show up as they live in a world...”

Recommendation 1

- Create new Ethnic Studies course that all SPPS students take in high school
- Action steps:
 - Board:
 - Update Policy 510.00.03 to replace Human Geography with comprehensive Critical Ethnic Studies as a graduation requirement
 - Administration:
 - Create a student/staff team responsible for guiding the creation of Critical Ethnic Studies
 - Create a new staff position responsible for creation and implementation
 - Support alternative licensure to get “woke” teachers

Recommendation 2

- Embed Critical Ethnic Studies into all SPPS curriculum PreK-12
- Action Steps:
 - Board
 - Update Policy 602 to include a reporting procedure that defines how student voice will be captured to ensure our goals are happening
 - Update Policy 602.01 by adding an accountability procedure
 - Administration:
 - Include critical pedagogy in Strategic Plan Objective 3
 - Include instructor and curriculum evaluation by students in Strategic Plan Objective 2a
 - Expand cultural studies electives offered in high schools and expand to middle schools
 - Fund instructional training on Critical Pedagogy
 - Utilize new Ethnic Studies position to oversee “infusion” of Ethnic Studies IB/AP/CIS social studies
 - Name Ethnic Studies as a Student Right in the Rights and Responsibilities Handbook
 - Bring community in as instructors and pay them for their expertise
 - Fund and provide support for elementary schools to critically analyze their curriculum and embed ethnic studies
 - Fund position or time for creation of student feedback process and follow through

QUESTION/DISCUSSION:

- Superintendent Gothard thanked SEAB for this presentation. This work has been illustrated in policy and strategic plan, some experiences and words through staff and students. We have taken some steps, and need to continue to deepen work together and demonstrate this commitment. There are challenges – this is policy, PD, budget, timelines, and changes that are big. We'd like to get together with the team to respond specifically to report and report back, and work with you. There are a lot of things going on to implement the strategic plan, and ensure we are working closely together now for the future. It is his commitment to SEAB to work with the team. This is real-change that is long over due.
- Director Vanderwert noted that she is very impressed with their work – there has been research both internally and externally. She is looking forward to the future with their leadership.
- Director Foster thanked SEAB, and in talking about authentic engagement in the role of SEAB, and the Superintendent and team for their work. Her commitment is to ensure this is an authentic process, and that we are really looking this and its impact in our schools and community. The work put in and pull other students, faculty - its takes work and an investment on your future and those coming behind you. Our strategic plan will highlight this area and look forward to developments and timeline, when we will have responses. Not talk about it, but be about it.
- Director Schumacher thanked SEAB. This is a comprehensive work that could only come from their voice and experience. You've done important work.
- When the feedback sessions and talked to folks, was there a sense from those in our system as to what specifically were the impediments? Response: There is data from the interviews that can be shared with the Board. A lot of it involved AP and IB classes where the curriculum isn't flexible, and that was a barrier.
 - It would be interesting if people have that desire, and it doesn't exist and not allowed to teach in that way. That would be helpful information to have.
- Director Xiong echoed the other board members and thanked SEAB for their incredible work and that it does not make sense that there isn't already ethnic studies. SPPS is one of the most diverse, and we speak more than 100 languages, and Saint Paul is serving as a model to meet the needs of a diverse population, and recounted her time in SPPS, and it is unfortunate that we are still working in a system where communities are siloed and they have come and advocate on behalf of own community. We can do better. She is excited and glad that SEAB is championing this issue. Unlike other states mentioned, we can take a stand and make this happen to ensure every student in SPPS can graduate and have taken an ethnic studies course and to make it a requirement. It makes sense that all students go through SPPS and they learn about each other. It doesn't make sense this isn't a requirement. We need it now and need it in SPPS, and we can champion that. Let's push for ethnic studies, methodologies and critical pedagogies in our school system.
- Chair Ellis noted the power of the presentation, and echoed her colleagues in thanking SEAB. This spoke to her as an Ethnic Studies major at Metro State, and this shouldn't have been the presentation they gave, but a presentation on where we were from 12-15 years ago and what we have been doing. This is an area that needs to be better for our students now, and students of the future.
- When interviewing teacher and talking to other students, did you hear from students that at any point in time during their middle, high or elementary schools experience, they were seeing themselves reflected in what they were learning in classrooms? It's happening at one elementary school. It should start the minute students walk into SPPS, and be embedded in all we do, instead of only middle and high school. Response: In one school, there are teachers who do want to do this, but don't have the support to do it. Overall, one student noted that he does not see himself reflected in the curriculum. There are moments in some AP classes, where teachers will bring up ethnic studies in a relevant sense to the problem. There are staff willing and want to, and students who see it sometimes. The majority of students don't see this because they don't have those teachers or may not be in those classes. Another SEAB student noted that in elementary she was a part of the class mentioned in the presentation, and it was the first time she saw herself reflected in her classes. Classes are there, but they may be not accessible to all students or not all perspectives may be within the class, and the leadership of the class may not align with the subject.
- Director Foster noted her experience, and history. She had teachers who brought forth real world stories, histories, and pulling information from outside the textbooks. Don't talk about it, be about it. We often talk about barriers to getting there. Now, we need to be talking about how we are going to get there, and that's our starting and ending point for actions that are measureable. She thanked SEAB for their work.

- Director Schumacher noted that the art piece is amazing, and to have it available in our schools or district office to showcase it to the public.
- We have to work together with our teachers to be creative and continue the programs and continue to get teachers to our system that reflect our student population. The state of the District was encouraging with the speakers who are excited about the program they participated in and want to become teachers. We need to continue to find way to support pathways for teachers, especially teachers of color in our district. The union and Superintendent Gothard are dedicated to working together on this, and that is a critical piece of this as well. He thanked them for identified that. There is work to do.

B. Early Childhood Family Education (ECFE) Logo Redesign

Superintendent Gothard then introduced Jackie Turner, Chief of Operations, to present on the ECFE logo re-design. Chief Turner then introduced Dr. Monica Potter, Supervisor for ECFE.

Current ECFE Logo

The current Early Childhood Family Education logo was shown and discussed. We recognize and honor the original logo from children and families, and the history of this logo through the past decades of what they felt and saw in ECFE.

Logo Work Rationale

- Feedback from Parents, Faculty and Staff
 - The old logo looks outdated
 - It doesn't represent the diversity of Saint Paul.
 - It looks scary!
 - It doesn't represent ECFE (Family).
 - Enrollment is struggling. Rebranding will refresh and attract new and diverse families.

ECFE Artwork Project Timeline

- November 5: City-wide Parent Advisory Council Meeting
- November 11: Updates Made to Selected Artwork (3 versions created)
- November 27: Updated artwork sent to Monica to review.
- November 30: Lead Teacher Meeting
- December 3: City-wide Parent Advisory Council Meeting
- December 18: Logo combinations created. Logo project awaiting approval process.
- February 15: All ECFE Staff Meeting

Phase 1: November 5 Options

- Five options brought to the November 5 meeting were shown.

Phase 2: November 11 Options

- Four updated design options that were brought to the November 11 meeting were shown.

Phase 3: December 18 Final Choice

- This is the logo that most surveyed preferred. This is also the state level logo from Minnesota Association for Family and Early Education (MNAFEE), which means it has existing brand equity.
- The final design choices were shown and discussed.

Next Steps

- February BOE Presentation
 - Survey
 - Ongoing Feedback
- Parents
- District Staff
- Targeted Partners
 - Communications Department Review

- Meeting with vendor(s)

QUESTION/DISCUSSION:

- It's so similar to the MNAFEE, and there is hesitation that people might get them confused. Response: Because ECFE programs don't have funding to do rebrand or logo, they have specifically come up with this to be used across the state. There are questions around the font and color, and still open to looking at it. It could look different or the same after polling. The entire state of MN can use this logo. The idea is to put the district with it, and MN is the only state with ECFE, so the idea is to recognize the 316 programs across the state. There is also another logo created of just adults created of the same colors, and another with just the children for PreK.
- The board noted that there should be a way to spell out ECFE as Early Childhood Family Education. It's about families, not just children, which makes the old logo obsolete. Response: There will be opportunities to spell out Early Childhood Family Education depending on the item with the logo and the space within the design standards.
- Directors noted they liked the old logo also.
- How did we get to this recommended design? Was there a secondary vote? How did that process work? Response: The designs were shared in the all-city parent advisory council, and they noted that they wanted something that showed a sense of belonging, and a circle, and also diversity of communities served. They want to show dual generational program, and the designer in Community Ed. drafted options. We then went out to staff and parents for their thoughts and back to the all-city council, and we changed and adapted them. At the December meeting, it was mentioned to go back to the ECFE logo from MNAFEE, which was their favorite.
- It was mentioned there might be a change in colors – what would they be? Response: The colors would coordinate with the logo of SPPS, so that the ECFE logo and SPPS logo can be linked to show that they are together. There are also different design standards for if the logo is printed on white versus another color, so that may vary and there will be opportunities there as well.
- At this point, there is only the final recommendation? There isn't time for further input? Response: Currently, this design is set out for final input; unless there is something drastic that has been missed. Most comments will center around if we have missed something. With this design, we have heard from the majority of families that we feel this represents the program, and will likely be retiring the old logo. However, just like with any logo, those materials will continue to be honored. As we order new and work with the vendors for letterhead and promotional materials, the new logo will be used.
- Directors also noted maybe using the blue ring from a previous design into the new logo, and also related to the SPPS lapel pin. Another idea was to use the SPPS logo within the circle of adults and children, however, the SPPS logo also has design standards which would need to be adhered to.

XII. BOARD OF EDUCATION

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

- Director Foster noted the Thinking College Early Fair, which will be held at Harding Senior High for all grades. Colleges will be there from across the state, and HBCUs. Employers will be there from the trades to healthcare to talk about pathways and classes to take. It is open to all, and is a great opportunity to have access to talk to folks and to be a part of the event. Board members will be there if families have questions or share concerns. It is from 10:30am-1:30pm at Harding on Saturday, February 23, 2019.
- Director Foster also noted the NAAPID events that happened across the District. She thanked the teams for their hard work and to families and community who gathered together for our students, to showcase their work and partners and volunteers. She thanked everyone for their work in this event.
- Chair Ellis noted that she visited Nokomis for NAAPID, and had a good time with students, and there were speakers including students from the U of M, police officers, teachers, and was amazing to see and a good selection of speakers, and a mixture of people and community in schools. It was great to see, and appreciated the event.
- Chair Ellis also recapped her time with the Learning Journey and the Bush Foundation. There was an opportunity to visit three different schools including in east Carver County to see the Arts ALC program, and was great to hear from students and speaking to what SEAB was saying, and feeling like in their

education journey that there is recognition and support for self and seeing themselves in things they are learning. They also visited the Avalon School, which is a charter for project-based learning, and knowing the SPPS is also doing that work. There were great conversations with students. They also visited AIMS and met with their student council and met with students that are interested in education and teaching careers, and was also great to see the students interested in teaching at the State of the District as well.

- Chair Ellis also that listening to students is so inspiring, including listening to our SEAB members. There are many things we can do better and need to do better, and it's great to work in partnership and collaboration, and have an opportunity to do that. There are thoughtful strategies and to be intentional about how they get to help create their educational pathways and for other students after them to also create their pathways, and ways for students to feel like they are a part of creating those and feeling like their whole selves.

XIII. FUTURE MEETING SCHEDULE

MOTION: Ms. Ellis moved the Board to cancel the October 8, 2019 Committee of the Board Meeting and reschedule it to October 15, 2019. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

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

- March 19
- April 23
- May 21
- June 11 | Non-Renewals
- June 18
- July 23
- August 20

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

- March 5
- April 9
- May 7
- June 11
- August 7

XIV. ADJOURNMENT

MOTION: Ms. Ellis moved to adjourn, and it was seconded by Ms. Foster. It passed by acclaim.

The meeting adjourned at 8:58 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