

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

January 22, 2019

I. CALL TO ORDER

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

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31540 Acknowledgement of Good Work Provided by Outstanding District Employees

Catherine Rich, Principal of Phalen Lake Hmong Studies Magnet School, received the 2018 Alumni Society Award of Excellence from the University of Minnesota College of Education and Human Development on November 29 at a dinner and awards ceremony at McNamara Alumni Center. The award is given to alumni for service in their field of education and professional and community leadership. Catherine is a 1985 graduate with a BS in elementary education.

Assistant Superintendent Dr. Theresa Battle and Central High School Principal Mary Mackbee were also recognized as the other two SPPS staff members to receive this award in the past.

BF 31541 Acknowledgement of Good Work by Students

Jasper Zarkower, a senior at Central Senior High School, was one of four students from the United States that were selected to go to Moscow, Russia, for an international Russian language competition at the Pushkin Institute. Jasper, along with students from all over the world, competed in the International Olympiada in December. Participants gave individual presentations, toured the sites of Moscow, visited Moscow theatres and attended exhibitions. Jasper won an award for Best Spoken Response.

Jasper was the top qualifying student of the 2018 Minnesota State Olympiada of Spoken Russian. He passed the written test and an oral interview at the national level before being selected to move on to the International Olympiada.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of December 18, 2018
- B. Minutes of the Annual Meeting of the Board of Education of January 8, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of December 18, 2018, and the Minutes of the Annual Meeting of the Board of Education of January 8, 2019 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of January 8, 2019

At the Committee of the Board Meeting on January 8th, Superintendent Gothard started the meeting wishing the Board, staff, and community a Happy New Year. He noted the School Choice Fair, which was held on January 12th, and the upcoming State of the District event, which will be January 30th at 8am at Washington Tech. He thanked staff for their great work in organizing these great opportunities to shine the light on many great things in SPPS.

Next, the 2018 Audit Report was presented to the Board. Representatives from the accounting firm MMKR issued an unmodified, or clean, opinion on the financial statements and four comments on the internal control and compliance reports. The General Education Aid basic formula, general fund financial positions, fund balances, and Adjusted Daily Membership and Pupil Units Served were reviewed. This presentation sparked discussion amongst board members on questions about unrestricted versus unassigned fund balances, the GASB 75 measurements and how they relate to the credit of the District, and additional information on other district funds. The Board approved the recommended motion to accept the FY18 Audit Report as presented.

The next topic of discussion was the Fiscal Year 20 budget guidelines. The proposed budget will be guided by and support the district's strategic plan of SPPS Achieves; it will focus on the plan's five strategic focus areas and will support the district's mission. The process of preparing the budget calculations, creating the budget, and compiling and presenting the budget were explained. The Board requested more information on the impacts of the current partial government shutdown and reimbursements, and the process for priority-based budgeting. The strategic plan will allow us to make informed decisions of the priorities as we determine the budget. It was also noted that in presenting the budget, notes on changes would be helpful to see the progression of the process from last year to this year. Questions also revolved around the modeling of the budget, with this year being a modified roll-over model because it is a transition year as we move more towards priorities based on initiatives.

Following the adjournment of the meeting, board members conducted a work session on topics of board engagement ideas and plans.

MOTION: Mr. Marchese moved the Board accept the report on the January 8, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. North Star Equity and Excellence System Overview

Superintendent Gothard then introduced Sherry Carlstrom, Director of Federal Programs, Stacey Gray Akyea, Director of Research, Evaluation, and Assessment, and Hans Ott, Assistant Superintendent of Teaching and Learning to present on the new accountability report to the State, which will help us to achieve outcomes and expectations for all students.

North Star Equity & Excellence System

- Replaces the accountability systems from No Child Left Behind (NCLB) and Minnesota's NCLB waiver
- Identifies districts for support under the state's World's Best Workforce law
- Identifies schools for support under the federal Every Student Succeeds Act (ESSA)
- Uses several indicators grouped into three stages to prioritize schools for different levels of support

Indicators

- Academic Achievement
 - MCA Proficiency
- Progress toward English Language Proficiency
 - Individual Growth on ACCESS Assessment
- Academic Progress
 - Progress on MCAs
- Consistent Attendance
 - 90 percent of the days enrolled
- Graduation Rates
 - Four and seven year

Identifications

- District Accountability and Support
 - Three stages used to identify lowest 10 percent of districts
- Comprehensive Support and Improvement (CSI)
 - All public high schools with a four-year graduation rate below 67% overall or for any student group.
 - The lowest 5% of Title I schools for its grade span based on Stages 1-3.
- Targeted Support and Improvement (TSI)
 - Student groups with low performance in at least one indicator in each stage,
 - Student groups performing at or below the average of the lowest 5 percent of Title I schools for at least one indicator in each stage, or
 - Title I schools with overall performance at or below the performance thresholds for at least one indicator in stages 1 and 2
- Support Schools
 - Title I schools with overall performance below thresholds in Stage 1
- Reward
 - Any schools that were in the highest 5% of the state overall for the each indicator or where one or more student groups were at the same level as the highest 5% for that indicator.

Support Plan for Identified Schools – Prioritizing Our Resources

Supports for Identified Schools

- Multi-Year Comprehensive Needs Assessment
- School Continuous Improvement Teams with Goals for Targeted Areas
- Minnesota Department of Education Workshops
- Coaching Supports from Academic Departments
- Continuous Improvement PD for Academic Departments

CSI, TSI, and Support Schools

- Differentiated supports are provided for schools identified as CSI (Comprehensive), TSI (Targeted), or Support
- A table reviewing the supports for these schools was shown and discussed.
- MDE Regional Center Improvement
 - Implementation Science and Improvement Framework
 - Leadership Team Support and Rubric
 - Continuous Improvement Specialists provide content specific supports (Literacy, Mathematics)
 - Training and support for Continuous Improvement Specialists
- SPPS School
 - Implementation Science and Improvement Framework (School Continuous Improvement Plans & Departments)
 - Leadership Team Support and Rubric; New Leaders partnership for CSI Elementary schools
 - Continuous Improvement Specialists and Literacy Coaches provide embedded, on-site supports; additional content specific supports from departments (Literacy, Mathematics, MLL, OSS, PBIS, etc...)
 - Specific training and support for Continuous Improvement Specialists and Literacy Coaches; principal and assistant principal professional development; math and literacy leads professional development
- District improvement plan is approved by MDE. Bi-weekly meetings are held with MDE to monitor the plan.

Rewards Schools

- Badges and schools that achieved progress were reviewed.

North Star & SPPS Achieves

North Star	SPPS Achieves
Communicate and engage with stakeholders.	Family and Community Engagement 8a. Identify ways to engage the community in district decisions and initiatives
Conduct comprehensive needs assessment with the school and district.	Program Evaluation/ Resource Allocation 5a. Implement a system for assessing program effectiveness
Review district- and school-level resources among and within schools.	Program Evaluation/ Resource Allocation 5a. Implement a system for assessing program effectiveness
In partnership with stakeholders, design and implement a support and improvement plan.	Family and Community Engagement 8a. Identify ways to engage the community in district decisions and initiatives Effective and Culturally Relevant Instruction 3a. Implement culturally relevant practices within all student learning and programming

North Star Indicators & SPPS Achieves Metrics

North Star	SPPS Achieves
Academic achievement	Proficiency of former EL students Proficiency of students receiving specialized educational services proficiency
Progress toward English language proficiency	Proficiency of English Language Learners on the Access for EL's 2.0 Assessment
Academic progress	Students progressing towards proficiency Students maintaining proficiency
Consistent attendance	Positive Identity
Graduate rate	Graduation rate

Going Forward

- Continued support for SPPS Achieves as the anchor for all district and school improvement work.
- Continued support for multiple measures.

QUESTIONS/DISCUSSION:

- Director Vanderwert thanked the team for their work and their explanation of the acronyms. How do the stages work? MDE makes the stages and they look at all the schools and review. How many of our schools are in those categories? Is there a way to look ahead before the stages begin? Response: In terms of the stages, and how many are in each stage, they rank all elementary schools in stage 1, and take bottom core tile in title 1 and then move over, and rank those and take bottom core tile. We ended with 34 elementary schools identified as CSI, 7 middle schools, and about 6 high schools in that category. The other category for graduation rates, the number of high schools across the state was around 180. Overall in all of the categories, we had 51 CSI, TSI, and regular support identified within SPPS, with 9 elementary and 9 high schools with CSI support. With each of the groups, that information can be provided.
- What does the support from the state look like? Response: The state has a couple different things. We work with them at MDE for training for math and literacy supports, and evidence based practices. A key strategy is using practice profiles that come from a greater body of work around continuous improvement efforts. They have trained us to write strong plans around core evidence based practices to dive deeply and see what we will need professional development to achieve evidence based practice. Implementation science, evidence based practice, and general math and literacy pieces have been key pieces in the ways we have partnered with MDE. The literacy

coaches grant is also through MDE and we partner with a cohort around supporting literacy strategies in CSI and TSI middle schools.

- Do they work with us in curriculum? Is there a way to guide us to some other strategies? Or more about teaching methods. Are they looking at systems? Response: Part of the needs assessment is looking at standards based curriculum and instruction methods, so that is built in, they are looking at our curriculum and get feedback; although curriculum is key, and delivery is so important. The focus from MDE is on the instructional strategies and evidence based practices, and we take that feedback from coaches and principals in the walk-throughs to learn what parts of our curriculum needs to be changed.
- Director Brodrick noted this seems similar to No Child Left Behind. We try to identify schools that are not having success we'd like. We identify within the schools groups of students who are struggling. He thinks over the last decades, we have been well informed in terms of schools not working and those working, and groups struggling the most. This identification is important, but is the first step. The second step seems to have been to create a cadre or network of specialists, coaches, support people that are going to find their way into the schools in order to give those schools the support to make them more successful. What are the specific strategies that North Star and SPPS Achieves will bring for those support people and plans will bring to the individual teacher who will work with individual students? In the past, we focused on schools and not on kids, and in the past we gave those schools a stigma. We have never successfully zeroed in to what will make schools successful which is individual kids to be successful. We need to hear what are these specifics strategies that will be used to make our students more successful. If students are successful, the schools will be deemed successful.
- With the rewards schools identified, if we do have schools that are identified as successful and find other schools with great success with groups of students who may be struggling in other schools, that schools is really a rewards school. We need to find out what they're doing right and asking the reward schools what they are doing right. We also need to ask the parents of the parents in Saint Paul whose students are successful. What did they do right? He noted his frustration with No Child Left Behind. Response: Practice profiles help us to work with MDE to identify key practices that are beneficial, and write those strategies up as practice profile. They help to understand the strategy and how to implement it. The process for writing a practice profile was then reviewed. We are building on what works. We have 3 schools with school improvement grant funds – Cherokee, John A. Johnson, and Creative Arts (now off the list). These schools are seeing gains. We have learned that by embedding supports with staff on site, focusing on instructional coaching, and focusing on family engagement, we have seen gains in these buildings. We have taken what we learning from those models and attempted to replicate it as much as possible with school improvement fund and circle grants. We have tried to staff in the same model to build internal capacity. Part of it is through practice profile. We have a framework and in it, practice profiles are a process to define and describe instructional practice on evidence-based practices. They are picking practices that may not be implemented with fidelity and coming together to define that practice in order to benefits of those practices for our students. We are also training district departments on these practices, which are now building seed profiles and how it looks for their individual sites. Research is also coming from district departments. The real action is between what the student is learning from the teacher.
- What are the expectations on timelines and how it is being assessed, and the feedback over the years? What are their expectations for improvement and align with our strategic plan? Response: The identification of a school for improvement for CSI is a three year cycle. We go through a re-identification process, and we have two more year. For targeted supported, schools can come off or on yearly. It's an ongoing piece. The system will continue to be the system for every year in looking at those categories. Along with the metric side, there are SCIP plans with measurable goals on an annual basis, and those are connected to long-term student outcomes. Those plans are monitored on a regular basis internally.
- The SCIP plans are informed by the state system and the comprehensive improvement plan. Those indicators do also play a role in that plan.
- Director Marchese thanked the team for this presentations, and he noted that this was a request with the new strategic plan and to see the alignment with what we are being asked to do through the state accountability system.

- What is the difference between this assessment and the system under the pre-ESSA process? One concern was that schools and groups were being identified based on indicators and that didn't adequately reflect what was going on in the buildings. The basis of ESSA was to provide a full understanding of what was happening in the buildings. Response: There are several characteristics that were different pre-North Star. Some of them are more technical and some more theoretical. One major theoretical change is North Star is intended to be an accountability system that is overarching, an umbrella, and in alignment with other plans and systems coming out of MDE. It attempts to align federal legislation with state requirements. One of the largest indications of that is the broadening of indicators. Previously, the indicators were largely MCA proficiency. They were somewhat limited. There was an attempt at that time to have a growth indicator, and that came along with the waiver. It was met with a limited amount of success. It was limited in terms of indicators. We see the broadening in MCA proficiency and transitions. Growth is no longer there - it is now progress; taking away that growth idea to move to the transition to proficiency levels, which is more realistic and in alignment with the goal of the test. Another indicator is English language proficiency. In the previous system, it was another accountability system in Title 3. With North Star and ESSA, English language proficiency is one of the primary indicators, and is no longer a secondary or tertiary indicator. English language proficiency became its own indicator, and a definition of how long it would take to reach proficiency. It also incorporates how long it is taking students to be proficient. Another broadening piece is the embedding of seven year graduation rate. Previously we looked at four-year rates, and this change is important in urban school settings. It creates a broadening on if we are meeting indicators as they are designed to getting students to graduate and getting them to proficiency. One of the other larger ways is that No Child Left Behind did not include district accountability. It was intended to address schools. With North Star, we have the complete alignment with federal, state, district and schools.
- What is the work done with data disaggregation and how it is being done to identify and highlight the different aspects of achievement, and where that work is and how it folds into the new system? Response: The data disaggregation pilot is not attached to the North Star accountability system, but more accountability at the state level. SPPS is a pilot and we have begun pilot work, which is related to a grant the state received. The intent is to disaggregate our student populations and it begins with asking parents and families through the iUpdate system if they would like to complete more information on their racial/ and ethnic identification and it will be submitted to the state. The state is determining how to report it in legislation. It is a pilot and we will need to wait to see how many families complete it to make sure we have the correct numbers to report in a valuable way to be compliant with privacy rules. We have begun planning and the process. This is an opt-in process. Families do need to designate racial or ethnic background with the seven federal areas, if they do not, a selection will be put into the form with current law. The additional categories are optional.
- In trying to understand the stages and categorization and how we get there. A function of this work should be to communicate to the community, and in listening to the decision making, it is difficult to explain to the community. We know they did an engagement session and the ELL standards were an outcome that was important. It is difficult to explain this information to the general community about how it is happening, when that is what the accountability system aimed to do.
- We talked about Title 1 schools and learning from other schools that are doing well. How are we learning from other Title 1 schools across the state that are successful under this system to get rewards, or not finding themselves under the staging system. As Title 1 programs, they are coming in with some level of demographic of comparability, what do we learn from those schools doing well? Response: There are a few different ways, and with the new system, we didn't know which would be designated. The practice profiles, modeling with MDE, and strategies that are valuable. Those uplifting strategies are through things state, local or national research saying this is what is working. It may be a district similar to Saint Paul, another in the state, or a school within SPPS. We are looking at that evidence-based practice process to provide to our leaders. We find out what is working and we write a practice profile, we dissect the strategy through that process, and take that and share key components and find ways to leverage professional development in many ways. We do send people outside the district to learn from others doing similar work. We also provide teachers and principals time to communicate with each other. We have leaders that come together to dive deeper into profiles, and also share what is working at their school. With transformational

leadership academy, a big benefit is able to share what is working and not working within that group. They bring perspective to other principals within the larger groups.

- The approach we are taking and encouraged looks at outcomes and says this is a problem of practice, and it needs to be aligned with best practice and successful in other places. In looking at other aspects of what is going on in these schools and others, are there other factors beyond problems of practice, such as mental health supports, family engagement supports, supports outside the teachers, or after-school programming? There is a concern we look at it as problem of practice, and confine the intervention to be fixed by the teacher. It doesn't necessarily look at the community that surrounds the school and can be leveraged to support the school. How are we looking at this beyond the practice problem, and how can we create the most fertile ground for our students? Response: Our effective and culturally relevant instruction and the prioritization of that, there is a root piece that we need to look at ourselves and how we establish relationships that we believe in our students to be successful, and we will get to know our students for their strengths, and break down barriers. That is a key and critical component that different areas of the strategic plan touch. The wraparound services include bringing many lenses to this work that may not be in other districts. Our schools with high mobility and high instances of homelessness, we need to look to community partners for additional supports beyond what we can do – Promise Neighborhood, Wilder, and entities like that, we know those are good practices, and the more we can partners, the more we can address those stressors in achievement at our high need schools. We are also looking at strong school leadership, and teachers and teacher equity, to make sure our highest need schools are getting our very best teachers.
- Director Marchese noted that it's important to discuss and that we are clear with the community in their role for this process. It's essential to build in ways to help community understand this is more than how teachers are doing on a technical basis. It's important to note about how the who and what we are is important and the work for this district for racial equity and it is also inviting families and community in in strategic ways, to help them understand there is a space for involvement, which is included in the strategic plan. He encouraged us to speak about it in it a holistic way and a community is hungry to help . It is a plan to help us understand our schools and also a plan that invites our community in as well to leverage their strengths.

B. Human Resource Transactions

MOTION: Mr. Brodrick moved approval of the HR Transactions for the period December 1, 2018 – December 31, 2018. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

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

The motion was approved with the following roll call vote:

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

A. Gifts**BF 31542** Acceptance of Gift from Minnesota State High School League Foundation

That the Board of Education authorize the Superintendent (or Designee) to accept the gifts from the Minnesota State High School League Foundation.

B. Grants**BF 31543** Request for Permission to Submit a Grant to the US Department of Agriculture

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Agriculture for the funds to contract a School Garden Coordinator consultant and promote school gardens through a mini-grant program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31544 Request for Permission to Accept Grants from the F.R. Bigelow and Saint Paul Foundations

That the Board of Education authorize the Superintendent (designee) to accept two grants from the F.R. Bigelow and Saint Paul Foundations for funds to support Innocent Classroom in the district; to accept funds, and to implement the project as specified in the award documents.

BF 31545 Request for Permission to Accept a Grant from Minnesota Agriculture in the Classroom Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Agriculture in the Classroom Foundation to support field trips to working farms for Central High School; and to implement the project as specified in the award documents.

BF 31546 Request for Permission to Submit a Grant Application to the Dollar General Literacy Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Dollar General Literacy Foundation for the funds to purchase materials and to provide professional development to support Adult Basic Education services at Hubbs Center and Hub at Harding; to accept funds if awarded; and to implement the project as specified in the award documents.

BF 31547 Request for Permission to Submit a Grant Application to the National Football League Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the National Football League Foundation for funds to resurface the James Griffin Stadium turf football field at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts**BF 31548** Ramsey County Elections Contract Changes for 2019-2020

That the Board of Education approve the election contract changes for period January 1, 2019 through December 31, 2020.

BF 31549 Request for Permission to Enter into Evaluation Contract with University of Minnesota that Exceeds \$100,000 per Year

That the Board of Education authorize the Superintendent (designee) to enter into a five-year contract with the University of Minnesota to support the work of the US Department of Education EIR grant.

D. Agreements

BF 31550 Children's Defense Fund Freedom Schools Program

That the Board of Education authorize the Superintendent (designee) to approve the expending of ALC funds in the amount of \$149,625 to provide professional support for overall program operations including training for CDF Freedom Schools staff, according to the CDF model, and also provide for the purchasing of curriculum and books for teachers and students to use for instructional and learning purposes during CDF Freedom Schools Summer Term.

BF 31551 Memorandum of Understanding between Saint Paul Public Schools and Shiloh Missionary Baptist Church

That the Board of Education authorize the Superintendent to execute a Memorandum of Understanding between Shiloh Missionary Baptist Church and Independent School District No. 625 allowing the District staff to use parking spaces in exchange for use of the gymnasium at RiverEast.

BF 31552 Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Educational Talent Search (ETS) Program

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

BF 31553 Request for Permission to Enter into a Purchase of Service Agreement with Lutheran Social Service

That the Board of Education authorize the Superintendent (designee) to enter into a Purchase of Service Agreement with Lutheran Social Service of MN (LSS) in which Saint Paul Public Schools will provide program recruitment/outreach, assessment support, and specialized ABE instruction and client academic support to LSS.

E. Administrative Items

BF 31554 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2018 – November 30, 2018.

(a) General Account	#702309-703747 #0003161-0003192 #7003041-7003085 #0002987-0003079	\$53,541,518.29
(b) Debt Service	-0-	<u>\$11,275.00</u>
(c) Construction	-0-	<u>\$9,854,556.14</u>

\$63,407,349.43

Included in the above disbursements are two payrolls in the amount of \$37,178,163.76 and overtime of \$196,907.05 or 0.53% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
None			

Additions:

Custodian	Cusip	Security	Maturity
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 April 30, 2019.

BF 31555 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 January 31, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31556 Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2018, through December 31, 2019.

BF 31557 Approval of Jie Ming Mandarin Immersion Academy Mascot

That the Board of Education approve the Chinese Tiger as the official mascot of Jie Ming Mandarin Immersion Academy.

BF 31558 E-STEM School Forest

The Board of Education authorizes the Facilities Department to designate specific portions of the Crosswinds site, E-STEM Middle School, at 600 Weir Drive in Woodbury, MN as a School Forest under the MN Department of Natural Resources (DNR) School Forest Program.

BF 31559 Facilities Department FY19 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 31560 Reappointment to Civil Service Commission

That the Board of Education approve the reappointment of Nancy Dudley Kelly to the position of Commissioner on the Civil Service Commission as requested by the Office of the Mayor of the City of Saint Paul.

BF 31561 Request To Bring Former Saint Paul Public School Students That Were Supported By The Juvenile Justice Re-Entry Education Grant (JJREP) To The Grantee Meeting In Washington D.C.

That the Board of Education authorize the Superintendent (designee) to approve the request as specified.

BF 31562 Request for the Indian Education Johnson O'Malley Parent Committee and Students to Travel for the National Johnson O'Malley Conference

That the Board of Education authorize the Superintendent (designee) to approve travel for members of the Johnson O'Malley Parent Committee to attend the National Johnson O'Malley Conference from March 4th to March 6th, 2019 in Las Vegas, Nevada.

BF 31563 Request for Permission to Send One SEAB Alumni to Receive the Magma Award at the National School Board Association Conference

That the Board of Education authorize the Superintendent (or Designee) to approve the travel and related costs for one SEAB Alum, Skyler Kuczabowski, to attend and receive the award at the National School Board Association Conference, March 30-April 1, 2019 in Philadelphia, PA.

BF 31564 Premium Rates for Accident, Hospital Indemnity and Critical Illness Insurance through AFLAC

That the Board of Education authorize offering voluntary Group Accident, Hospital Indemnity and Critical Illness products through AFLAC at the proposed rates.

F. Bids

BF 31565 Humboldt High School Addition & Renovation Low Voltage Work

That the Board of Education authorize award of the low voltage phases 1-4 at the Humboldt High School Addition & Renovation work to Egan Company for the lump sum bid for \$243,000.

G. Change Orders – none

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION: None

X. OLD BUSINESS

A. Policy Update: SECOND READING: Policy 505.00 - Bullying

SECOND READING: Bullying Prohibition - Policy 505.00

- 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

QUESTIONS/DISCUSSION: None

XI. NEW BUSINESS

A. Resolution Establishing Procedures Relating to Compliance with Reimbursement Bond Regulations under the Internal Revenue Code

Chief Schrul then introduced a reimbursement resolution for our anticipated sales on upcoming Certificates of Participation. She noted that the dollar amount is not the dollar amount coming to the board in March. That is the entire amount that went to the state for COPs. It's the entire approved amount. We will be asking the Board to approve in March for \$70M, which is what we expect to issue in certificates, and is part of the budgeted process. It is a placeholder for the next three issues.

BF 31566 Resolution Establishing Procedures Relating to Compliance with Reimbursement Bond Regulations under the Internal Revenue Code

**RESOLUTION ESTABLISHING PROCEDURES
RELATING TO COMPLIANCE WITH REIMBURSEMENT BOND
REGULATIONS UNDER THE INTERNAL REVENUE CODE**

WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue one or more series of Certificates of Participation (the "Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40, to finance various capital deferred maintenance projects, additions to, and repairs across existing school district facilities.

WHEREAS, the Department of Treasury has promulgated final regulations governing the use of proceeds of tax exempt obligations, all or a portion of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations. Those regulations (Treasury Regulations, Section 1.150-2) (the "Regulations") require that the District adopt a statement of official intent to reimburse an original expenditure not later than 60 days after payment of the original expenditure. The Regulations also generally require that the Certificates be issued and the reimbursement allocation made from the proceeds of the Certificates within 18 months after the later of the date the expenditure is paid or the date the project is placed in service or abandoned, but in no event more than three years after the date the expenditure is paid. The Regulations generally permit reimbursement of capital expenditures and costs of issuance of the Certificates; and

WHEREAS, the District desires to comply with requirements of the Regulations with respect to the project hereinafter identified.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625, Saint Paul, Minnesota as follows:

1. Official Intent Declaration.

(a) The District has determined to finance various capital deferred maintenance projects, additions to, and repairs across several existing school district facilities (the "Project").

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Certificates (as defined above), (ii) expenditures permitted to be reimbursed under prior Treasury Regulations pursuant to the transitional provision contained in Section 1.150-2(j)(2) of the Regulations, (iii) expenditures constituting "preliminary expenditures" within the meaning of Section 1.150-2(f)(2) of the Regulations, or (iv) expenditures in a "de minimus" amount (as defined in Section 1.150-2(f)(1) of the

Regulations), no expenditures for the Project have been paid by the District more than 60 days before the date of adoption of this Resolution.

(c) The District reasonably expects to reimburse all or a portion of the expenditures made for costs of the Project out of the proceeds of the Certificates to be issued by the District in an estimated maximum aggregate principal amount of \$275,000,000 after the date of payment of all or a portion of the costs of the Project. All reimbursed expenditures shall be capital expenditures, costs of issuance of the Certificates, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Regulations.

2. Budgetary Matters. As of the date hereof, there are no District funds reserved, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, allocated on a long term basis or otherwise set aside) to provide permanent financing for the expenditures related to the Project, other than pursuant to the issuance of the Certificates. This resolution, therefore, is determined to be consistent with the District's budgetary and financial circumstances as they exist or are reasonably foreseeable on the date hereof.

3. Reimbursement; Allocations. The District's financial officer shall be responsible for making the "reimbursement allocations" described in the Regulations, being generally the transfer of the appropriate amount of proceeds of the Certificates to reimburse the source of temporary financing used by the District to make payment of the prior costs of the Project. Each allocation shall be evidenced by an entry on the official books and records of the District maintained for the Project and shall specifically identify the actual original expenditure being reimbursed.

QUESTION/DISCUSSION: None

MOTION: Ms. Ellis moved to approve the Resolution Establishing Procedures Relating to Compliance with Reimbursement Bond Regulations under the Internal Revenue Code. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

B. Project Labor Agreements

Superintendent Gothard then introduced Tom Parent, Director of Facilities, to present on Project Labor Agreements.

BF 31567 Project Labor Agreements for American Indian Magnet Renovation and Addition, Bruce Vento Elementary Renovation, Central High School Stadium, District Service Facility, Frost Lake Elementary Renovation and Addition, Johnson High School Air Distribution System Upgrades, L'Etoile du Nord Upper and Murray Middle School Systems Upgrades, Phalen Lake Systems Upgrades, Washington Technology Magnet Athletic Improvements, Wellstone Elementary HVAC and Electrical Distribution, - Belvidere Early Education Center Boiler Replacement, Bridge View Elementary Roof, Hamline Elementary School Paving, Hubbs Center Roof, Nokomis Montessori South School Plumbing, and Riverview West Side Elementary Windows

Definition of PLA

- A PLA is a pre-hire collective bargaining agreement with one or more labor organizations that establishes the terms and conditions of employment for a specific construction project
 - Agreement between SPPS and St. Paul Buildings and Trades Council, adopted December 18, 2018.
 - Individual Contractors "Assent" to that agreement
 - Ensures no work stoppages, strikes, sympathy actions, picketing, slowdowns or other disruptive activities.
- PLAs are not fiscal commitments for the District

PLA vs. Prevailing Wage

- PLA
 - A PLA specifies that contractors pay the current union wage for all trades on a construction project
 - Does not require union membership, just union rate
 - Contractor must also pay into Minnesota State Building Trades Health Reimbursement
- Prevailing Wage
 - Prevailing wage is the hourly rate, including benefits, established by the Department of Labor and Industry to reflect local market conditions within each county
 - BOE Policy 715.00 requires all contractors to be paid at least the prevailing wage rate

History of PLAs

- Modern PLAs were developed during World War II, a time when government spending on construction increased greatly
- These PLAs focused on establishing standard rates of pay and preventing work stoppages

Perspectives of PLAs

- Supporting Arguments
 - These PLAs focused on establishing standard rates of pay and preventing work stoppages
 - Assurance that construction will proceed without staffing shortages, safety incidents, labor disputes and work stoppages
- Opposing Arguments
 - Increase construction costs by decreasing competition
 - Favor union companies

History of PLAs in SPPS

- January 2005: the BOE established a task force to review and recommend a process for PLAs
 - Ramsey County's PLA model was used as a starting point
- February 2005: BOE adopted the task force's recommendation to evaluate all future construction projects with cost estimate exceeding \$250,000 for the use of a PLA
- Authorized by MN Stat 123B.52 - CONTRACTS

Criteria for Recommending PLAs

- Size of project
- Estimated cost of project
- Complexity of project
- Number of trades involved
- Tight construction schedules
- Potential for work stoppages

SPPS Staff Recommendations

- Recommended (97%)
 - Johnson HS – HVAC
 - Wellstone – HVAC
 - Phalen Lake – HVAC
 - L'Etoile & Murray – HVAC
 - Washington – Athletic Turf
 - Central HS – Athletic Turf
 - DSF – Modernization
 - American Indian Magnet – Modernization

- Frost Lake – Modernization
- Bruce Vento - Modernization
- Not Recommended (3%)
 - Hamline – Paving
 - 271 Belvidere – Boiler
 - Nokomis South – Plumbing
 - Bridgeview – Roofing
 - Hubbs – Roofing
 - Riverview – Windows

Board Actions

- Motion: Authorize the District to enter into a Project Labor Agreement on the projects directed
- Motion: Decline to authorize the use of a Project Labor Agreement on the projects directed

QUESTION/DISCUSSION:

- Director Brodrick noted that after reviewing the recommendations from staff, he would like to move to change the recommendation that staff suggested, and instead recommend to have PLAs on all projects with the exception of the paving at the parking lot at Hamline elementary.
- Director Brodrick noted the wisdom of PLAs for the district. They are good insurance, and good business. It is important that we do so because of the importance of these projects on our buildings and for our students. That is the reason for significantly altering the recommendation that staff brought forward and to reiterate that he believes we should have PLAs on as many projects as possible.
- What is the criteria used? There is a similarity to the responses to the reason why, such as only a limited number of trades are involved and the work will not interfere with the educational program. Why is that the standard reason within the recommendations as to whether we use a PLA? Response: Establishing consistent metrics is important. Roofing is a largely a single trade process, and there is support from other crafts, but is usually single craft. Ensuring that we are paying prevailing wage speaks to the quality of the contractor. At the end of every day, our sites are watertight and they are at a good stopping point so that if a labor stoppage happened, our liabilities are pretty well capped. It is a balance of what is most competitive project for a bidding process. We are not at risk with the smaller, less coordinated work. There is analysis work in what crafts are negotiating with the large pool and trying to understand those contracts that could lead to labor interruptions; we are trying to predict on these recommendations. It is about where the Board sees the best value and best protection for the District at this time.
- What do we gain by not using a PLA? Response: It's difficult to quantify. On the smaller work, we may be more visible to more bidders, in looking at our work and bidding on it. It could lead to more cost competitiveness. There is no data that directly points to that however.
- There is industry analysis that shows PLAs do not cost organizations more business, but there is not data on smaller projects and that threshold.
- If we don't have a PLA, would it allow for more smaller business to have access to our projects? Response: The most recent mark analysis was a couple years ago; the analysis showed that access to PLA-based work for impacted businesses were not impacted by having a PLA on a project. That information can be sent to the Board. Those businesses would have to comply with the local union wage scale and pay into the account, but would not need to be union members.
- What we gain is the potential for a lower price in the bids? There is no data that exists that says we are saving any money on this, but we hope to if there are enough people that bid on it. That would mean our costs would go down because there would be more people bidding against each other? Response: The conversation focuses on smaller projects that are not complex. It is more anecdotal that people may be more inclined to bid on it. The benefits would be more awareness, and more companies interested in bidding on our work. The hope if there are more bids, the more cost competitiveness. But there is no history that points to that currently.
- What tips the scale in one way or another without evidence? It seems the same. Response: The risks are not enormous in this.
- Administration noted that while there may not be implicit bias or impact, one of the things we did hear from community council related to diversifying our projects and expanding outreach with contractors. Anytime there are additional requirements on top of a normal bidding process, there will be some that are precluded from projects. Of the projects proposed, we are proposing that 97% have a PLA, and asking to accept those 3% of projects to diversify the pool of candidates and not risking them not submitting a bid, which includes

paying the union dues and the health requirement. It is an added requirement. We heard that more flexible we are with the bidding process, and it shows our ability to allow different people to bid to potentially have a diverse and broader candidate pool.

- Board members noted there are concerns that we need to see data to assist in this decision. There is no clear way. We don't know if there will be cost benefits, or that it will diversify the pool of people submitting bids. What is experience in other entities? We don't have a lot of information at this point in time. The Board needs to see that information. A PLA should be the default unless there is a really good reason not to, and the Board doesn't see that right now. In the future with data and practice to support that with examples from other entities, the Board needs that to move forward.
- Is there a difference in administration of those two process? Does it involve more work to issue a PLA? Response: It does not. Once Administration has Board direction, it is a straightforward process. It does give us the building and labor trades council as a strong advocate with PLAs on larger complex projects.
- Director Brodrick noted that the building trades has very often recommended no PLA, so they are not automatically stating they want a PLA on every project, and are looking at the same criteria as administration.

MOTION: **Director Brodrick moved to make an amendment to the recommendations from staff and motioned that a PLA be used on these projects, with the exception of the paving project at Hamline Elementary in which a PLA was not recommended. It was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Director Vanderwert requested looking into raising the stipend for board members. It was last revised in 1980, and this would help to make the position more attractive to the community.
- Director Foster noted that frequent conversations on start times are also happening, but more information.
- Director Xiong requested a report of how the District is working to close the racial disparity gap.

C. Board of Education Reports/Communications

- Director Vanderwert noted an update on the Saint Paul Children's Collaborative. They talked about their agenda for the legislature and shared the agenda from each entity on the board. The priority for the Children's Collaborative will be for out of school time and programs to help our most vulnerable youth. They are also going to the capital on the 27th to talk about this item.
- Director Marchese noted that several board members participated in events from the MSBA Leadership Conference in mid-January. There were many information sessions, including a school board members of color panel that was moderated by Chair Zuki Ellis. It was a good opportunity to learn and share with colleagues across the state. He noted that Chair Ellis was re-elected to serve on the MSBA board, and there were good conversations on working together with MPS, and collaborate on efforts around legislation and opportunities to synchronize our efforts. It was a helpful event with learning
- Director Schumacher congratulated the candidates for Teacher of the Year, and our 10 teachers nominated. The representation of our teachers is representative of our quality of teachers.
- Director Foster highlighted the School Choice Fair, and noted that she is hearing great things from parents and families in the community, and with middle and high school families. She thanked the

team for their work. She also recognized Miesha Sanders and her work in talking with families about start times. She noted the STEM room, which captivated our youth.

- She also noted the Robotics Program event at the Rondo Complex. There were 52 teams and 500 students. There are so many different options for our students, and access and opportunity and highlighting those options. She thanked Dan Carlson, who is a 3M engineer, and working in partnership with our schools to make this a priority. She recognized the students going to state. There are opportunities and ways to celebrate our district. She also thanked staff for all their time they dedicate to these efforts outside of the school day, and their commitment for places and opportunities for SPPS students and the relationships that our staff build with students on skills that will last a lifetime.
- Chair Ellis also recognized the School Choice Fair. It was good to see all schools on display. It was a fun event. She thanked the staff for their work and preparation. It was a good turnout and a fun event. There were good questions from families, and excitement to see our middle and high schools, and staff interacting with each other. The Transportation booth was also helpful. It was a great event and is proud of everyone who helped.
- Chair Ellis also noted the MSBA Leadership Conference and the workshops. Director Xiong was a presenter at a workshop on the topic of social work in our schools. It was great to see the SPPS and MPS collaboration, and work together. She noted that she will be the director for DD8 that MPS and SPPS share. She thanked other board members for their participation in the event.
- Chair Ellis also noted the robotics event at the Rondo Complex, and recognized staff for their great work.
- Direct Marchese recognized his time at the YMCA Youth in Government event. It has been a growing program, and Como, Central, and Highland sent teams. It allows students to experience government at a legislative and judiciary levels. He noted the news article that shows students advocating for their bills on the Senate floor. The YMCA is increasing scholarships and there are efforts for private fundraising. He noted this as a future agenda item or recognition, along with the debate teams from SPPS and other academic work throughout the District. In raising this up, it will highlight for the community opportunities for students.

XIII. FUTURE MEETING SCHEDULE

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

- February 19
- 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)

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

XIV. ADJOURNMENT

MOTION: **Ms. Ellis moved to adjourn and it passed by acclaim.**

The meeting adjourned at 8:30 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