

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

December 18, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

SEAB Member Omar joined after Roll Call.

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 – Agreement with City of St. Paul Police Department for Contract of School Resource Officers (SROs) to immediately follow the Superintendent’s Report. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31497 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

1. Humboldt High School – The adapted PI soccer team qualified and won the State Tournament.
2. Johnson High School – The football team qualified for the State Tournament.

BF 31498 Acknowledgement of Good Work Provided by Outstanding District Employees

1. **Steven Jents**, Economics teacher at Central Senior High School, was recognized for having won the 2018 "3M Rising Star in Economics" award given out by the Minnesota Council on Economics Education (MCEE). He was given the award at the MCEE Econfest event this fall. Steve teaches 11-12 grade IB Economic Systems at Central High School. He has been teaching economics for the last 5 years, beginning when he took advantage of an opening at his school to teach an AP Macroeconomics class. Steve became involved with MCEE when he assisted with developing a personal finance curriculum that was both rigorous and relevant for urban high school students as part of our Learning Together, Thriving Together program. His students benefit from having him as a coach for an Economics Challenge team, and his providing resources for them to continue learning outside of class.

Sponsored by 3M and the Minnesota Council on Economic Education, the 3M Rising Star in Economics Award will annually recognize one newer teacher who has shown commitment to economic education and professional growth.

2. Today's Board of Education meeting includes the presentation of the SPPS Strategic Plan. This plan was developed through several stages, two of which involved teams charged with developing key components of the plan. The leaders of these teams have made a deep impact on the planning process, guiding their teams to uncover issues, research potential solutions, and make recommendations for actions that will lead to achieving our long-term student achievement outcomes.

Strategy Team Leads provided leadership for team that defined an overall approach chosen to address the Strategic Focus Areas, drafting overall outcomes and initiatives.

Strategic Initiative Action Team Owners led teams in defining the work of each initiative.

Both of these roles required organizational and facilitation skills, systems thinking, and the ability to balance vision and practicality.

The following individuals provided this leadership:

Strategy Team Leads

Shaun Walsh, Positive School and District Culture

Hans Ott and Maijue Lochungvu, Effective and Culturally Relevant Instruction

Karen Randall, Program Evaluation and Resource Allocation

Sharon Stone, College and Career Paths

Heather Kilgore, Family and Community Engagement

Strategic Initiative Action Team Owners:

Kathy Kimani, Positive Behavior Interventions

Heather Kilgore, Improve Culture Using Input

Rebecca Biel, Culturally Relevant Practices

Megan Dols, Well-Rounded Education

Stacey Gray-Akyea, Program Effectiveness

Lisa Sayles-Adams, Middle School Model

Darren Ginther, College and Career Paths/Partnerships

Hsajune Dyan, Community Engagement

Aquanetta Anderson, Partnerships

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with the exception of items D4 - Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Upward Bound (UB) Program, D5 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Metro State Upward Bound (UB) Program, D6 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Educational Talent Search (ETS), D7 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Upward Bound (UB) Program, D8 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with the University of Wisconsin - River Falls Upward Bound (UB) Program, E4 – Facilities Department FY19 Purchases over \$100,000, E5 – Resolution Supporting the City of Saint Paul Safe Routes to School Project and the Application for Safe Routes to School Funding, E7 – Approval for Pay Equity Implementation Report, E8 – Adoption of Project Labor Agreement (PLA) Revised Language, and G1 – Change Order #17 for Commercial Drywall at Adams Spanish Immersion School, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of November 13, 2018
- B. Minutes of the Special Meeting of the Board of Education of December 4, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of November 13, 2018, and the Minutes of the Special Meeting of the Board of Education of December 4, 2018 as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of December 4, 2018

At the December 4, 2018 Committee of the Board meeting, Superintendent Gothard began with thanking the Board for their work at the Minnesota School Board Association’s Delegate Assembly in advocating for SPPS and public education at the upcoming legislative session.

SEAB Member Vang provided an update on the work of SEAB, and their project on Ethnic Studies, which is planned to be presented at an upcoming board meeting.

Next, the 2018-2019 Enrollment Overview was presented. Total enrollment for the 18-19 school year is 38,872 students. Graphs and trends for enrollment for the past four years were also shown, as well as detailed numbers by grade level. Data on student groups was discussed. Continuation for students returning to the district from the previous school year is 86% for SPPS overall. A summary of uptrends with Kindergarten at the highest enrollment of over 3,000 students was displayed, as well as the horizontal and downtrends. This presentation sparked questions from the Board including data on alternative school enrollment and demographics, enrollment patterns in buildings, and choice and offerings in SPPS. The District plans to address enrollment issues through our demonstrated commitment to early childhood education, a middle school model to promote and support our students, and college and career pathways. Discussion also involved parent education for their developing student, and capacity at our high schools, which is driven by class schedules. Enrollment alternatives and opportunities around that issue were also a point of conversation.

Next, a policy update was presented with two proposed policies brought forth – Policy 505.00 Bullying Prohibition and Policy 416.00 Drug and Alcohol Testing. Questions from the Board involved employee use of medically prescribed drugs, federal laws around drivers and those with commercial drivers licenses, as well as deep discussion on this policy from an employee’s point of view, testing of applicants, random testing, and work with the bargaining units. The importance of

outreach, stakeholder engagement, and information was noted, as well as that, this will be a policy to protect the safety of our students and staff, and the integrity of SPPS. The procedure will also be critical in the implementation. Potential scenarios and responses were discussed. The board encouraged administration and the Policy Work Group to further discuss and develop this policy, including looking into similar policies within governmental agencies in order to bring more clarity on the structure of the policy and communication plan. Discussion on the bullying prohibition policy involved the designee at each building to whom bullying should be reported, and the alignment with state and federal guidelines and terminology. It was noted that while the legal term needs to be “bullying” and for searchability, it would be helpful to focus on what we want instead – an environment that is accepting, nurturing, and respectful. The guidelines for investigations and publication were also clarified, and the role of this information in the training of new staff and importance of this information to be dispersed throughout the district.

Administration also presented responses to the Latino Consent Decree Parent Advisory Council, which began with demographics of Latino and LCD students in SPPS and an overview of the Latino Consent Decree and Parent Advisory Council. In response to Recommendation 1 - Revise the district guidelines in regards to counseling and support in the schools to LCD eligible students, administration is working with the SPPS counseling team to ensure access to elective and advanced courses, scheduling, professional development, program coordination, and monitoring of graduation requirements. Recommendation 2 involves continuing to strengthen the collaboration with community-based organizations and SPPS district programs and schools, and examples of those opportunities were provided. An update of the status of the 2016-2017 recommendations were also discussed, including four that are in place, one in progress, and one under review. The Board inquired about recruitment opportunities for Latino students to become teachers or EAs and involvement in our SUTR program, as well as preparing middle school students to be supported and successful in accelerated and advanced classes in high school. Discussion also centered on the progress letter that is sent to families, timing, and opportunities for automation, and the integral role of counselors in our schools, for both students and families. Data was requested on Latino students enrolled in advanced classes, and examples of progression for students in advanced classes, including with SEAB and College in the Schools. Opportunities to support students to both enroll in advanced classes and to thrive in them were discussed. Parents and family members also noted the importance for families to understand and know the context of the progress letters and graduation requirement credits information for their students. Counselors, bilingual EAs, and staff are critical as they engage with our students, and those who may be new to the country, to ensure they are in appropriate classes for their individual skill levels and needs. Opportunities for placement evaluations were noted, as well as working with human resources to identify those willing to serve Latino students.

MOTION: Mr. Marchese moved the Board accept the report on the December 4, 2018 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard then introduced the mission statement of Saint Paul Public Schools, which easily summarizes our purpose and what we want to accomplish as an organization. It represents our focus on educating our children. This is the essence of what we are and what motivates us.

A. Resolution Adopting School District Mission Statement

BF 31499 Resolution Adopting School District Mission Statement

WHEREAS, the Board of Education of Independent School District No. 625 desires to put forth a mission statement that expresses the purpose and desired intent of the school district and,

WHEREAS, the new mission statement strives to represent the philosophy and approach to the district's new strategic plan, SPPS Achieves and,

WHEREAS, the mission statement aligns with the values of the Board of Education, school district and community;

THEREFORE, BE IT RESOLVED, by the Board of Education of Independent School District No. 625 that the following mission statement be adopted:

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

QUESTIONS/DISCUSSION: None

MOTION: **Mr. Schumacher and Ms. Ellis moved the Board approve the Resolution Adopting School District Mission Statement. The motion was seconded by Ms. Xiong.**

The motion was approved with the following roll call vote:

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

B. Strategic Plan Update: SPPS Achieves | Each student. One Community. Endless Opportunities.

Superintendent Gothard then introduced the strategic plan update. This is the plan that will guide our future. SPPS Achieves is a 5-year plan, and this presentation and strategy is focused on the foundations for system-change. He reviewed the different types of change, which included first-order, second-order, and third-order change.

- The strategic plan development timeline was reviewed, with the Analysis from December 2017-February 2018, Development in February 2018-June 2018, and Planning in June 2018-December 2018.
- Strategic plan documents can be found at www.spps.org/strategicplan
- The mission statement was reviewed – *Inspire students to think critically, pursue their dreams and change the world.*

Guiding Values

- Achievement
- Communication
- Continuous improvement
- Collaboration
- Accountability
- Inclusive culture

Stakeholder Engagement

- Engagement during the planning process
- Ongoing engagement (variable and fixed engagement strategies)

Long-Term Student Outcomes

- Decrease disparities in achievement based on race, ethnicity, culture and identity
- Increase achievement of English Learners
- Increase achievement of students receiving special education services
- Improve kindergarten readiness
- Increase academic growth in reading and math for all students
- Prepare all graduates for college, career and life

How We Will Know the Strategic Plan is Working – Performance Management

- Set our intention
- Measure our progress
- Communicate to our community
- Provide the data to guide implementation and for future planning

Measurements for Success

- Examples of measurements for success were showing, with current status (baseline) data, five-year target data, and the anticipated percentage of change.

SPPS Achieves Strategic Plan

- The overall strategic plan with the long-term outcomes, strategic focus areas, objectives, and strategic initiatives were shown.

Positive School and District Culture

- What We Will Do
 - Objective 1. Create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society
 - Objective 2. Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes
- How We Will Do It
 - 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
 - 2a. Improve culture by using input from students, staff and families

Effective and Culturally Relevant Instruction

- What We Will Do
 - Objective 3. Increase our capacity to meet the instructional needs of each learner
- How We Will Do It
 - 3a. Implement culturally relevant practices within all student learning and programming
 - 3b. Ensure all students have access to a well-rounded education

Program Evaluation and Resource Allocation

- What We Will Do
 - Objective 5. Start, stop or sustain practices based on their effectiveness and alignment to the strategic plan
- How We Will Do It
 - 5a. Implement a system for assessing program effectiveness
 - 5b. Determine a districtwide middle school model

College and Career Paths

- What We Will Do
 - Objective 6. Increase opportunities for students to envision their future, explore careers and prepare for college.
 - Objective 7. Provide career-focused, hands-on opportunities for all middle and high school students.

- How We Will Do It
 - 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
 - 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students

Family and Community Engagement

- What We Will Do
 - Objective 8. Improve stakeholder engagement in district-level decisions
 - Objective 9. Strengthen the value and maximize effective partnerships
- How We Will Do It
 - 8a. Identify and formalize structure to engage the community in district decisions and initiatives
 - 9a. Review relationships with external partners to better meet student needs

Academic Services

- Additional actions to address long-term student outcomes include:
 - Early Learning: Increase full day pre-kindergarten programming in conjunction with citywide effort
 - Literacy – Use data to improve guided reading/small group instruction for students in grades K-8
 - Math – Deepen the understanding of Balanced Math (math review, problem solving, understanding of math concepts, fact fluency and data driven instruction) for students in grades K-12
 - Multilingual Learning – Increase access to curriculum and support for Students with Limited or Interrupted Formal Education
 - Personalized Learning – Embrace technology as a key strategy for schools, educators and students to enhance achievement, productivity and creativity
 - School Improvement – Standardize the instructional coaching model and provide support to school administrators and leadership teams
 - Specialized Services – Increase access to academic and social support classes (i.e., AVID) for students who receive specialized education services

Resource Allocation

- Approval of the referendum is strong statement of support
- Conducting a careful budget review that includes prioritizing resources aligned with the strategic plan
- Engaging in deep conversations about what to stop in order to start and sustain the work of these initiatives
- Will be restructuring or repurposing some resources, for example ensuring our professional development aligns with strategic priorities

QUESTIONS/DISCUSSION:

- Director Schumacher noted that this is exactly what board members have wanted to see and hear. They brought the Superintendent on to do this exact work, and there are expectations and confidence in the team and what is put together here to create this plan. There are broad areas, and also incredibly deep and specific areas. He likes that it spurs ideas as we listen to it again in different areas about how these structures will produce outcomes heard from the community and ones we also feel strongly. Also, the ability to bring the community in to our schools is helpful. Their stories and lives inspiring students. They live next door to us and are the parents, relatives, and community members and to build on those strengths is exciting. Well-rounded education is important of what it takes to educate the whole child. The focus on middle school will create more opportunities to connect with students, which starts in elementary school and to see the thread pulling students and continuing to connect them to the successful futures. We have strong partnerships and we are already attracting others, including

with the referendum, who have confidence and want to be a part of SPPS. We are financially responsible, and to bring stability to allow us to build in ways that will be productive and sustainable. It is an active and interactive system of success for our students, that is not a finite box. It is less hardware and more software; an operating system that allows for flexibility, innovation, and creativity, and allows us all to bring those to SPPS, and welcome folks in meaningful ways. He thanked everyone for their work, and believes there are people in places to ensure our kids receive the education they deserve, and appreciated the work and outcomes from this strategic plan.

- Director Vanderwert noted the plan for early childhood. Culture is also important, and says who we are as a district, and clear expectations are important for success. She noted the use of data, and how it can help to not only know growth, but also inspire, and a way of reinforcement, and to know what to do differently. Using data is also important to have clear targets and to be consistent across the district. Part of which is equity, and consistency on standards and expectations. She liked that students will be able to experience real world situations, and while classes such as chemistry are important, other important skills are communications, collaboration, thinking critically, and working with others. It will give students an opportunity for real world learning and great potential for building skills and opportunities to contribute to see what's possible for their own lives. She also noted the importance of family engagement, and families are a great resource in looking at the whole child. She is very excited about the PreK opportunities, and the difference PreK can be to a student for school and the city. She thanked everyone for their work, and their reflective hours and expertise, and is excited to get started and to see outcomes.
- Director Xiong thanked the team and Superintendent for leading the district on the journey to put together this plan so that we can find measurable goals to ensure our students succeed in the district, and ensure we meet our students, families, and community where they are at, and to ensure they feel welcome and relevant. This plan was about feedback and comments from the community and sessions were held to better understand where our families are at, how they perceive and see the school district, and their hopes and dreams for their kids. It's been a journey, and one that we are so glad to be here and have moving measurements to see growth and focus on achievement. She is most excited about college and career readiness, and that we can support students to be exposed to higher education and career exploration prior to graduation, how they can achieve academically. She looks forward to learning and hearing more about how we are progressing in the plan and initiatives in following and future meetings. She followed by telling of how she met with a former student earlier in the month, and this student shared her experience and trauma from school. Her ideas to improve the district directly align with the initiatives. Director Xiong is proud to provide a physical copy of the plan to both the former student and to the community, who we need to come along with us in this journey as we inspire students to think critically, pursue their dreams and change the world.
- Director Marchese noted that in his time as board member, he feels there is a structure in place for the success of the district, and one that he is confident. It's important to recognize that we have been on a journey as a district and community of where we are at in the moment, and challenges, and we need structure and accountability and a way to make sense of the environment in order to prioritize resources, and this plan creates that. It integrates the components heard in different spaces and specifics on how to achieve those goals, while keeping it focused on the long-term outcomes. It is designed to reach objectives, ones that were discussed in the community, and addressing opportunity gaps and increasing achievement for all students, especially English Language Learners and those with specialized services. We will focus on our kindergarten learners to be effective and learning in schools, and creating culturally relevant classrooms. These were all points of discussion in the community and there is a place and space for them in the plan. He congratulated staff for their work in taking all the community input and condensing it to a plan that can fit on a single piece of paper. We also hope to use this plan to continue to innovate in ways that may not be known to us now to better meet the needs and interests of our students. The district does operate in an educational environment that is competitive, and he thanked the support of the community, both in the plan and in the referendum. This plan will allow us to continue to move forward to continue to want to do better and more to great outcomes. This is a proactive plan and a playbook to help the offense move down the field. He is hopeful to see the opportunities for growth and change, and what we can do better to move the ball down the field, including the middle school focus and more spaces and places to look at how schools are doing. He thanked everyone for their work in this substantial and deep plan, and noted this is not the end of the work – it is the beginning.

- Director Foster noted her thanks to everyone for their hard work and dedication to the plan. It involved parents, community, and stakeholders, and to think about the plan as where SPPS is moving towards and systemic change to serve children in the district. It will provide a strong, solid foundation and to be all aligned, and to the work and everyone is a part of the plan, and aligned so that from one to another, the resources will be available for each student to have endless opportunities in the district. This is talking about our values and there are a lot of people that brought forth ideas, values, hopes, and aspirations as parents and students. We must now take this information and disseminate it. It is the vision of what SPPS is, and this is the beginning of the work in our community, and it is a work in progress – Phase 1. She is glad to see it moving forward, and with measurements, and to be looking at resources to use data to move forward to support the work happening and outcomes for students. She is excited for the future and for SPPS to move towards a school district that truly supports children and families in SPPS.
- Chair Ellis thanked her colleagues for their beautiful words, and noted that we are all in this together for and with our students.

C. Human Resource Transactions

Superintendent Gothard then brought forth the Human Resource Transactions, which included the recommendation for the appointments for the new Chief of Schools and Assistant Superintendent of Specialized Learning. It is with great pleasure that he propose David Watkins and Marcy Doud for the approval of appointees to these positions.

MOTION: Ms. Ellis moved approval those personnel recommendations, as well as the HR Transactions for the period November 1, 2018 – November 30, 2018. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with the exception of items D4 - Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Upward Bound (UB) Program, D5 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Metro State Upward Bound (UB) Program, D6 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Educational Talent Search (ETS), D7 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Upward Bound (UB) Program, D8 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with the University of Wisconsin - River Falls Upward Bound (UB) Program, E4 – Facilities Department FY19 Purchases over \$100,000, E5 – Resolution Supporting the City of Saint Paul Safe Routes to School Project and the Application for Safe Routes to School Funding, E7 – Approval for Pay Equity Implementation Report, E8 – Adoption of Project Labor Agreement (PLA) Revised Language, and G1 – Change Order #17 for Commercial Drywall at Adams Spanish Immersion School, which were pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

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

A. Gifts

BF 31500 Acceptance of Monetary Gift to Open World Learning Community

That the Board of Education approves the acceptance of the monetary gift of \$15,000.00 presented to Open World Learning Community from Open World Learning Community PTA.

BF 31501 Gift Acceptance from Ecolab Foundation for Riverview West Side School of Excellence

That the Board of Education authorizes the Superintendent to accept the awarded gift.

BF 31502 Request for Permission to Accept a Gift from the Allstate Foundation

That the Board of Education authorize the Superintendent (designee) to accept a gift from the Allstate Foundation for funds to support general operations.

BF 31503 Request for Permission to Accept an Anonymous Gift

That the Board of Education authorize the Superintendent (designee) to accept an anonymous gift of stock investments to support SPPS Urban Teacher Residency program; and to implement the project as specified in the gift documents.

BF 31504 Request for Permission to Accept a Gift from Dennis Shannon

That the Board of Education authorize the Superintendent (designee) to accept a donation from Dennis Shannon for the funds to purchase Assistive Technology.

B. Grants

BF 31505 Request for Permission to Accept Two Grants from the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to accept two grants from the French-American Cultural Exchange (FACE) Foundation for funds to support French language programs at Central High School and L'Etoile du Nord French Immersion; to accept funds, and to implement the projects as specified in the awarding documents.

BF 31506 Request for Permission to Accept Three Grants from Second Harvest Heartland

That the Board of Education authorize the Superintendent (designee) to accept three grants from Second Harvest Heartland to fund Food Services projects; to accept funds; and to implement the projects as specified in the award documents.

BF 31507 Request for Permission to Submit a Grant Application to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for the funds to implement culturally relevant practices within all student learning and programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31508 Request for Permission to Submit a Grant to the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Ecolab Foundation for the funds to maintain and expand AVID programming at Humboldt High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31509 Request for Permission to Submit Three Grants to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit three grants to the Minnesota Department of Education for funds to provide summer agriculture programs at Highland Park Senior High School, Como Park High School and Humboldt High School; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 31510 Request for Permission to Submit a Grant to the Minnesota Department of Labor and Industry

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Labor and Industry for the funds to create a summer career exploration program for 12 Humboldt students; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31511 Approval for Contracts That Exceed \$100,000 With Innocent Technologies For The 2018-2019 School Year

That the Board of Education authorize the Superintendent (designee) to approve contracts that exceed \$100,000 with Innocent Technologies for the 2018-2019 school year to deepen and expand SPPS' racial equity development and equity in the classroom offerings to staff in SPPS.

D. Agreements

BF 31512 Letter of Agreement Between Belwin Conservancy and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the letter of agreement with the Belwin Conservancy.

BF 31513 Request Permission To Enter Into A Memo Of Understanding That Allows Keystone Community Services, Community Kids And Saint Paul Public Schools, Department Of Alternative Education To Jointly Submit Keystone's 2019 Application For 21st Century Community Learning Center Funding, Cohort 8

That the Board of Education authorize the Superintendent (designee) to sign the Memo of Understanding between Keystone Community Services, Community Kids and Saint Paul Public Schools.

BF 31514 Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY19.

E. Administrative Items

BF 31515 Monthly Operating Authority

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

(a) General Account	#700507-702308	\$58,464,247.64
	#0003137-0003160	
	#7002991-7003040	
	#0002872-0002986	
(b) Debt Service	-0-	\$0
(c) Construction	-0-	<u>\$18,207,719.23</u>
		<u>\$76,671,966.87</u>

Included in the above disbursements are two payrolls in the amount of \$38,580,578.63 and overtime of \$216,946.34 or 0.56% 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 March 30, 2019.

BF 31516 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 2, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31517 Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators in this school district; duration of said Agreement is for the period of July 1, 2018, through June 30, 2019.

BF 31518 Settlement of Uninsured Claim

That the Board of Education approve the settlement of the above referenced claim, authorize the Superintendent to sign the Settlement Agreement, and authorize School District administration to issue payment.

F. Bids - none

G. Change Orders – pulled for separate consideration

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31519 Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Upward Bound (UB) Program

BF 31520 Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Metro State Upward Bound (UB) Program

BF 31521 Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Educational Talent Search (ETS)

BF 31522 Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Upward Bound (UB) Program

BF 31523 Request for Permission to Enter into a Partnership Agreement & Data Agreement with the University of Wisconsin - River Falls Upward Bound (UB) Program

Assistant Director of College and Career Readiness, Darren Ginther, provided more information on these items. These are ongoing partnerships and vehicles used in the strategic plan. These partnerships will target 600 students. Overall, each year, we have around 3,000 or more students impacted by college access partners. Positive outcomes in terms of college-going students are seen, compared to similar students in comparative analysis. They are having a great impact. Anecdotally, the collaboration between a counselor and college access programs are immense. One story is about a student who did not have health insurance, and their coach was able to connect with others who could provide support. This is about life, and access for those who don't know how to reach that graduation from high school and college. The other piece is from developmental education from tutoring and writing support. In these programs, students enter college at 37% needing remedial courses, whereas it is 35% for students not participating in this. They are targeting the middle student group, that may be first-generation college-going, or high rates of FRL. They are doing great work in partnership with what we're doing.

- How does it work with AVID? Response: It is a parallel program. It is one of our college access programs that is home-grown, along with other programs that we facilitate. It is around 1,500 students in AVID. In total, there are over 5,000 students impacted by college access programs. AVID can be complementary to the college access program. AVID is during the school-day, and college access programs are out of school time.
- AVID is an important program for these. What is the growth of these other services? Response: Dr. Akyea has a college access program review that will be coming. It's an incredible report. It's in line with SPPS Achieves, and data to understand who we are, what we're doing, how to improve, or reorganize or reallocate those resources. With all these, we want to make sure we are spreading access to as many students as possible. There are some parameters to programs, with specific criteria. Our work is to help students to a place where they are eligible to participate in programs and look for ways to engage them. These are rigorous programs. It's an area for us to address through college and career and life plans and access programs are a huge part of that. With this report, we will find the right way to bring that to the Board and community.
- Director Xiong noted her personal experience with these college access programs. It was a program that allowed her siblings to explore and experience college life, but also they saw how it transformed and built their leadership and allow them to explore and build and dive deep into their self, especially culturally. This program is incredible and need to continue and sustain our partnership with Upward Bound. It's exploring college, and give stipends to students and prep them for college and see life

beyond Saint Paul and travel to explore communities and other experiences that they may not experience.

- The belief dedication from coaches is incredible. The things they do with students in high school and into college, this belief in their students is amazing. Its' a part of everything we do in our schools. The coach follows each student for life.

MOTION: Mr. Schumacher moved that the Board of Education authorize the Superintendent (designee) to enter into a partnership agreement and data agreement with each of the programs listed above and to implement the partnership as specified in the Memorandum of Understanding and Data Agreement documents. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

BF 31524 Facilities Department FY19 Purchases over \$100,000

Director of Facilities, Tom Parent, provided more information on this item. This is related to our standing blanket purchase orders for Facilities; it is a general service contract. Some will be full fiscal year, and others will be adjusted throughout the year. This item is for a furniture vendor to carry us through the FY 19.

- We go from \$225,000 which was approved at the August 2018 regular meeting, and new amount is \$425,000. How does that work? Response: This is a general service contract of an overarching items that was approved by the Board earlier in 2017. We have done a couple of fiscal year allocations as the services are prescribed, we ensure there is enough in that blanket purchase order to ensure we are covering those costs.
- In other words, in 2017, we agreed to a contract with the vendor, and in August of 2018, we found we needed to spend an additional \$100,000? Response: In August of 2018 we defined a known scope of work for the first part of FY 2019, and now is our change to update it for the balance of 2019.
- How much are we spending for furniture moving in a school year? Response: This has been a year unlike any other. We moved clean-out of 8 schools over the course of a week, and moved back in over the course of week in August. The volume should go down significantly. This will be the total scope of service.
- This past year, and next few years will be unique because of the Facilities Master Plan. Is this amount considered part of FMP, or something out of facility budget? Response: This is a project specific cost, so it is not a general fund item. There are some instances where things not associated with projects would be out of part of the general fund budget. It is mostly project based. Extra costs that go along with building projects (soft costs or ancillary).
- These are things that are the cost of doing business as we embark on FMP that we are so obviously unified in terms of seeing happen for our kids. Director Brodrick also noted that his is the "fiscal watchdog" with the checkbook of SPPS.
- On a historical level, in the past, how many years has it been since we primarily did our furniture moving in house? Response: In the past 8 years, we have largely been consistent. Our internal team is our first go-to because we are nimble and cost-effective. There is a staff of 4 distribution workers able to do these types of moves, and we soon hit the limits of what we can support. It has been consistent with moves of serious size to have a scale-up of resources. We can follow-up with more details.
 - It would be interesting to see historic data on how much more we have outsourced our furniture moving, and realizing with this gigantic amount of work with the FMP, it is necessary to go to outside help.

- What changed with the original to now to cause the increase by \$200,000? Response: In August of 2017, it was initial anticipation for summer of 2018. We are now looking at summer of 2019. It was work not defined.
 - The contract approved in August was not for the full fiscal year? It only covered the summer of 2018? We don't use moving services during the year? Response: Correct. We generally don't use moving services during the school year. If we approve this we are approved to June 30, 2019. This would cover to the close of schools for 2019, which was not included in the original scope.
 - Was that because it wasn't known in August? Yes, there were conditions that were changing.
 - The concern is that is it is a significant increase over original, and doubled. In the scoping, maybe that wasn't made clear in August, would hope in the future it would be clear that if we're not approving something definite and will be coming back, there would be something included to be aware of that information. Its understandable things change, but that folks understand why there is a change. This contract did not originally cover the full fiscal year, but now it does.

MOTION: Mr. Brodrick moved that the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$100,000. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31525 Resolution Supporting the City of Saint Paul Safe Routes to School Project and the Application for Safe Routes to School Funding

The Board requested more information on this item, and a resolution. The school day starts when a child leaves their front door. This supports the work of the City on this project, and the Safe Routes to School committee with the start time change, and looking at the start time change to support students to get to school in a safe manner. While this isn't directly related to the start time changes, it does relate to the work of the city and school district support to replace sidewalks near Washington for students who walk to the high school to get there safety. Our students will also be involved in a social justice project to have a focus group and task forces to support this information. There is no money exchanged, or expectation for the district to pay for these additional supports for students and community members.

- Have we incurred a commitment of support? Yes, by students, but not a financial commitment.

MOTION: Mr. Brodrick moved that the Board of Education approve the resolution language. The motion was seconded by Mr. Schumacher.

RESOLUTION SUPPORTING THE CITY OF SAINT PAUL SAFE ROUTES TO SCHOOL PROJECT AND THE APPLICATION FOR SAFE ROUTES TO SCHOOL FUNDING TO MAKE INFRASTRUCTURE IMPROVEMENTS THAT WILL IMPROVE THE WALKING AND BIKING ENVIRONMENT FOR STUDENTS

WHEREAS, it is our understanding that the City of Saint Paul proposes an infrastructure improvement project in the area around Washington Technology High School; and

WHEREAS, this project serves school walkers and bicyclists on the route to the school; and

WHEREAS, this Safe Routes to School Project will provide a much needed safety improvement in the area and will provide a safer transportation experience for student walkers and bike riders, as well as students with disabilities and the general population of pedestrians and bicyclists in Saint Paul; and

WHEREAS, the project will make the walking and biking routes to one of the District's schools much safer; and

WHEREAS, the City of Saint Paul is the applicant and will receive all funds to complete the project; and

WHEREAS, Saint Paul Public Schools will not receive or contribute any funds to the project; and

WHEREAS, the infrastructure project will not take place on Saint Paul Public Schools property or school grounds; and

WHEREAS, it is our belief that the proposed activities are consistent with the goals of the Safe Routes to Schools program and the policies of Saint Paul Public Schools, and that funding this project would provide a significant opportunity for the City of Saint Paul to improve student safety in the City of Saint Paul.

NOW, THEREFORE, BE IT RESOLVED, the Saint Paul Public Schools District fully supports the City of Saint Paul's efforts to seek Safe Routes to Schools funds from the Minnesota Department of Transportation, and will collaborate to support the goals of the project, namely, to improve the walking and biking environment for students of the district and other users of the routes.

The motion was approved with the following roll call vote:

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

BF 31526 Approval for Pay Equity Implementation Report

BF 31527 Adoption of Project Labor Agreement (PLA) Revised Language

The Board requested more information on both of these items, and further details. In essence, the pay equity report is a requirement of the state of MN that has to be given every 3 years; every school district does it. It is a requirement of the state to provide.

- And because of the term pay equity is one that is so important to all of us, we have been and continuing to be in compliance in the state in this? Response: Yes.
- For the PLA, can you clarify on the changes? Response: As you know when the board directs us to enter to a project labor agreement, we have a stock contract that we ask our contractors to enter into, with us, the contractor and building trades council. It has not been updated since 2005. This is another opportunity to clean up that language and to make sure references are current and folks can get correct information from the correct sources. This will be the new template that will be used.

MOTION: **Mr. Brodrick moved that the Board of Education approve the Pay Equity Implementation Report to be submitted to the Minnesota Management and Budget office, and that the Board of Education approve the adoption of the Project Labor Agreement (PLA) Revised Language. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

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

BF 31528 Change Order #17 for Commercial Drywall at Adams Spanish Immersion School

The Board requested more information on this item about the scope of the change order. The change order is for one commercial drywall is one of 21 contracts on the Adams modernization project. The change order is a contractual clean up to aggregate smaller changes to have process in order. It is comprehensive of things in modifications to the plumbing core, and toilet design to add programmatic elements, increase walls and drywall framework for HVAC projects, and looking at partitions to have safe and adequate space between construction and student areas and making sure those safe and clear delineations, incurring costs to expediting work to make sure we were ready for students due to unforeseen conditions.

We are 2 weeks away from substantially completing this project, and encouraged the board to stop by and visit.

Mr. Parent also noted that the board agenda item has a transcribed number. We want to represent change orders on projects with multiple primes, we want to make sure representing to their scope of work, as well as the entire project of all 21 contractors. The first numbers were directly related to this contract, and the second numbers were related to the project overall. It should actually be 13.6% not 16.3%.

That change is somewhat not surprising? Response: This is higher than we'd like to see change order percentage. It has been warranted and with great legitimacy. It is a reflective moment to do analysis on this project, and discussion on environmental concerns that drove those, there is a reflective process to look at lessons learns for future project to not see them in his percentage range.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (or Designee) to sign Change Order #17 for Commercial Drywall at Adams Spanish Immersion School for the amount of \$150,031. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. Pay19 Levy Presentation and Certification

Chief Finance Officer, Marie Schrul, then presented the Pay19 Levy proposal to the Board of Education for final certification.

The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Unlike cities and counties, Pay19 school levy funds the 2019-2020 school year
- Levies are approximately 20% of SPPS budget
- Levy can only move down after October 1

- Pay19 Final Levy data is from the MN Department of Education’s Levy Limitation & Certification Report as of 11/20/18

Pay19 Levy Calendar

- The Pay19 Levy Calendar was reviewed with the start of the Levy process in August-early September with the District submitting levy information to MDE to the Board certifying the Pay19 Levy at the December 18, 2018 regular meeting, and SPPS certifies the Pay19 Levy to Ramsey County on December 28, 2018.

Proposed Pay19 Levy

Levy Category	Certified Pay18 Levy	Proposed Pay19 Levy	Difference
Operating	\$ 50,250,404	\$ 71,112,468*	\$ 20,862,064*
Pension/OPEB/Contractual	38,930,211	39,544,458	614,247
Facilities	62,657,568	64,258,911	1,601,343
Community Service	3,626,763	3,779,160	152,397
Total – All Levy Categories	\$ 155,464,946	\$ 178,694,997	\$ 23,230,051
Percent Change			14.94%

* The SPPS Proposed Pay19 Levy amount for final certification includes the Operating Referendum Levy Increase that was approved by voters on November 6, 2018.

Estimated Annual Property Tax Impact from 2018 to 2019 (assuming a 0% increase in market value)

- The estimated change at 14.94% levy increase with School Referendum was reviewed for homes.
- With Ramsey County median home market value at \$186,200, the estimated change is \$101.21.

Estimated Annual Property Tax Impact from 2018 to 2019 (assuming a 7.1% increase in market value)

- The estimated change at 14.94% levy increase with School Referendum was reviewed for homes.
- With Ramsey County median home market value at \$186,200, the estimated change is \$170.12.

Estimated Annual Property Tax Impact for Commercial/Industrial from 2018 to 2019 (assuming a 6.1% increase in market value)

- The estimated change at 14.94% levy increase with School Referendum was reviewed for commercial/industrial property.
- With Ramsey County median commercial/industrial market value at \$495,450, the estimated change is \$253.75.

QUESTIONS/DISCUSSION: None

BF 31529 Pay19 Levy Presentation and Certification

MOTION: Ms. Ellis moved that the Board of Education approve the recommendation to certify the Pay19 levy in the amount of \$178,694,997.60. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes

B. Policy Update

FIRST 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:

- This policy change reflects the requirements from state statute? Response: Yes, that is correct. Our general counsel has also worked on this policy to ensure we have the right language to reflect state statute.
- In terms of publication and dissemination and the fact that this is the first reading, before now and the third reading, there will be information sent to stakeholders so that they are made aware of the fact that we are doing this, and give input if they choose to? Response: Right now, we are working in tandem with district staff to ensure that the Rights and Responsibilities Handbook contains the right information. Due to state statute, the policy must have language that we adhere to, and are open to suggestions from stakeholders. The language moving forward is in response to the recommendation based on compliance with state statute.
- Are we satisfying the state requirement with this policy change? And when we actually implement the policy, that's when there will be procedures written to support the policy and those are procedures that building staff will be involved? Response: That is correct. Within policy, we have a publication and information training session that lays out what information to be changed and stakeholders will be engaged; moving forward, we will try to do our best to ensure the stakeholders are engaged who will be implementing this policy, and ensure we will connect with them.
- Director Brodrick noted that with all policies, they have an impact on our mission and values and impact our students. In these things and dealing with student behavior and adult behavior, and with the passing of the policy of the graduation attire, and think we made a concerted effort to ensure the people implementing that policy, they were informed of this policy readings were taking place and an opportunity give us feedback. Communication is so important, and in making these policy changes, and imperative people know we are doing them because they are important. Particularly from when we go from policy to the world of procedure that our staff and students live in. We will ensure we are receiving and connecting input on this policy, and bring those insights to the Board throughout this process.

XI. NEW BUSINESS

- A. Agreement with City of St. Paul Police Department for Contract of School Resource Officers (SROs)

2018 Year in Review

- Arrest Data for 2011-2018 was presented, with 35 arrests in 2018.
- Level 4/5 Violations vs. Arrests
 - 1798 violations
 - 34 arrests – all other violations diverted to schools for discipline and meaningful interventions and support

- Incident data was shown for 2017 and 2018, with 2542 positive contacts in 2018; 1290 advise/assist contacts in 2018, and 34 arrests.
- Use of force data was shown with 1 pepper spray in 2017-2018 and 31 use of handcuffs

Highlights

- Minnesota Trades Academy – Officer Toy Vixiavong
- PAL Leadership Camp
- Fishing Club – Harding and Johnson
- Food drive – Hallie Q. Brown Center

SY19 and Beyond

- SY19 Contract
 - Retroactive – July 1, 2018 to June 30, 2019
 - \$100,000 per officer
 - 7 officers
 - Total: \$700,000
 - Minimal language changes
 - Work schedule
 - Payment/billing
 - Checking-in/out of buildings

Next Steps

- SPPS/SPPD Negotiations begin immediately.
- Ongoing analysis of school safety needs
- Targeted Input
 - Administrators, Teachers
 - School mental health professionals
 - Counselors
 - Stakeholders
 - SEAB and Targeted Community Members
- Contract proposal to Board early May, 2019

QUESTIONS/DISCUSSION:

- Director Schumacher noted that there has been additional training and that SROs have undergone and working with folks in schools and to understand roles and conduct.
- Do we track kids after they have been arrested? That is not the end of our relationship? Response: That is not the end of our relationship. We partner with the City and Ramsey County to provide support for the students, and co-partner with positions in the district to bridge students coming out of correctional facilities, juvenile detention, or other local facilities in the state, and have conversations with the student who will be re-entering the school district and talk about what is best for them and how we can support the transition and other supports they will need. Once arrested, there is communications with parents and family, and providing information on what happens next, and a triad of communication between the parent, school district, and city.
- Director Vanderwert noted that with the special training, reflective practice has been a part of that, which connected the program with social workers, and was an opportunity to get together and reflect on the job and describe feelings to be able to look at situations with a different lens, and from the lens of a teenager. Our SROs came to understand teenagers better and their interactions and what they bring to their position. The data from that year is pretty impressive. Response: Yes, while we will not have an official contract, we do believe that there will be opportunities for classes and workshops – not as extensive, but will continue in informal fashion with the same work. Director Vanderwert also noted that she believes this contract will work for this year and that city negotiations are a good idea for be even more effective.
- How is a SRO placed in a specific school or building? Response: Typically, that happens when there is a vacancy in the building, and SPPD will assign an officer to the school resource officer unit. Once in the unit, they are then assigned to a building. Once they are assigned to the unit, SPPS has been

involved in placing them into a particular school. We have a very good practice experience with working with SPPD; they have been open to receiving our advice and recommendations. We are very supportive of our current 7 officers; they are reflective of student demographic and many have experience working with students.

- Do you ever see SPPS stopping spending potential education dollars on policing in schools? Response: It can also be thought of a different way. As a school district, we will use resources to support students, and SROs might be one of the ways to support students. We support students in community-based partnerships, and community-based partners coming to schools to improve climate, behavior, social workers and counselors, and own positions of behavior intervention specialists. It does take a village to do this work. SROs get a lot of attention because of headlines across the country, and they are a small component of small supportive work of going on in buildings. We foresee SROs to continue to be a part of that supportive network. We have been supportive of their work and appreciative of the partnership with the City of Saint Paul.
- Director Marchese noted that he is pleased the district is going to look at school safety as part of next year's planning because it is imp to not putting this contract on autopilot – that we are thinking creatively and thoughtfully about needs of students and for safety, and also all the ways could potentially use resources that we have to be done differently or alternative to this current contract and mindset. We have a responsibility primary and imp to the safety of students, we have opportunities to think about how to meet that. There are concerns about the cost and the amount of money in our budget, and ongoing question of what we receive from the police department from the funds we provide. He also hopes we think about fact that schools are not open 365 days a year, and there would be some different models for how to pay for staff; it is tough to justify the \$100,000 per officer cost when considering how much time these officers are in school. He credits the culture change to SROs to more data collection, use of reflective practice, and baseline training. Those are positive changes. As we go back to positive school climate, this work needs to be in harmony with work of strategic plan. He hopes to see how they interlock and use opportunity in next negotiations to harmonize those and think creatively of what safety means for our students that goes beyond law enforcement presence. He noted that he is irked by the fact that we spend a lot of money for the amount of time; he has yet to see a real justification for the \$100,000 per officer cost that is about the value to our students and to our district. He is hopeful the next round will be productive and make progress, and supportive of idea of how to engage other folks in the different ways so that we can be thoughtful. For stakeholders, it's important to think community members with deep expertise in this area, and invite people to process of dialogue to move forward. Response: We agree, which is why we're starting early.
- Are our current SROs trained in restorative justice practices? Response: Yes, they are. The type of training is not included in the contract, but the police department has been supportive of any type of training that we have brought forth. That work from earlier was a direct contract with the vendor, and the police department was open and supportive to that work. As the officers come into the school resource officer unit, any initiative, we have been purposeful in training them on inclusive climate, diversity, racial equity, and restorative practices as well.
 - Director Xiong noted that the partnership we have with the SPPD, we need to be intentional with the training. Racial equity could be administered by the City, but restorative justice practices are about a mind shift. If we are intentional about creating PBIS system, it starts with us to shift culture and mind shift. She is interested in exploring that for the next contract. She also echoed Director Marchese and SEAB about other options for school district across the nation, and what they have besides SROs. She is interested in that and encouraged the district to explore. Before we continue talks about next contract, that is something we need to research and see what other options we have because of the trauma and experience of students and interactions with police officers. To echo Director Marchese, about the fact that if we want to focus on PBIS, let's start with our practices. Is having police officers in our school building a best practice?
- It was mentioned earlier about how we don't have a binding clause that requires or asks for district staff or district members to stand on interview committees. Could we explore having current students and staff to be on the interviewing committee for SROs? As adults, we are trying to foster and create a safe environment for our students, but our students are living in that environment and they also know best. We need to include them in the selection and if SROs are a best practice that we could have when wanting to create a safe environment for students.

- This is year three of contract negotiations with SROs, and nothing has another option except this \$700,000 that we are going to spend. Chair Ellis noted that she hoped this year would have been different with other options that have been explored. These conversations will be happening right after this. This year has not been different, and we are spending a little bit more than the last contract. She has had conversations about what else we could be doing. She encouraged looking into other options in the future contract. She is feeling annoyed that this is the place we are at because it has been playing out between the district and city. If this is partnership, that means we are not footing the bill completely, and \$700,000 doesn't feel like the middle. She doesn't like that this is the place we continue to be stuck. She hopes that for next year, this looks different. She likes things in the contract, but we are only looking at one thing, and nothing to compare it to. In spending this amount, we need to look at other things before we get to this place. Response: In next year, with the goal to have a contract before the board in early summer, it is because we have done a lot of work. SEM Director Laura Olson deserves the credit with researching other areas of the county, and we feel prepared to work with stakeholders on the proposals and to go to the City with the proposals right after the New Year. We feel confident with the research that it will only take a few months to go over the proposals, and to bring forth our values and show the support of board priorities and bringing thoughts from previous years, as well as the recommendations from SEAB and community members. The contract that will be shown in the spring will look different. In order to be a supportive and fair partner, we also felt like it was only fair to give city time and understand purpose and work we're going, and not to end a contract in the middle of the cycle. They are aware that come January the contract will look differently, that other jurisdictions will be involved, that the board has said the cost is going the wrong direction, and that the community has feelings, and are prepared to have those tough conversations about the future of the contract.
- Director Xiong noted Appendix 4 about the student designee who may submit questions to be use during the interview process. She noted that we need to include students on the panel to give feedback and to be on the selection committee as well.

BF 31530 Agreement with City of St. Paul Police Department for Contract of School Resource Officers (SROs)

MOTION: It was motioned that the Board of Education consider and authorize the Chair and Clerk to execute an agreement with the City of St. Paul Police Department to provide School Resource Officers for services to the Saint Paul Public Schools for the term July 1, 2018 through June 30, 2019 in accordance with all terms and provisions of said agreement. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Xiong requested an update on the Joint Powers Agreement with Ramsey County. Superintendent Gothard provided a quick recap of where we are at – we have not taken any official or formal action yet. We are engaging in community dialogue and engagement, but currently, there has not been a formal action at this time.
- Chair Ellis noted that she and Director Brodrick attended a Hmong Parent Advisory Committee meeting where they met a staff member of the Sheridan Story, and they are helping to fight child hunger. There are currently 20 SPPS schools that receive this service, and 89 students receive a bag of groceries for the weekend. At the HPAC meeting, staff from the Sheridan Story were gaining insight into the types

of food that Southeast Asian families would prefer in each bag. It was great to be in that space to listen to dialogue about our kids and looking at opportunities for the future, including middle and high school. Each bag contains a variety of food, including fruit, protein, grains, and soups, and can be tailored to cultures.

- Chair Ellis also shared that she is participating in a collaboration with Minneapolis Public Schools, as well as Augsburg, and the Bush Foundation to focus on our American Indian students, and there is a cohort that will be collaborating with the focus on PreK to career and college readiness. The charge in the first meeting was to learn together in order to catalyze school level action values and network of the learning journey, and opportunities for collaboration to support our American Indian students. There were great conversations and will be visits to other districts, and talking about how to improve outcomes for our kids. There may be an ask of the Board in the future, or a presentation. It's exciting work, and an opportunity to build on our foundation for SPPS.
- Director Foster noted that she attended an event at Hazel Park Prep and their collaboration with Heart of Dance, and to be able to see kids showcase their skills and talents in dance was amazing in this event. The eighth graders won and took first place in the Colors of the Rainbow Dance Competition, and a special recognition to the school.
- Director Brodrick reflected on the HPAC meeting. It was a free-flowing agenda and the beauty of it was the Chair of the Board in a very meaningful and heartfelt dialogue. It was family to family. Those connections are so important and all board members have been able to do this. This is the best part of being a board member and talking with families of what they want for their kids and what we can do to make it happen for all kids.
- Director Schumacher also noted that in speaking of the community, and the community we are privileged to be a part of in Saint Paul and beyond. He thanked everyone for bring their stories and concerns to the Board. Thanks to all staff and employees. It takes a village. This is a great village and it's important to have conversations and engagement we have, as people take time off, he wished them relaxation, refreshment, and recommitment to the most important thing – our kids.

B. Items for Future Agendas

C. Board of Education Reports/Communications

XIII. FUTURE MEETING SCHEDULE

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

- January 8, 2019 | Annual Meeting | 6:00 pm
- January 22
- 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)

- January 8, 2019
- February 5
- March 5
- April 9
- May 7
- June 11
- August 7

MOTION: Ms. Ellis moved the Board of Education to cancel the Tuesday, August 6, 2019 Committee of the Board Meeting and reschedule it to Wednesday, August 7, 2019 due to National Night Out. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Ellis moved the Board of Education to approve the schedule of the 2019-2020 school year Committee of the Board Meetings and Regular Meetings of the Board of Education. The motion was seconded by Ms. Foster.

XIV. ADJOURNMENT

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

The meeting adjourned at 9:33 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