

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

October 23, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

Mr. Brodrick returned at 6:07 p.m.

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 Mr. Schumacher.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31456 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Toy Vixayvong, a school resource officer at Como Park Senior High School, connected fifteen students and recent graduates with paid trade internships for the summer.

The students participated in nine-week long internships in trade careers including carpentry, bricklaying and roofing through a partnership with the Minnesota Trades Academy (MTA). According to the Pioneer Press, Vixayvong said “while he was working with Como Park students, he realized some were not ‘straight-A students’ and unlikely to attend college. He said he wanted to expand post-high school options for these students, and then met Sam Ebute, director of MTA. The two connected over career possibilities that could be provided to Como Park students through a partnership, Ebute said.”

The Pioneer Press reported that “many of the students didn’t have transportation, so Vixayvong also volunteered to drive the students to and from the internship site everyday — doubling the number of interns MTA can train. The Saint Paul Police Department provided a 15-passenger van for Vixayvong to use.”

Chief Turner recognized Officer Vixayvong with the opportunities that he provides for students and staff to work together. It is a pleasure to work with him and the Saint Paul Police Department, with many officer like him in a number of our schools. It is a pleasure to honor him, and his colleagues also recognize him and show their appreciation for his work.

Officer Vixayvong noted that is very proud of the partnership between SPPS and SPPD, and proud to be a part of the Como family. He is happy to be a resource for students, and the work will continue. He is happy to accept this recognition and thanked everyone for their support.

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 item E7 -- FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan, which was pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of September 18, 2018
- B. Minutes of the Special Meeting of the Board of Education of September 25, 2018
- C. Minutes of the Special Closed Meeting of the Board of Education of October 9, 2018
- D. Minutes of the Special Meeting of the Board of Education of October 13, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of September 18, 2018, Minutes of the Special Meeting of the Board of Education of September 25, 2018, Minutes of the Special Closed Meeting of the Board of Education of October 9, 2018, and the Minutes of the Special Meeting of the Board of Education of October 13, 2018, as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of October 9, 2018

At the October 9, 2018 Committee of the Board meeting, Superintendent Gothard began with an update on the November 6th referendum efforts. He also thanked staff, students, and leaders for a great start to the

school year. He also welcomed Kevin Burns, the new Director of Communications, Marketing, and Development.

Next, SEAB provided a recap on their work, with an update on the projects they have chosen to focus on this year, including student-teacher relationships, mental health, and mandatory cultural studies education. It was also noted that SEAB members spoke at the Referendum Kick-Off Rally at Johnson High School on September 22nd.

Members of the District Science Team presented information on science partnerships within SPPS. The mission statement that all SPPS students will think and act like scientists and engineers aligns with the help from our partners, including business, university, and informal education partnerships, as well as Belwin and the Como Planetarium. Staff presented information on support structures in place and professional development opportunities for the 173 science teachers in the district. Discussion focused on the role of environmental sciences programs within the district, as well as the work within alternative schools. The Board also requested more details on teachers who attend professional development, and also noted the importance of bringing nature into our school buildings. This presentation also sparked questions on the role of iPads in this area, with the ability to take pictures, learn through science apps, and read textbooks on the device. Board members also discussed how students learn in the classroom, and relate it to their field trips to Belwin, the Bell Museum, and the Como Planetarium. Questions on research and outcome data were also a point of conversation, with MCA scores, partner research, and classroom observations. The next topic was the Facilities Master Plan Update, which included successes in 2018, photos of new learning spaces and core spaces, and exteriors. Process outcomes from the Governance Committee were also presented, including takeaways on the new middle school, and elementary facility use for the community, and equity measures in capital projects. A recap of the acquisition and plan for the Crosswinds building was discussed. Project highlights for 2019-2023 were also shown in growth and alignments, quality learning spaces, and core spaces and every site will benefit in upgrades or improvements. Progress on the FMP overall was shown, as well as the buildings that will see the design phase begin through fiscal year 2023. Funding sources and building construction funds were also reviewed. Discussion from the Board centered on the importance of smaller projects at sites and the appreciation for those improvements. This plan and book of projects will set the timeline for those updates, and is a multi-year commitment to lay out the plan for the future. Board questions also centered on the prioritization of projects, and the measures in place for determining the order of projects. The Board encouraged a process of moving items up on the queue that may require a sense of urgency.

Lastly, members of the District Calendar Committee presented the recommendations for the calendars of the next three years. Topics included the results of a survey involving staff, families, and students, and calendar-related questions, such as length of winter and Thanksgiving breaks, student contact days, cultural observances, and parent-teacher conference days. The overall findings of the survey did not support making changes to current practices. The recommendations are to maintain the current calendar practices, continue to support families with excused absences for cultural days of observation, and avoid holding district events on days of observance. The proposed overall calendars were provided. Future considerations will include how behavior data relates to the calendar, frequently asked questions online, and a streamlined call-in procedure for families. Board discussion focused on the process to ensure that district events are not held on the same day as observances and the system to ensure sites are informed. It was noted that the calendars presented are very minimal in order for students, families, and staff to quickly see key dates of the district. National family involvement days and other days of observance are noted on the activities and engagement calendars as well. Recommendations from the Board focused on a master calendar of national celebrations be taken to the committee for further discussion. The importance of a printed calendar sent to families, as well as the updated online calendars and SPPS app calendar, were also noted. The topic of starting school prior to Labor Day was discussed, as well as the PreK and kindergarten welcome days at the beginning of the school year. Another point was the effects of non-student contact days on other bargaining units. The Board also encouraged the committee to continue to look at days for teachers at the end of each quarter to ensure they have ample time for grading prior to the end of the quarter deadline.

MOTION: Mr. Marchese moved the Board accept the report on the October 9, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard provided an update for the mission statement of SPPS. He provided an update to develop the process to develop the new mission statement for the District. We have been very inclusive throughout the process, seeking input from students, staff, and families and he thanked everyone for participating. We developed three finalists and gave each group an opportunity to tell us which they favored. There were 1300 families provided input, 1200 staff, and 700 students. There will be a further report at the November board meeting. He thanked those who participated in this process. It was critical to the development of our mission to gain input from those we serve and those who provide that service.

Next, Superintendent Gothard reflected on feedback from our Southeast Asian students, families, and staff. Our Asian population is the largest make-up in the District. Data reveals gaps in achievement, opportunity, and post-secondary success. Coalition for Asian American Leaders (CAAL) has been leading the charge for change with many other organizations, students, and families. He has been in regular contact with CAAL and leading the exploration phase of our strategic plan. The long-term student outcomes make it clear that we seek to improve the experiences of students in SPPS. The specific measures will be used to inform our 5-year targets for growth and improvement. Our plan will support improvement for all SPPS students. We know from students and community that our Southeast Asian students are advocating for a more meaningful and relevant experience. Specific recommendations have been sent to Administration and the Board, and there is considerable agreement with many, and a great opportunity to build trust. Our strategic plan has been built from the great input from families, students, staff, and the community. We will work to ensure students from across SPPS will have access to attend Phalen Lake's and Jackson's dual immersion Hmong language programs and have transportation. A priority in our strategic plan is to recruit, hire, and support and retain staff of color. Additionally, we want to ensure there are meaningful opportunities for promotion. We are committed to partnering with community organizations to assist us in identifying qualified candidates. Our new Equal Employment Officer will be a key person to establish conditions and report progress.

Students have continued to advocate for learning experiences that highlight their unique and rich culture and race. One of our focus areas is to support effective and culturally relevant instruction and in all district spaces, while also offering specific ethnic studies courses available as elective opportunities. We do know it needs to be far more than those courses, and is a wonderful start. It does provide rich opportunities for our students, but we need to look to be effective and culturally relevant in all that we do.

The accountability aspect of our plan will involve both measures for the strategic initiatives and the overall progress of our long-term students outcomes, which will be reported to the Board and public on a routine cycle. There is also a community advisory group on the implementation and outcomes of the strategic plan. Following our December presentation to the Board, there will be a State of the District event held in late January to share the plan to the community.

He acknowledged the many voices in this process and continue to ask for support and building new experiences for our Southeast Asian students and all SPPS students.

He concluded his Superintendent's Report reminding everyone that there is a big election on November 6th, with many important issues. He encouraged the community to be thoughtful, educated about issues, and to be out to vote on November 6th.

A. Science in SPPS

Superintendent Gothard then welcomed the SPPS Science Team, teachers, and partners to the meeting. He invited the science leaders, Marty Davis, Nancy Geving, Molly Leifeld, Josh Leonard, and Sarah Weaver to present on Science in SPPS.

SPPS Science Mission Statement

- All SPPS students will think and act like scientists and engineers.
- A video of Hazel Park students investigating birds in their backyard was then presented.
- SPPS science is based on a constructivist philosophy.
 - "In constructivist classrooms, the teacher envisions the student as an active participant in the learning process, attempting to search for meaning and interpret the natural world."
-- Douglas Llewellyn, 2014

Making Science Happen for SPPS Students

- Community and University Partners
- Teacher Leaders
- Award-Winning Students and Teachers

Partner-Supported Student Learning

- Elementary Field Work
 - 3M Funded K-5 and 8
 - MN Zoo 3rd Grade
- Middle School Summer Camp
 - 3M STEM Camp
 - Michigan Tech Girls STEM Camp
 - ACES
- High School Lab Experience
 - SEED
 - Masonic Cancer
 - 3M STEP
- Additional Learning Opportunities
 - 3M Wizards
 - Discover-E
 - Smart Girls Rock
 - First Lego League/First Robotics
 - Science Fairs
 - Ecology Fair
 - Science From Scientists
 - Visits to Environmental Learning Centers such as Audubon, Wolf Ridge, Eagle Bluff, Widjiwagan
 - Renewable Energy Challenge

Community and University Partners

- Business
 - 3M Wizards
 - Discover-E
 - Smart Girls Rock

- First Lego League/First Robotics
- Science Fairs
- Ecology Fair
- Science From Scientists
- Visits to Environmental Learning Centers such as Audubon, Wolf Ridge, Eagle Bluff, Widjiwagan
- Renewable Energy Challenge
- University
 - 3M Wizards
 - Discover-E
 - Smart Girls Rock
 - First Lego League/First Robotics
 - Science Fairs
 - Ecology Fair
 - Science From Scientists
 - Visits to Environmental Learning Centers such as Audubon, Wolf Ridge, Eagle Bluff, Widjiwagan
 - Renewable Energy Challenge
- Informal Education
 - 3M Wizards
 - Discover-E
 - Smart Girls Rock
 - First Lego League/First Robotics
 - Science Fairs
 - Ecology Fair
 - Science From Scientists
 - Visits to Environmental Learning Centers such as Audubon, Wolf Ridge, Eagle Bluff, Widjiwagan
 - Renewable Energy Challenge
- Last year we had 54 community partners that supplied 4.4 million dollars in goods and services to the teachers and students of SPPS.

Belwin

- Partnership for nearly 50 years
- Enhanced learning for over 500,000 SPPS students since 1971
- Every year Belwin serves
 - 10,000 SPPS students
 - Every SPPS Elementary School
 - 38,000 hours of science instruction

Como Planetarium

- Visits supported by 3M
 - 9,845 SPPS students visited last year
 - 2,726 1st graders
 - 2,501 3rd graders
 - 1,609 8th graders
 - 589 multi-age groups
 - 10,776 hours of science instruction
- Community Education
 - Free and low cost science events for the public

Developing Teacher Leaders

- Opening Week Science Mini-Conference
- District-wide Professional Development Days
- Curriculum Development

- Grant-Funded Partnerships

University of Minnesota and SPPS Partnerships

- Dr. Gillian Roehrig, professor and Director of Graduate Studies at the STEM Education Center at the University of Minnesota, provided an overview of the U of M and SPPS partnership, including the strength and long-term nature of the partnership, grant-funding, varied programs, and research outcomes from the partnership.

Grant-Funded Projects that Include Teacher Leadership

- MNSTeLLA
- Citizen Science
- EngrTeams
- SPPS science teachers also spoke on their experiences in the District and with programs and partners

MNSTeLLA

- Teacher leaders facilitate small group PLCs using online STeLLA resources
- 14 Teacher leaders (2 are ELL teachers)
- 40 Total teachers thus far (5 are ELL teachers teaching science)

Citizen Science

- MNSTeLLA
- Teacher leaders facilitate small group PLCs using online STeLLA resources
- 14 Teacher leaders (2 are ELL teachers)
- 40 Total teachers thus far (5 are ELL teachers teaching science)

EngrTeams

- Citizen Science
- MNSTeLLA
- Teacher leaders facilitate small group PLCs using online STeLLA resources
- 14 Teacher leaders (2 are ELL teachers)
- 40 Total teachers thus far (5 are ELL teachers teaching science)

Teacher Awards

- Many SPPS science teachers have been recognized on a state and National level.
- We have had 5 PAEMST (Presidential Award for Excellence in Math and Science Teaching) award winners from SPPS over the past 16 years.
- SPPS Science teachers have also won the Minnesota Environmental Educator of the Year and the Minnesota Environmental Educator Lifetime Achievement Award as well as MnSTA's Teacher of the Year.
- We also have a SPPS science teacher who has won the MN Teacher of the year award.
- We have 3 representatives on the State Science Standards Committee which is more than any other district in the state.

Student Honors and Research

- Our students also win national awards as well as work on ground breaking research, such as the American Chemical Society SEED program where SPPS juniors and seniors spend the summer helping University of Minnesota Chemists with their research.
- Photos of SPPS students at the National Science Fair were shown.
- Masonic Cancer Center Research
 - Washington Technology students do independent cancer research as CURE interns.

QUESTIONS/DISCUSSION:

- Director Schumacher noted that the Board appreciates the team and their quality. He thanked everyone for their work and such high caliber of science teachers. He noted that within these stories is the worth of the work they do. The folks in the community are so appreciative of their work, and the impacts they have on our community, and the larger community as students go out and change the world, and they start here because of the work of the science team. He thanked the team and the staff to ensure they get everything they can. This is a team that can show what money goes toward, and programs that make a difference for our kids and the community.
- Director Marchese noted his personal experience and impacts of science teachers on his family. It has made a big difference in their lives and the lives of other kids. It's a big deal to see kid's teachers recognized and the parents knew it through conferences and heard about it as a parent. It is the little things that show up later on. In Mr. Shrankler's science fair presentations, his sons learned so much about presentation, research, explaining self, and methods; and those start small. He thanked them for everything they do. It has paid dividends to his sons, as well as all the children that have benefited from the work of the science team.

B. Human Resource Transactions

Superintendent Gothard noted that this month's HR transactions includes the recommendation provided separately for the appointment of a new Communications Director for the district. It is with great pleasure that he proposes Kevin Burns for approval as appointee to this position.

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period September 1, 2018 through September 30, 2018. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with the exception of item E7 -- FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan, which was pulled for separate consideration. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31457 Request for Permission to Accept Central High School PAC Check # 5136

That the Board of Education authorize the Superintendent (designee) to accept the \$5,000 donation to be used for student CNA scholarships.

B. Grants

BF 31458 Request for Permission to Accept a Grant from the Dollar General Literacy Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Dollar General Literacy Foundation for the funds to purchase books; to accept funds; and to implement the project as specified in the award documents.

BF 31459 Request for Permission to Accept Two Subawarded Grants from Goodwill Easter Seals of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept two subawards from Goodwill Easter Seals of Minnesota for funds to support college and career services; to accept funds; and to implement the projects as specified in the award documents.

BF 31460 Request for Permission to Accept a Grant from Saint Paul Promise Neighborhood through the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Promise Neighborhood for the funds to support the Early Bridges residency program at Benjamin E. Mays IB World School and the Pre-K at Rondo Early Learning Hub; to accept funds; and to implement the project as specified in the award documents.

BF 31461 Request for Permission to Accept a Grant from the WE Schools Helping Hands Grant Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from WE Schools for funds to purchase school supplies; and to implement the project as specified in the award documents.

C. Contracts

BF 31462 Ramsey County Elections

That the Board of Education approve the election contract for period January 1, 2017 through December 31, 2020.

D. Agreements

BF 31463 Enter Into a Lease Agreement for School Buses

That the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Santander Leasing LLC (as assigned by Høglund Bus Co., Inc.) for five school buses for a total of \$372,430.95 over a five year lease.

BF 31464 Mental Health Partnerships

That the Board of Education authorize the Superintendent (designee) to approve the mental health partnerships authorized by the Office of School Support.

E. Administrative Items

BF 31465 Monthly Operating Authority

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

(a) General Account	#698080-699241 #0003080-0003107 #7002924-7002962 #0002716-0002810	\$52,737,257.45
(b) Debt Service	-0-	\$0
(c) Construction	-0-	<u>\$15,954,638.67</u>
		<u>\$68,691,896.12</u>

Included in the above disbursements are three payrolls in the amount of \$27,296,898.07 and overtime of \$48,338.83 or 0.18% of payroll.

(d) Collateral Changes

Released:			
Custodian	Cusip	Security	Maturity
None			

Additions:			
Custodian	Cusip	Security	Maturity
None			

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending January 31, 2019.

BF 31466 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 November 1, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31467 Joint Powers Agreement between Saint Paul Public Schools and the City of Woodbury

That the Board of Education authorize the Superintendent (or designee) to execute a Joint Powers Agreement between the City of Woodbury and Independent School District No. 625 allowing shared use of the gymnasium and fields at Crosswinds Middle School, 600 Weir Drive, Woodbury, MN.

BF 31468 Request for Approval for Funds from the Minnesota State High School League's Foundation

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

BF 31469 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified

Confidential Employees Association

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2018 through June 30, 2020.

BF 31470 Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services 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 Manual and Maintenance Supervisors' Association in this school District; duration of said Agreement is for the period of January 1, 2018, through December 31, 2019.

F. Bids - none

G. Change Orders - none

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31471 FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan

Superintendent Gothard invited Director of Facilities, Tom Parent, and Chief Finance Officer, Marie Schrul to respond to questions on this item.

Board members requested further information on this item. They noted that the FMP is so important to the school district, and so important for the students in SPPS. There is a tremendous question of equity for the city, and equity for our kids in overall facilities and athletic facilities.

Director Brodrick reiterated his questions to Mr. Parent via email earlier in the week. Would we be able to work on some smaller projects that would really pay large dividends to the site in terms of morale, and wants to be sure we are paying close attention to all that. He also noted a statement on the consent agenda item – that the Board will continue to have input in the planning. He wanted to highlight that statement to ensure we are satisfying as many people as possible, and in some instances, smaller improvements could be completed sooner, but pay off in morale at the sites. Because of the implementation and collaboration of the Board and Administration to possible do that. He also noted that we need to resolve the problem of being understaffing in terms of maintaining buildings, and the understaffing of our custodial staff. We have six members on our grounds crew who maintain 500 acres of land. He hopes we can address that.

Director Brodrick also asked for more information on the FMP Governance Committee make-up and attendance at those meetings. As a Board, they are the ultimate governing committee, particularly in the FMP. He noted the communications in schools and communities in talking about the FMP and governance committee. He also requested more specific on the information of the FMP Governance Committee, who attends, how they are identified, and how the process is evolving. He noted a question of communication on both ends – to make sure people feel heard, and follow-up on the communication for those in the first meeting who may not be able to make it to the second or third meeting. We need to inform the entire group of what is happening. Because we are investing millions of dollars in facilities, the communication and transparency needs to be a priority. The community, Board, as well as people on the FMP Governance Committee needs to be informed of this work.

Mr. Parent thanked the Board for recognizing one of the challenges and staffing challenges in the critical service areas and highlight the importance of that work, and provided more information on the FMP Governance Committee. The governance committee is a critical piece for us to maintain a process that we started in 2014. We wanted to respect the foundation we built, and continue that engagement, sometimes in challenging questions. They are there to ensure we are comprehensive and have folks that represent the broad cross section of stakeholders. Every year, in consultation with our Office of Family Engagement and Community Partnerships and Office of Communications, we look at the committee and the mix of people involved, organizational partners, continuity of voices, and new voices. He highlighted the work of Matt Throop and the Facility Planning Team and their work with SEAB to engage student voice, and each year we think about how to do differently and more meaningful; to take an adaptive look at members, questions asked, and making sure appropriately supported by Board and the Facilities team, and each year be reflective of that in planning for the next year. It's been a good process by which we have had a lot of people continue on from the initial phase in 2015 to now, and also new people, with 47 people participating the last go-round. We have tried to have a high-density and high value for folks; we frontloaded work with videos and background research, so they could engage right away in conversations. It was a great process by which we valued the time, and voices were heard to influence the plan and how it has evolved. It is built on a foundation by the Board and Chief Schrul to make sure there is a clear vision, and key factors for the work.

He also highlighted conversations at the Committee of the board meeting, regarding things we can do to reprioritize or restructure work so there are high-value things that do make a difference for schools. This is something we contend with on a daily basis. It is challenging to listen to concerns from teachers that aren't large, but matter. Being able to understand the hierarchy of need for our students is important. It is an imperfect science. He also recapped the facilities condition assessment in 2008, and there was 3.6% of buildings worth every year based on systems we know will fail in next few years. In 2015, the Board adopted an investment resolution that sets it at 2.8% and helps us to maintain these systems to a higher standard. We have a significant backlog to work thorough within those 10 years. It is a trade-off in everything we do in managing both. He is proud of the kinds of interventions in schools, and there are multi-generational benefits for our kids and community that are exciting to see. For Athletics, we have \$8.8M penciled into the five-year plan in exterior and fieldhouse-based athletics facilities. This is a significant investment with 2.2% of the overall plan, and investing millions in general wellness and physical education spaces for our kids. Historically, these spaces were not included in some of our buildings, and it is something we are making progress on. It is a challenge for us, and one we are trying to push forward on for athletics, academics, and the standard of safe, warm and dry. The district can be proud for the strides we are making today and through the adoption of the five-year plan. It will be work always before us, and it is meaningful and powerful for our kids.

Director Xiong shared in the concerns of being inclusive and intentional of who is not at the table and the need to invite and include them. We need to be intentional of parents and their hopes and dreams at this committee, including East Side parents with Crosswinds. We need to continue to be intentional and ensure that we are looking for voices not at the table and to bring new ideas and experiences in a way that completely reflects the student body in Saint Paul Public Schools.

Director Schumacher noted that it was good to hear that we have heard on a regular basis about that process that went forward. It its important that there are still 47 members that have continued to be present. Stability is important to not have a different group, and balancing with newer input and as we move into different areas with different sites to make sure those voices are in the room. Mr. Parents noted that SPPS invested in the community in building capacity and understanding for the impact of students, and to maintain that capacity and knowledge is critical for us. For having that group including new voices and a fresh perspective has been meaningful. It is very much a process by which we are thoughtful of blending thoughts. The FMP Governance Committee is one facet of engagement, and cannot be comprehensive for all the work, in key questions, geography, and impacts to the system in different ways, with help in design process, leveraging, and ultimately translates out working with individual communities on projects on this multi-tiered approach to engage in the course of implementing the FMP. One of the benefits of the communication plan and the ability to point to the 5-year plan is an opportunity to show the commitments, show the thoughts, and prioritization, and intentionality of why making the investments we are and the

impact they will have. It is a powerful tool to have to engage and point to and address challenges. We understand, and we have a plan to address. It is powerful as a mechanism to speak to our plan. The communication needs to be more pervasive and point to the process, and interface of the FMP process, and folks are understanding process overall.

Director Xiong noted it is exciting to start on the committees process earlier, and what is the process for a parent to join this process? Response: Information is available on the FMP website, with history, conversations, background, ways to sign up for notifications, and express interest in being a part of the process, with links to schools and school-level work. The general email address for facilities or FMP is another way to learn more about involvement in the process.

Director Marchese requested information on how we are mitigating the process and work with the strategic plan around family and community engagement. Response: The focus of this work in initiative 8a is to look at the engagement process and determining the process in a clear and defined way. It is about being clear about the purpose and asking the community to be with us and looking for ways to improve. The blueprint team for 8a will be presenting more information in the near future.

Director Marchese also noted community engagement, we need to avoid overlapping charges, and ensure that all groups are aware of what is being addressed in different ways. He is looking forward to seeing more of the specifics of the different ways of engaging with the community and maximizing opportunities. Chief of Staff, Cedrick Baker, also highlighted that Director of Family Engagement and Community Partnerships, Heather Kilgore, is also connecting the dots with the blueprint groups and how they move forward with community engagement, because there will be overlap. We will ensure we are intentional and strategic.

In looking at the elementary school process outcomes from the committee, and the ideas and how to serve underserved elementary sites, and increasing enrollment in underused schools. Where is that information going, outside of informing the facilities aspect? These are large questions that get to curriculum, financing, and enrollment management. How are you capturing that information and then moving it other places within the District to benefit from the insights? Response: This is a critical question and one we hear from the Governance Committee. They want to know their voice is being heard in a compounded way. Decisions about facilities are about everything of the District. They influence Facilities, as well as a broader impact. The raw notes were provided, as well as the executive summary in order to provide all details of individual voices. To make sure we have an effective means to collect and distribute that raw information, as well as to distribute it and use other resources. To preserve and communicate it out are expectations of the group as well.

Are you sharing this with Teaching and Learning, and management staff? Response: We are a large enough organization with centralized dissemination of the information. It's where it's shared with the operations team, the Board, and strategic planning team to let them know it is available. A lot of strategic leaders have been part of the FMP over the years, and have opportunities to connect data and feedback. There are certain aspects of that going on sharing information from committee and coming back to different departments. We can commit to a more intentional approach.

We have been getting regular updates on the process and conversations on what's projected as costed, and when it becomes a larger cost based on materials and time. Where are we on a financial aspect? Response: Currently, we are still closing FY2018, so it's too soon to know the final numbers for FY2018. For the budget that is set for the FMP specifically, we have \$112M that is set for the overall plan, including capital bonds, long term facilities maintenance revenue, and certificates of participation. It also includes health and safety funding. That is the big picture, and we have been working with Facilities to set projects out 12-18 months to plan for cash flow needs and timing, there are different source of revenue. We are always looking for opportunities for savings. We come with Springstedt to do refunding opportunities which saves the District overall in bond and levy costs. We do apply that toward our future levies because we are building capacity for FMP. It's about balancing everything and being able to look ahead to the future and ensure we are staying within the set budget. We are watching the cash flow and will continue to be stewards of taxpayers' money, and will continue to do so.

There are cost overruns, and there is a finite amount of money that was bonded for. Can you share with us how that is going? This is part of the cost of doing business, including materials with global economies. Where are we at and where are we trending? Response: This is an interesting time in construction. Employment for the skilled trades is historically low. The global economy, and especially tariffs leave a big question mark on the horizon, with certain materials expected to rise 25% at their current trajectory. It's concerning, but is a benefit of having an annually updated plan is that it can incorporate the market conditions, update them, and anticipate where we go, and estimate inflation. When we see that those costs do escalate or knowingly take on more at a school site because of the condition of building or opportunity cost, great communication with Finance team is important to make sure we live within means we have established by the Board and provided by the Finance team to reprioritize to understand the value and impact, and shuffling work to balance opportunity with cash flow needs. That is an ongoing conversation. The costs in the plan book will change as we learn more about our buildings, get deeper into design process with communities and the market changes every day. It's an interplay of a lot of factors to distill into one number for the Board that is a moving target.

MOTION: Mr. Schumacher moved that the Board of Education approve the FY2019-2023 Five-Year Maintenance and Capital Implementation Plan, subject to the BOE's future funding of specific projects. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS - None

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Vanderwert requested information around kindergarten entry and assessment of students as they enter kindergarten.
- Director Marchese requested information on enrollment and a recap of enrollment data for this year.
- Director Marchese also requested information on the North Star programming reported on select sites, and the work of MDE on those identified schools. It will be helpful for the Board to review the North Star program and MDE assessment system and to look at impacts for our schools, and the support, and how the district is responding to that information. Director Schumacher noted that the sooner we start to understand students by those boarder and more accurate measurements and talking about the measurements and impacts, the sooner the better around those, and communications is an important piece of how we tell that story.

B. Items for Future Agendas

C. Board of Education Reports/Communications

With this meeting being the last regular meeting before the November 6th vote, board members then shared their thoughts on the referendum.

Chair Ellis noted that she wants to thank board members and staff, especially in these last two weeks before the election. Individual board members, as well as the Board as a whole, have been working to communicate to share information and messages of the importance of the referendum to the District. She acknowledged everyone's work and thanks to everyone. The work is not done. There are two weeks before the elections, and there is still a lot of work to do, with staff and board members working hard. November 6th is a big day with 38 districts in the state that have referendums on the ballot. For the work we still need to do, it is important and we need to advocate for funding for students. We need to build trust in the community and support students at multiple levels. Each and every person in the district is committed to doing that. The referendum does not signify the end of our work – it signifies the beginning of the continuation of it.

Director Marchese highlighted Director Vanderwert's eloquent letter to the editor last week, and another helpful editorial from the Star Tribune, and others, including a letter to the editor in the Highland Villager, a letter from a parent to the Villager, and those pieces of information and sharing through social media, continue to help to educate community members of the importance and the need for this, and more information will continue through channels and informative avenues of why this is helpful to SPPS. He recapped an event that he attended with Director Vanderwert where the participants were moved by the data points and hearing how this levy is comparatively smaller to others and the gap in funding and inflation from 2003 to the actual. There are clear messages available to be grounded in the data of the necessity for this referendum for the district. He asked the Board to continue to push out the information to education the community on the need for this referendum and the need for support for our kids.

Director Vanderwert noted that it has been fun to be in the community and it is a wonderful opportunity to tell others about our amazing schools. We are responding to the needs of so many different groups from Hmong Dual Language, to French immersion, Spanish immersion, Mandarin immersion, schools that specialize in arts and music, aerospace – and the list continues! How many districts can say that they have the same specialized schools with specialized interests, including creative arts, alternative education for more flexibility, schools for parent teens, a beautiful new school for students with mental health needs. SPPS is an amazing resource in the city, and that is viewed in graduation ceremonies, students who graduate with 2-year degrees, kids who have struggled and may take longer to graduate, students working after high school, and those students in Ivy League colleges across the country. The recent articles showed ACT scores in Minnesota, and Saint Paul contributed to that. We have an amazing resource, but it takes money and people to be in our schools. We have the highest number of children living in poverty, students learning English, students who are homeless or in foster care, students who experienced trauma, and it takes people to respond to our students and it takes money. We are an extraordinary school district, and there are challenges in the legislature. The 14th Amendment of the Constitution states that an equitable and adequate education must be provided in public schools, and the legislature is not doing that – they are not keeping up with inflation, and we cannot continue to defund our schools bit by bit and that is not okay. We in Saint Paul have the obligation to pick up their slack for our kids. It's the most important thing to say as a community to our kids that we care about them, they are important, and we believe in their success. Great cities begin with great schools, and this referendum will help us to be a great city.

Director Foster noted that we value SPPS. If we believe our kids are the foundation of the future, we need to think about the investment that makes sense and what we want our kids to have. The referendum, as the District is saying, is the community and Saint Paul needs to change to meet families where they are served, and that does take resources. We will continue to hound the legislature to do their work, and we need to also continue to work and invest in SPPS, and what we value and how we can connect that to support the community and our kids. We need to meet them where they are at because we want them to be successful, to build skills, to be productive members of the community, and in college and career. From the science presentation, we heard that we are educating kids that can globally compete and lead, not only in Minnesota, but across the country as well. She encouraged everyone to think about their values to support students to grow, achieve, and educate in a matter they deserve as they vote on November 6th.

Director Schumacher noted that the Board is blessed to be working with people who take challenges seriously and working on ways to overcome those, and figure out how to overcome them and making sure our kids receive the education they deserve. It is exciting to talk with people who are happy, proud, and

eager to support SPPS. He related Saint Paul to a family. A family can criticize one another, but when it comes to things that matter, this is a city that comes together. He is excited about the future with our new leadership of Superintendent Gothard, and to have a new leader putting together a strategic plan, and putting together a leadership team, they have shared in the responsibility to put together ways in which we can have a sustainable approach to success for all of our kids. It is a big agenda item, and not one that is guaranteed to be completed over night. But it is a job that we have taken on and are excited about the potential, and the community and city is excited as well, with the Mayor's contribution and booster of education and product of this system. He harkened back to Hubert H. Humphrey and how he noted that it is great to be out in the city and look around to realize that you are part of something transformational. He has confidence in SPPS and his fellow citizens.

Director Xiong noted that as a product of SPPS, and her family living in Saint Paul, that they believe in public schools and continue to support Saint Paul. There is a lot of work ahead and the district continues to grow and change with student demographics. We continue to meet their needs and be strategic with families and the community, and we cannot do that by shrinking. We can't do that without funding and resources. In order for us to invest and build the school district of our hopes and dreams, we need to invest in our students. This referendum represents our hopes and dreams as we invest in our students, and hopes to be able to do the work and close the racial disparities in the district, and it starts with us beginning to be able to support the school district with finances and resources to do it right.

Director Brodrick noted that he started school in SPPS 70 years ago at Scheffer Elementary School. His strong desire for SPPS is still going strong, as his peers, family, and friends also attended SPPS and loved it. He wants the kids in 2018 and onward to have everything that he, his friends, and family got out of SPPS. Right now is the time where we are asking the public to help us. We're asking citizens to once again stand up together for SPPS, which has been such a big part of the community. Many times, one of the first things he asks another person is, "Where did you go to school?" School is a big part of the lives of everyone, and now is the time to support SPPS.

XIII. FUTURE MEETING SCHEDULE

Chair Ellis reminded everyone that the November Committee of the Board meeting will be held on Wednesday, November 7, 2018 due to Election Day.

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

- November 13
- December 18
- January 8, 2019 | Annual Meeting
- 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)

- November 7
- December 4
- January 8, 2019
- February 5
- March 5
- April 9
- May 7

- June 11
- August 6

XIV. ADJOURNMENT

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

The meeting adjourned at 8:24 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