

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

**August 21, 2018**

**I. CALL TO ORDER**

The meeting was called to order at 6:06 p.m.

**II. ROLL CALL**

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

Mr. Marchese was absent due to a pre-planned trip.

**III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

**MOTION:** Ms. Foster 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:

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

**IV. RECOGNITIONS**

**BF 31402     Acknowledgement of Staff**

The Board welcomed the new leaders to the district and congratulated them on their new positions. Lisa Sayles-Adams, Assistant Superintendent, introduced each new leader and their role.

**Welcoming new leaders to the district and staff new to their roles:**

**Cedrick Baker**, Chief of Staff  
**Megan Dols Klingel**, Assistant Director, Office of Teaching and Learning  
**Heather Kilgore**, Director, Office of Family Engagement and Community Partnerships  
**Toya Stewart Downey**, Assistant Director, Office of Communications, Marketing and Development  
**Arleen Schilling**, Controller, Office of Finance  
**Charles Long**, General Counsel, Legal Affairs  
**Kara Arzamendia**, Assistant Director, Research, Evaluation and Assessment  
**Stacey Theien-Collins**, Principal, Como Park Senior High School  
**Timothy Williams**, Principal, Randolph Heights Elementary  
**Duane Dutrieuille**, Principal, Hazel Park Preparatory Academy

**Jamal Abdur-Salaam**, Assistant Principal, Hamline Elementary  
**Michelle Bierman**, Assistant Principal, Murray Middle School  
**Maria Graver**, Assistant Principal, Murray Middle School  
**Deborah McCain**, Assistant Principal, Capitol Hill Gifted and Talented Magnet  
**James Walker**, Assistant Principal, Maxfield Elementary  
**Rob Sahli**, Assistant Principal, Battle Creek Middle  
**Kris Chlebeczek**, Assistant Principal, Ramsey Middle  
**Lee Thao**, Assistant Principal, Harding Senior High School  
**Abdisalam Adam**, Assistant Principal, Highland Park Senior  
**Lee Vang**, Assistant Principal, Creative Arts Secondary  
**Tung Pham**, Assistant Principal, The Heights Community School  
**Cherise Ayers**, Assistant Principal, Linwood Monroe Arts Plus  
**Kristin Reilly**, Principal, Hamline Elementary  
**Jamin McKenzie**, Principal, Murray Middle School  
**Bobbie Johnson**, Principal, Jie Ming Mandarin Immersion  
**Niceta Thomas**, Principal, Obama Elementary  
**Laura Saatzer**, Principal, Bruce Vento Elementary  
**Timothy Brown**, Principal, American Indian Magnet  
**John Bjoraker**, Principal, Farnsworth Aerospace PreK-4 Campus  
**Kristen Lynch**, Principal, Creative Arts Secondary School  
**Melinda McBride**, Principal, Parkway Montessori and Community Middle School  
**Jocelyn Sims**, Principal, Crosswinds Middle School  
**Veu Thor**, Assistant Principal, Hazel Park Preparatory Academy  
**Kenneth Turner**, Assistant Principal, American Indian Magnet School  
**Will Forbes**, Assistant General Counsel, Legal Affairs

**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 B1 -- Request for Permission to Accept a Grant from the Best Buy Foundation, B5 -- Request for Permission to Accept a Grant from T-Mobile, C2 -- GAP/Community School Collaborative Services in SPPS, C5 -- Re-Approval of Memorandum of Understanding with Reading Partners and Saint Paul Public Schools, Specifically Benjamin E. Mays, Maxfield Elementary, Hamline Elementary, and Phalen Lake, C6 -- Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support, and E6 -- Naming the Harding Senior High School Gymnasium in Honor of Gerald Keenan, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

**VI. APPROVAL OF THE MINUTES**

**A. Minutes of the Regular Meeting of the Board of Education of July 17, 2018**

**MOTION:** Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of July 17, 2018 as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

## VII. COMMITTEE REPORTS

### A. Minutes of the Committee of the Board Meeting of August 7, 2018

At the August 7th, 2018 Committee of the Board meeting, Superintendent Gothard began with an update on Admin Academy to welcome back our administrators, and noted the building repairs and updates across the District.

He then provided a quick report on the summer programs. This program involved 25 SPPS sites with the average daily attendance of 9,600 students overall. He shared the innovative ways that students learn over the summer at different programs. There were 29 site administrators, and 850-900 S-Term staff. He also noted the work of the ESY program for our students in special education. As a community, we should be proud of our program offerings and thanked the ALC team, transportation, and nutrition services for their hard work and support. Discussion from the Board primarily involved the number of high school students who attend S-Term to retrieve credits that may have been lost during the school year and data for those students.

Secondly, Superintendent Gothard spoke on the Referendum Review and Update. The referendum dollars will allow us to invest more in schools and student needs at all grade levels, and implement the District's strategic plan to increase achievement for all students. This presentation sparked conversation on the ways that Saint Paul will be improved with the passing of this referendum and the benefits to not only students, but also the community overall.

Thirdly, staff and community advisory council members presented the Small Business Inclusion report and information. They reviewed the timeline, the work of the advisory council, and the policies that will dictate this program, as well as best practices. This plan will benefit the community, and the time is now to incorporate small businesses into our overall business plan. Board questions centered around the policy revision and the necessary disparity study, which is the evidentiary foundation that will serve as the official documentation of the historical disparity. Administration's work and the Board's work in the policy will be in parallel. The Board approved the recommended motion to accept the report, and the policy work has begun.

Superintendent Gothard then provided an organizational chart update with phase 1 changes based on form and function. Updates included a Chief of Staff with departments reporting to that role, including the creation of a new position of the Director of Equal Opportunity. The Office of Research, Evaluation, and Assessment will now report directly to the Superintendent while still working collaboratively with all departments. A new role of Chief of Schools will oversee the assistant superintendents and the Office of Leadership Development. These changes will ensure there is clarity for our leaders and clear direction for their roles and responsibilities. In response, board members noted their direct work with the negotiations manager, and the role of the Chief of Staff. REA will report directly to the Superintendent in order to provide that critical information for the strategic plan, and also to establish routines and reports across the District. The Board also discussed the role of Chief of Schools, which will be a central point person to respond to information about schools, and to also coordinate coaching with our assistant superintendents and leaders. The Board also noted the fiscal impacts of these organizational changes. Overall, they mentioned that this org chart is a step forward as we move into the future with clarity on roles and responsibilities.

Finally, the Board conducted a work session to discuss attendance at the Council of the Great City Schools Conference in October and Board recommendations for project proposals for SEAB.

**MOTION: Ms. Ellis moved the Board accept the report on the August 7, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

## VIII. SUPERINTENDENT'S REPORT

### A. Back to School Report 2018-2019

Superintendent Gothard introduced Jackie Turner, Chief Operations Officer, to present the Back to School Report for 2018-2019. Saint Paul goes back to school September 4, 2018. He thanked the Board for their participation in the activities for new staff and school groups, as well as Chief Turner and her team for all of their hard work in summer planning to open a school year. Chief Turner noted that it is truly a joint and collaborative effort with all departments and also thanked them for their work this summer.

#### **Enrollment/Recruitment**

- Students accepted
  - August 1, 2018
    - 1,257 applications
    - 1,151 placements
- 2,210 kindergarten applications
- Over 9,000 grades 1-12 applications
- About 31% of students places are new or returning (3,415)
- Just over 2,300 PreK applications (391 on waiting list not placed)
- 9<sup>th</sup> grade district-wide is tight
  - Highland, Humboldt, and Washington
- 6<sup>th</sup>-8<sup>th</sup> grade district-wide is tight
- Waiting for placement
  - Kindergarten – 93 (5%)
  - 6<sup>th</sup> grade – 94 (3%)
  - 9<sup>th</sup> grade – 65 (3%)

#### **Early Learning/PreK**

- Highland Park Elementary
  - Will open 3 early learning classrooms
  - 1 full date PreK, 1 half day PreK, 1 ECSE
- Linwood Monroe
  - Will open an additional full day PreK classroom
  - Totaling offering – 1 full day PreK, 1 half day PreK, 1 ECSE
- L'Etoile du Nord
  - Will open additional half day PreK classroom
  - Total offering 1 full day PreK, 1 half day PreK

- Obama and Bruce Vento Elementary
  - Moved from half day to 100% full day programming, matching the desire/needs of our community
- Thanks to new early learning statutory language, homeless, and highly mobile students will gain access to PreK programming.

**Community Education**

- Adult Basic Education
  - Launching online GED classes
- Discovery Club
  - 1,263 enrolled
    - 182 on waiting list
    - 13 staff openings
- ECFE
  - 119 weekly offerings, enrollment up as compared to last year
  - 96% participants reported receiving education and support from ECFE
  - Increased offerings at individual school sites

**Enrollment/Recruitment**

- In collaboration with SPFT, 103 students were enrolled in SPPS, and advocates knocked on over 7000 doors this summer with the Select SPPS campaign.

**Human Resources**

Staffing to be filled includes:

<b>Job Category</b>	<b>FTE</b>	<b>%</b>
Clerical	12.00 FTE	9.0 %
Educational Assistants	13.6 FTE	2.4 %
Teaching Assistants	31.28 FTE	3.9 %
School & Community Service Professionals	5.0 FTE	2.6 %
Counselors	0.00 FTE	N/A
Social Workers	1.00 FTE	<1 %
Teachers	37.80 FTE	1.1 %

**Teaching and Learning**

- 3 simple elements for radical school improvement:
  - Focus: Elevating the Essentials by Mike Schmoker
  - A focused and coherent curriculum (what we teach)
  - Clear, prioritized lessons (how we teach)
  - Purposeful reading and writing

**Professional Development**

- District Leadership
  - Culture and Climate, Dr. Kent Peterson
  - Adaptive Schools, Carolyn McKanders and Jim Roussin
  - Department Resources Fair
- Foundational
  - Over 170 teachers attended New Educators Week August 21-25
- EL/Special Education
  - Build collaboration across EL and Special Education

- Special Educators learn about EL strategies and EL educators learn about students with disabilities
- iPads and Schoology enhance learning for all students, and a short video was shown with a teacher expressing her experience with these tools
  - Teachers are able to download curriculum from a depository, and share curriculum easily. For families, it is an easy way to track student assignments, and a way to engage with each other with these tools and techniques. We are all united in collaboration and in support, with help from iPads. Teachers like this program and technology.

### **Family Engagement**

- District-wide Parent Academy will be offered throughout the school year in all languages, including at community sites
- Centralized meetings for families about referendum and other topics will be held September – December
- Parent Academy Seminars will be held at schools from January – April
- Monthly meetings for nine PACs will begin in September
- iUpdate

### **Communications**

- Back to School Communications
  - Back to School calendar mailed to families Aug. 6
  - Email and phone call to families and staff (translated in all languages)
  - Welcome back video message from Superintendent
  - Referendum Information
- Department support
  - Facilities
  - Transportation communications
  - Rights and Responsibilities handbook
  - iUpdate communications
- Media and community outreach
  - Planning back to school media outreach including meeting with editorial boards about referendum
- Improved internal communications
  - Strengthened collaboration between OTL and CMD for weekly Principal's Playbook
  - Revised Bridge submission

### **Referendum Information**

- A website has been created for referendum information at [www.spps.org/referendum](http://www.spps.org/referendum)

### **Technology Services**

- Field Technicians and Service staff ready and prepared for school.
- Support to transportation for additional phone lines.
- Print, Copy, Mail is working hard to support schools and department “back to school” requests.

### **Finance**

- Budget
  - Staff meeting with sites and programs to review
- Procurement
  - Requisitions, orders and contracts for new school year
- MARSS Reporting
  - Reviewing student data reporting procedures with sites
- Fee Pay System
  - Supporting sites with setup of online payment system
- System Access for Staff (HR, Finance and Budget Systems)
- Grant Award Implementation (September)

- Training Staff on Procedures

### **Security and Emergency Management**

- Staffing
  - Community Support Team
  - Contract Security
  - SROs
- Training
  - Collaborative “active shooter” training
  - “Emergency Communication” best practices with secondary administrators

### **Transportation**

- 40,000 school bus transportation information postcards will begin arriving to families on or around August 24
- Continues to use MySPPSBus app to display up-to-date information
  - 5,928 app users, 33% increase
  - 20,086, app sessions, 27% increase
- Temporary staff hired to assist with phones
- Bus driver training-shaping positive culture

### **Nutrition Services**

- Students Directly Certified
  - 13,909
- Community Eligibility
  - 40 sites
- Supper Program
  - 33 supper program (8 new)
- Partnerships
  - Supper at Community-Based Organizations
  - Metro Transit Go-To \$1 Rides
- New Recipes
  - White Rice
  - Gluten Aware Sauces

### **Facilities**

- Restoration cleaning has been happening across sites
- Major Capital Projects: Completion Dates
  - Projects Completed Fall 2018
    - Highland Park Elem.
    - Horace Mann
    - Jie Ming
    - Linwood
    - Monroe
    - RiverEast
    - Saint Anthony Park
  - Projects Completed Late 2018 and Beyond
    - Adams: Completion December 2018
    - Como Park Senior: Completion late 2019
    - Humboldt: Completion August 2020
- Photos were shown of Highland Park Elem, Saint Anthony Park, and Adams

### **Priority Areas**

- Enrollment
  - **Extended hours** through first week of school
  - Connecting with **families without school** assignment

- School closing recruitment fairs
- Staffing
- Facilities Master Plan
  - Meal preparation
  - Learning areas
  - Teaching and Learning (Crosswinds)

QUESTIONS/DISCUSSION:

- Director Xiong noted that it is great to see white rice incorporated into our nutrition services, and that it is small things like that that matter and shape the experience of students and cultural relevance.
- For the PreK expansion from half day to full day, how is the decision made? Is it made based on site, demands from families? How does that work in terms of deciding which programs receive expansion? Response: We look at data, waiting lists, and then decide which sites to prioritize to add full day capacity to that school. As soon as we have resources and teachers, we are prepared to go next for full day sections. It is the “hot potato” of enrollment, and if we could have full day programming in every school, it would happen. There have been sites that were under enrolled for half day, and as soon as they switched to full day, they were full. We will continue to listen to feedback from families, community members, and staff.
- Director Vanderwert noted this this is impressive work, and in visiting new buildings, and the improvements made, we are really emphasizing the message to kids that we care about them and their learning spaces. She thanked the Facilities team in their work to make that happen.
- With Parent Academy and moving it to the Spring, it seems counterintuitive. Will there be added opportunities for the Fall? Response: The rationale is a couple of things. We will continue to offer districtwide Parent Academy, which is a six-week program that happens at the district level at schools. In the schools, there is a lot of things going on in the Fall, and to allow the schools to have their site teams before the program. After the MLK holiday, there will be Parent Academy seminars in partnership with schools, with districtwide offerings already available in the Fall.
- Do you prioritize younger students? Response: Yes, we prioritize younger families or new to system because they have younger students or are new to Saint Paul. We also pay attention to the transition grades as well. There is a lot of support through ECFE in early engagement, and in fifth grade, we may wonder what happened. We move around a lot. We have also begun to offer Parent Academy in collaboration with community-based organizations. At those sites, we need to be flexible for what families are asking.
  - What community sites? Response: Last year, we partnered with Project for Pride in Living and offered Parent Academy in community rooms and transitional living communities. We are expecting the same this year. We also partner with Family Values for Life and offer Parent Academy courses as part of their weekly parent meetings for our families on the East Side.
- The Discovery Club program, we have had a hard time filling those positions. Do we have high school students able to work in those programs, and is it a pathway to have them become interested in being teachers? Response: Yes, we do have high school students, as well as college students – college students more so. We do have purposeful connections with colleges and encourage students to apply. These are paid positions, as well as gaining experience.
- In terms of family meetings around the referendum, when will we find out about the schedules and what will that look like? What will the strategic plan look like that they are discussing at meetings? Response: There will be different opportunities for phased initiatives. Part of the work through action planning to develop engagement plan for feedback and actual launch in settings. It will take place in different settings, depending on the school, area, focus area. They could take place at different times throughout the year as we circle back to them.
  - It will be front loaded in the Fall, and as they move into the Spring, there will be opportunities to engage and give feedback? Response: Yes, there will be. It will be different for each initiative. There will be different community engagement. Some will be more intentional – such as create a middle school model, how we move, and excited for



opportunities for students and staff. Also, in addition to strategic plan engagement, there will also be a referendum site team at each school with principals and lead parents, and teachers to come together to learn about the referendum and informational side of the campaign. There will be a community-wide session to learn more, with information going out to schools September 19<sup>th</sup> and 20<sup>th</sup> we will be offering training, October 11<sup>th</sup> will be a community-wide referendum session.

- What is the update on Crosswinds? Response: Jocelyn Sims has been named the new principal, along with Assistant Superintendent Lisa Sayles-Adams. There was a feasibility team that started to sketch out the framework of the programming that we think would fit for that site. A progress update will be provided at the September BOE Meeting. We will be assembling a team to work on the finer designs, and an engagement plan to ensure the community is part of the plan. We also need to look at bringing on 200 sixth graders for 19-20 school year. There are a lot of steps in that, and everything is new. We know there may be efficiencies not able to build to offer to the full programming that first year, but we can grow into it. There can be regular updates on Crosswinds, and should be seen as a real value-added asset to Saint Paul Public Schools.
  - Before the School Choice Fair, we will be able to see those different pathways to align with that, and that will be coming out in a timely fashion? Response: Yes – we have milestones identified. In terms of which schools will matriculate, those are decisions based on data and students that will need to be decided.
- Director Foster thanks everyone for their work, and is encouraged to hear how we are putting kids first, and continuing to hear more dialogue on that. We are working on getting our work done, while also remembering why we're here and who we are here for. She is encouraged to hear the discussions.
- In attending New Educators Week, which was wonderful to talk to everyone, and a reminder to that it takes time to bring those fruits of our labor to fruition. Do EAs and TAs receive the same orientation? In thinking about the orientation for our new educators, at what point do EAs, TAs, and teachers have the opportunity to learn, share and train together? We all have roles, and roles as educators, and in valuing the respect and knowledge that each of us bring to children in our classrooms. Is there an opportunity to do that in these next few weeks? Response: We continually have regular onboarding for all new staff. We are fortunate that with teachers coming back at the same time, we package it a little differently. For the paras coming back, they will have same onboarding process, and we are building wraparound services within the buildings. After they go through the District onboarding, they go back to their building for orientation with staff, and dive deeper. For our paras in Special Ed., we are in the process of building a robust 4-day training, which will offer an overview of the District, and also a deep dive into our non-violent crisis intervention training and de-escalation techniques.
  - We are a large school district, and it is about relationships in roles, and at what opportunity is there for those folks to talk about their experiences and learnings? Response: In HR, we have not created an opportunity for them to come together like that. In buildings and departments, there are opportunities. In Specialized Services, there is professional development time built into the paraprofessional schedule in the buildings. Sometimes the teacher or social worker is able to lead those. They talk about the logistics of their jobs, as well as the kids and programming. It's customized for the buildings they are in. Schools will determine a time for all paras, or in groups of paras, and others cover, and they come together to have mini-sessions with a minimum of once a month, or even once a week. It is able to link the paras stronger to the PD in the building. Our coaches are also highly involved in that piece. In MLL, we have offered 2 full days of PD for bilingual EAs, and we select topics on what they'd like to learn more, and 70+ EAs come together to talk about topics on family engagement, day-to-day work, and classrooms. This last year, we had informational restorative practices; EAs shared knowledge about cultural background, as well as an iUpdate process. We do allow feedback to learn in order to do jobs better or different, and to feel effective. In Early Learning, we are poised to offer PreK TA cohort. Based on feedback, there is a need for PD. There will be six different sessions throughout the year for TAs to be present or blended learning through Schoology. We are offering a 2-day PreK institute for paras from HeadStart, LifeTrack, and other childcare partners. Our TAs are also welcome, and roughly 85% of them have signed up.

- Director Brodrick also noted that the opportunity to have teachers, EAs, and TAs working together in professional development is important. We find that our most valuable people in buildings are the people we sometimes may overlook. This was brought to our attention last year during negotiations, and these folks are integral parts of our buildings and the real heart of the schools. In taking this further, he noted that sometimes in education, there is a tendency to turn to consultants to come in and help us on how to do things, and that's fine, but we can also learn from someone much closer to home. Teachers, EAs, and TAs are one of our greatest resources, and we need to remember to ask them what they think, how things could be done differently, and what is working. We have done that, and some of the best PD seminars and workshops were created, implemented, and carried out by staff in this district, and we need to make sure we are paying attention to them, and looking to the people in the classrooms.

B. Human Resource Transactions

**MOTION:**                    **Mr. Schumacher moved approval of the HR Transactions for the period July 1, 2018 through July 31, 2018. Ms. Vanderwert seconded the motion.**

The motion was approved with the following roll call vote:

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

**IX. CONSENT AGENDA**

**MOTION:**                    **Ms. Ellis moved approval of all items within the Consent Agenda with the exception of items B1 -- Request for Permission to Accept a Grant from the Best Buy Foundation, B5 -- Request for Permission to Accept a Grant from T-Mobile, C2 -- GAP/Community School Collaborative Services in SPPS, C5 -- Re-Approval of Memorandum of Understanding with Reading Partners and Saint Paul Public Schools, Specifically Benjamin E. Mays, Maxfield Elementary, Hamline Elementary, and Phalen Lake, C6 -- Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support, and E6 -- Naming the Harding Senior High School Gymnasium in Honor of Gerald Keenan, which were pulled for separate consideration, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

A. Gifts

**BF 31403** Gift Acceptance Donation from KABOOM for Highwood Hills Elementary

That the Board of Education, authorize the Superintendent (or Designee) to accept a gift of additional playground equipment valued at \$70,000.00 from KABOOM at Highwood Hills Elementary.

B. Grants

**BF 31404** Request for Permission to Accept a Grant from the Minnesota Building and Construction Trades Council

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota State Building and Construction Trades Council to support Building Trades programming within the Career and Technical Education (CTE) initiatives in SPPS; and to implement the project as specified in the award documents.

**BF 31405** Request for Permission to Accept a Grant from Rockefeller Philanthropy Advisors

That the Board of Education authorize the Superintendent (designee) to accept funds from Rockefeller Philanthropy Advisors to fund teacher-led projects that foster social emotional skills in students in grades prekindergarten to 12; and to implement the project as specified in the award documents.

**BF 31406** Request for Permission to Accept a Grant from the Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Saint Paul Foundation to support the Adaptive Schools Foundation Seminar; and to implement the project as specified in the award documents.

**BF 31407** Request for Permission to Submit Grant Applications to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit multiple grants to the Minnesota Department of Education for funds to support improvements related to violence prevention and facility security; to accept funds, if awarded; and to implement the projects as specified in the award documents.

C. Contracts

**BF 31408** District Audit Services

That the Board of Education authorize the Superintendent to enter into a contract with Malloy, Montage, Karnowski, Radosevich & Co. P.A for District Audit Services for a period of 1 year in the amount of \$119,315.

**BF 31409** Contracts and Agreements for Rental of Hockey Facilities for 2018-2019

Board of Education authorizes the Superintendent (designee) to enter into contracts and agreements with County officials for the 2018-2019 boys' and girls' hockey teams. Hockey ice time (practice and game) is paid from lease waiver monies and security fees are paid by the Athletic Department.

**BF 31410** Approval to Enter into a Contract with Middle English, Inc. to Provide American Sign Language Interpreting Services for the 2018-19 School Year

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Middle English for \$150,000 to provide American Sign Language interpreting for students and parents as needed for the 2018-19 school year to be paid by Special Education and by the schools.

**BF 31411** Sanneh Foundation Dreamline Program 2018-19SY

That the Board of Education approves the services of Sanneh Foundation Dreamline tutors in the aforementioned high schools and middle schools for the 2018-19SY.

**BF 31412** Turnaround Leadership Academy Request for Proposal (RFP) #214758

That the Board of Education authorize the Superintendent (designee) to enter into a contract with New Leaders for \$400,000 to provide professional development to Comprehensive Support and Improvement (CSI) school leadership teams.

D. Agreements

**BF 31413** EL Education Cooperation Agreement for 2018-19 SY

That the Saint Paul Public Schools Board of Education authorize the Superintendent (designee) to approve the 2018-19 partnership agreement between Open World Learning Community and EL Education.

E. Administrative Items

**BF 31414** Monthly Operating Authority

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

(a) General Account	#695531-697065 #0002992-0003025 #7002869-7002902 #0002522-0002620	\$61,330,917.35
(b) Debt Service	-0-	\$478,106.00
(c) Construction	-0-	\$9,711,730.95
		<u>\$71,520,754.30</u>

Included in the above disbursements are two payrolls in the amount of \$38,109,377.46 and overtime of \$177,960.31 or 0.47% 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 November 30, 2018.

**BF 31415** Apple Caching Servers

That the Board of Education authorize administration to approve the proposal from Apple, for the purchase of Apple Caching Servers in the amount not to exceed \$150,000.

**BF 31416** Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for principals' in this school district for whom the Saint Paul Principals' Association is the exclusive representative; duration of said agreement is for the period of July 1, 2017 through June 30, 2019.

**BF 31417** Facilities Department FY19 Purchases over \$100,000

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

**BF 31418** Facilities Department FY19 Purchases over \$100,000 Adjustment

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

**BF 31419** Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, to Establish Terms and Conditions of Employment for 2018- 2019

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local No. 34 is the exclusive representative; duration of said agreement is for the period of May 1, 2018 through April 30, 2019.

**BF 31420** Approval of an Employment Agreement with International Brotherhood of Electrical Workers, Local No. 110, to Establish Terms and Conditions of Employment for 2018-2021

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Brotherhood of Electrical Workers, Local No. 110, is the exclusive representative; duration of said agreement is for the period of May 1, 2018 through April 30, 2021.

F. Bids - none

G. Change Orders

**BF 31421** Construction Change Directive #20 for Rochon Corporation at the Horace Mann School Expansion & Renovation

That the Board of Education authorize the Superintendent (or Designee) to sign Construction Change Directive #20 for Rochon Corporation at the Horace Mann School Expansion & Renovation for an amount not to exceed \$164,919.04

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:**

**BF 31422** Request for Permission to Accept a Grant from the Best Buy Foundation

The Board requested more information on this item. What site will benefit from this grant with the Academy of Information Technology? Response: Humboldt houses the Academy of Information Technology. The grant will be used for internships, paying for transportation, helping to create more mentorships, and

expanding the real world application of IT for students. We are looking to expand the program; it will be entering its 5<sup>th</sup> year, and continuing to expand. We want to expand it to robust offering for more and more students.

The Board noted that this is an exciting partnership for SPPS to have, and looks forward to it continuing to grow.

**MOTION: Ms. Xiong moved that the Board of Education authorize the Superintendent (designee) to accept funds from the Best Buy Foundation to support the Academy of Information Technology; and to implement the project as specified in the award documents. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

**BF 31423** Request for Permission to Accept a Grant from T-Mobile

Deputy Chief of Technology Service, Idrissa Davis, provided more information on this item. While cell phones are not included in the scope of this grant, it does include wireless devices for internet for students at home. We identified those without internet, and want to make it convenient for them to be able to do homework. T-Mobile stepped up, and we are now able to offer internet devices for those students who do not have internet at home. This grant includes wireless devices that students would bring home. There are a number of sites that were identified, and students with FRL were targeted, and we worked with them to check off items in the process. It will operate on an inventory system, where students will check out the device, and return them at the end of the school year. We will be able to suspend those lines for the summer, and students will be able to check them out at the beginning of the next school year. The Board noted that this is so innovative, and wants to know more about what we can do to promote this, especially for our PSEO students. The hotspots can hold up to 15 devices within one home. Hans Ott also noted the LibraryGO program which allows students electronic library cards, and this will allow us to bring internet to those without it. ComcastCares is a great program also, but this T-Mobile program was free to the district.

The Board thanked Deputy Chief Davis and the team for their work in this. Director Schumacher also noted that when the personalized learning technology first started, it has moved so fast, and to see the benefits to our students and families, this accessibility is so important. It really does provide the support to decisions around providing access to support our students and their learning.

Deputy Chief Davis also thanked Karen Randall, Jamie Atkins, Marie Schrul, and Hans Ott for working side-by-side on what we have completed, and looking forward to deploying these devices around the start of school

**MOTION: Ms. Xiong moved that the Board of Education authorize the Superintendent (designee) to accept goods, funds and services from T-Mobile; to purchase mobile broadband services from T-Mobile for SPPS; and to implement the project as specified in the award documents. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Absent
Ms. Ellis	Yes

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

**BF 31424** GAP/Community School Collaborative Services in SPPS

The Board requested more information on GAP services, how it is done in schools, the impacts to students, and to hear more about what is happening with these services.

Kathy Kimani, Assistant Director of School Culture and Climate, provided more information. Our partnership with GAP began in the middle of the year of the 16-17 school year with a half-time therapist at two sites, and it has grown from there. The current contract for the second full school year with a full time therapist at six different sites. We are hearing from principals and parents that their satisfaction with the work has really been positive. Also, these six sites are part of continuum of mental health supports available. GAP is serving as fiscal agent for school linked mental health grant that was awarded to Ramsey County through the Department of Human Services. SPPS has supported that grant and is a participant in working with GAP on that. Saint Paul has built a consortium of five agencies serving 30 different schools. We are building a model and a way to provide school based mental health services consistently. We are starting off the school year with a mental health provider at 44 school sites.

- How are sites selected? Response: There are different items that we look for in determining sites. The most important is the capacity for this partnership to be built and a readiness at the school. We have met with principals and asked if there a person in the building that could be a contact; most often, that is a school counselor or social worker. It is the main referral source, so that the provider can go to someone as they are joining the school team. Also, that there is space in a building – an office space that students can go to. Also, we look at if there are students identifies that could benefit from these services, and what services are already in place. We are trying make an effort to reach all schools with supports they need, and look to the schools that may have gaps in services.
- How many students could be served? How many more need it? Also, how do they work with teachers and families? Is any of this billed to third party billing? Response: Yes, there is third party billing. Going to the provider at the school is similar to going to a clinic or therapist, and reduced barriers to service, as well as reducing stigma to services when we have therapists working alongside teachers and school teams. When they are engaging in formal therapeutic parts of services, there is third party billing, and if parents have insurance, there is billing occurring there. In the school linked mental health grant, if students are uninsured or underinsured, they are able to use those grant funds for these services. It will also cover ancillary services, and consulting with teachers, and trainings for staff with social workers and counselors, and going with a student to IEP meeting or re-admit meeting after an event. It is those service that enhance the mental health supports we provide in schools. In terms of numbers, last year, GAP served 170 students at six sites. A full time therapist will work with about 15 students at a time, and those are the Tier 3 services (individualized service).
- In talking about the funding, and about sustainability, could you explain more? Response: The school linked mental health grant is a three-year grant, with the option to extend for two more years. It has been a five year grant, and this is the third round, so we are at year 11 or 12 of participating in the school linked mental health grant. It is a sustainable grant that funds the ancillary services and the uninsured or underinsured students. It does require third party billing, which is the sustainability part of it, as well as the District input into this contract that helps to sustain that.

**MOTION:** Ms. Xiong moved that the Board of Education authorize the Superintendent (designee) to approve the expenditure of ALC and Special Education funds in an amount not to exceed \$120,000 for site-based mental health services provided by GAP/Community School Collaborative. This amount supports site-based mental health services a 6 SPPS sites, and is a

**significant reduction in the amount expended during school year 2017-18. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

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

**BF 31425** Re-Approval of Memorandum of Understanding with Reading Partners and Saint Paul Public Schools, Specifically Benjamin E. Mays, Maxfield Elementary, Hamline Elementary, and Phalen Lake

The Board requested more information on the data from the outcomes of this partnership. Response: This has been a good partnership for the past few years, and there is a strong satisfaction level at the school level. Each year, the schools continue to ask the Office of Teaching and Learning to continue to fund this service at the schools. The schools are continuing to see a benefit. In terms of the data over the three-year program, we haven't collected full program evaluation and will collect that at this three-year juncture and will have more data at the completion of this year. In numbers of students making their literacy goals, over 2/3 of students are making those goals, and 3/4 of students are making grade level foundational goals. We know it's a challenge to schedule students during the day, and we work with Reading Partners tutors and staff to ensure students are not missing the most critical learning experiences, but balancing with students who need these services. It has allowed students to improve their growth and proficiency, and more data will be available after this year. In looking at the base results, there has been an implementation phase and a level of 200 students in program – that was a critical milestone. The data we have at the satisfaction level of students meeting goals, we have seen great promise in meeting student needs. At this point, we are looking to sustained implementation. The first three years were preliminary growth period, and we are now looking at full implementation. At the next three-year piece, we will have strong, clear data on how this service works for our students. All partners are part of the plan for metrics for sustainable, successful, and reliable these are to grow in math and literacy.

- How is this program different from Reading Corps? Response: MN Reading Corps provides tutors, and sometimes are hard to fill with volunteers, and is wider in scope. Reading Partners will come into four specific schools and guarantee the tutors at these schools and be focused on individual student needs. Reading Partners has a mix of standard curriculum, and a tailored curriculum. These next few years will allow us to compare data, and our partnerships across the District.

**MOTION: Ms. Xiong moved that the Board of Education approve and enter into a Memorandum of Understanding with Reading Partners. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

**BF 31426** Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support



The Saint Paul Youth Services is a program we have worked with to provide supports for students in the schools. They do behavior interventional specialist, which is similar to our behavior support team. They provide the flexibility and nimbleness our community-based service have, and also provide training to staff. They meet with parents, host parent meetings, and follow students to graduation. Schools are chosen based on individual selection. The contract is with the schools, and they provide the recourses, and we at the District level manage the size. Individual schools implement the program and want to work with SPYS again. It is a opt-in option for those schools. The cost is each contract about \$50,000 per behavior intervention support specialist.

The Board appreciated the services SPYS provides beyond the school calendar as well. They mentioned that this is a decrease compared to previous contract, and in thinking about sustainability and built relationships in schools, what will happen to relationships with students? How could behavior specialists that are staff, how are we learning from each other, so that that sustainability can occur? Response: We are intentional about meeting with administrators with the program to talk about what they have learned, and one of the items was sustainability. SPYS will be working with us to deepen training with their staff, and work within our PD calendar to increase capacity within our staff to learn their techniques. The smaller contract is not a direct link to the budget. This is an opt-in program, and a couple schools have chosen to try other agencies and community-based services. Dr. Asberry does a phenomenal job of keeping us informed and the options available. The Board is excited to learn more about their work and services, and noted that their services are unique and relevant to those schools.

- We have had behavior specialist move from school to school depending on need. Are those our folks, or SPYS staff? Do we have an ongoing group like that to address those needs? Response: Our own district has a spectrum of services and support ranging from our own instructional EAs and TAs to our behavioral specialists licensed in the district. Some of the staff in Security and Emergency Management are our community support team do similar work, and travel to schools with the greatest need. We have six of those staff throughout the district; we do move them throughout the district. If there is a need or request for SPYS in the middle of the school year and the school has resources, Dr. Asberry has been able to staff up to provide services. They have been nimble and willing to meet needs of administrators. We have support for those high schools in place, regardless of budget constraints.

**MOTION:** Ms. Xiong moved that the Board of Education authorize the Superintendent (or Designee) to contract with the Saint Paul Youth Services (SPYS) for Behavioral Specialist support at three sites for SY2018-2019, and to implement the services as specified in the contract. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

**BF 31427** Naming the Harding Senior High School Gymnasium in Honor of Gerald Keenan

Director Brodrick noted that he pulled this item to publically recognize that the Harding gym be named in honor of Gerry Keenan, and it is wonderful and the right thing to do. Mr. Keenan dedicated his life to SPPS, and is honored to call Mr. Keenan a mentor, a friend, and a hero. He began his education at Hancock, then Wilson, and graduated from Hamline University. He spent 15 years at Mechanic Arts prior to starting at Harding. Gerry Keenan was an innovator and a dynamic young teacher. He was successful basketball and baseball coach, and took a team in 1975 to the finals and lost in Class A to Chisholm. While he was teaching, he also created a service department for teachers. He provided that service and made sure teachers had a place to have duplicating services. He piloted a program for a quarter system in the 1970s.

He went to the Department of Education and brought forth this revolutionary program and sold it to them. He was also the yearbook business manager, and the school newspaper business manager. The students at Mechanic Arts had a yearbook because Gerry Kennan fundraised for the yearbook. He is a total school person, and a Saint Paul man. He is the epitome of a teacher, a coach, and an educator.

**MOTION: Mr. Brodrick moved that the Board of Education approves the request to name the Harding Senior High School gymnasium in honor of Gerald Keenan. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

## **X. OLD BUSINESS**

### **1. Policy Update**

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, to provide the Policy Update.

#### **Access for PSEO Students – Policy 535.00**

- Third reading
- New policy required by state statute
- Ensures PSEO students have access to their school and technology resources
- Recommendation: Vote to adopt policy

**BF 31428** THIRD READING: Policy 535.00 – Access for PSEO Students

**MOTION: Ms. Ellis moved the Board adopt the new Policy 535.00 – Access for PSEO Students. The motion was seconded by Ms. Xiong.**

The motion was approved with the following roll call vote:

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

#### **Intellectual Property Rights – Policy 402.00**

- Third reading
- New policy that was developed through collaboration of District and Saint Paul Federation of Teachers
- Policy covers:
  - Definitions related to intellectual property (IP)
  - Explanation of U.S. Copyright Act
  - Summary of the conditions for IP rights ownership by district and employee
  - Statement of exceptions

**BF 31429** THIRD READING: Policy 402.00 – Intellectual Property Rights

**MOTION:** Ms. Ellis moved the Board adopt the new Policy 402.00 – Intellectual Property Rights. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

QUESTIONS/DISCUSSION: None

## **XI. NEW BUSINESS**

### **A. Summary of the Annual Performance Review of the Superintendent**

#### **BF 31430** Summary of the Annual Performance Review of the Superintendent

*At a Special Closed Meeting of the Board of Education on August 1, 2018, board members discussed the annual performance evaluation of the superintendent. Overall, the Board is pleased with the work of the superintendent and has confidence in his leadership. Board members acknowledged that this was the first full year for the superintendent and the challenges presented were substantial – developing relationships with key members of the community, staff, parents and students; understanding the district’s operations and organization; navigating labor negotiations; leading a strategic planning process; and beginning to better align the culture and processes of SPPS with the needs of our students. Board members praised the superintendent’s quick start and particularly appreciated his work in helping to settle the district’s contract with SPFT and avoiding a strike. The superintendent’s response to criticism about weather-related school closings and busing during one of the winter’s tougher storms demonstrated his ability to accept responsibility and learn how to incorporate lessons learned into future planning. Board members expressed optimism about his leadership, in particular, his style, responsiveness and frequent communication, and great interest in learning more as the superintendent (and related staff) flesh out the district’s strategic plan over the coming year.*

*The superintendent was evaluated under the following six areas: Vision, Operations, Accountability, Board/Superintendent Relations, Advocacy, and Unity. The superintendent received satisfactory ratings in three areas (Vision, Operations and Accountability) and ratings of accomplished in the remaining three (Board/Superintendent Relations, Advocacy and Unity).*

*As to Vision, board members acknowledged the difficulty for the superintendent to both take the time to assess the district and also set forth a vision for the district moving forward. The superintendent has begun to articulate a vision around improving student achievement and outcomes through the strategic plan. Board members appreciated the student-focus nature of the plan, as well as the overall intent to align the culture and efforts of SPPS staff and resources with what would be effective in improving outcomes. Board members look forward to understanding more as staff teams develop and then implement specific initiatives, including specific outcome measurements. In addition, board members would like to see the superintendent articulate how the initiatives will make qualitative impacts on our students and in our buildings, as well as a broader vision that knits together how the community can expect our schools to improve.*

*As to Operations, the superintendent has also spent this past year learning about the district's organization, assessing the capacities of staff, understanding the impacts of past fiscal decisions and processes on current operations, and beginning to hone in on specific areas for attention. The superintendent has been and will continue to work on aligning operations with the strategic plan and his overall focus on student achievement. Board members appreciated the superintendent's changes to the district's organization chart and look forward to future changes to the budget planning process to make it more transparent and accurate so that it can support the strategic plan and provide opportunities for public input. Board members also look forward to seeing additional operational planning on enrollment and financial management over the coming year.*

*As to Accountability, board members recognized the strategic plan will be the main means for providing accountability both internally among staff and to the larger community. Board members were pleased with the superintendent's work focusing on achievement and equity in public presentations with the board (academic spotlight), as well as in his public remarks. In conjunction with the board, the superintendent developed guiding principles for bargaining that helped provide more structure to the various negotiations with bargaining units, as well as greater accountability as the district reached agreements.*

*As to Board/Superintendent Relations and Communications, board members appreciated the superintendent's responsiveness to their concerns and frequent communication. Through one on one meetings, as well as in regular phone calls, the superintendent has worked diligently on ensuring board members are aware of developments in the district and can provide input on upcoming decisions.*

*As to Advocacy, the superintendent embarked on an ambitious listen and learn session series with external stakeholders, as well as SPPS staff, students and families. The superintendent has been a prominent and articulate advocate for the district, in terms of funding at the state level and developing partnerships with other governmental leaders, as well as community and business organizations, to support current and new initiatives. The board values his focused work on building relationships that will benefit the district and its students in the long term.*

*As to Unity, the superintendent has built a reservoir of good will within the local and state community that the board believes will assist him in enacting the strategic plan and improving outcomes for students. The superintendent's work in negotiations, for example, has made it possible to move forward with labor representatives to seek funding for the district and provides a platform for the upcoming work on the referendum. As the strategic plan evolves, the board expects the superintendent to continue to work hard to leverage our community's many assets – fiscal, human and relational – for the benefit of our students.*

#### QUESTIONS/DISCUSSION:

- Superintendent Gothard then provided a response. He thanked them for their support in his first year. He is committed to building stability, strategic, decisive, and effective leadership now and into the future. As we are developing our strategic plan, detailed action plans are being created, budgets to guide thinking on resource allocation, and metrics to monitor progress are each in various stages of completion. The Board will hold him accountable for the strategic plan increasing the long-term student outcomes that were approved in April and much more. There are high expectations as a leader and there should be. The SPPS community deserves steady, consistent, and effective leadership and he looks forward to our continued commitment and efforts to make SPPS a great school district for all.
- Director Schumacher noted that this is a comprehensive look at the first year, and would like to add that when we hired Superintendent Gothard we were looking for someone who had vision, and also understood best practices across the system to make that vision into a reality and make it something to be implemented. In order to sustain that kind of vision and best practices, it requires foundational work. They are absolutely critical to make sure what's being built lasts. That more than anything is the combination of talents what drew us to Dr. Gothard was the knowledge here to build something that would support our district, our staff, our kids, and not be something change every year or two years. There's a lot to learn in the space of one year. Sometimes the Board has expressed impatience about the pace. To be next to the work that's being done across the district

and the worth of foundational work being done is the confidence built over the time with the superintendent has been well placed and we look forward to the foundation and vision to come together with the strategic plan. Thanks to Dr. Gothard for his leadership so far, and lead on.

- Director Vanderwert noted that she spent a few days at the Culture on School Culture and Climate last week, and it was great. What the leaders at the conference were saying are also things that Dr. Gothard has said. She believes that he gets it and the focus on why we're here. We continually look to understand our students and be in relationship with them to learn, and we are building a school district to rock and roll with Superintendent Gothard in charge.

## XII. BOARD OF EDUCATION

A. Information Requests & Responses – None

B. Items for Future Agendas

- Superintendent Gothard noted that an update on Crosswinds will be provided as a deep informational presentation, and ongoing updates as well.
- Director Xiong also noted that in Public Comment we have heard about the name change for Monroe, and more information on where that is at and the process.

C. Board of Education Reports/Communications - None

## XIII. FUTURE MEETING SCHEDULE

1. Action to Schedule a Special Meeting Regarding a Board Retreat

**MOTION: Ms. Ellis moved that the Board of Education schedule a Special Meeting of the Board of Education regarding a board retreat on Saturday, October 13, 2018 beginning at 8:00am in Conference Room 5A of 360 Colborne. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

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

- September 18
- October 23
- November 13
- December 18

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

- September 11
- October 9
- November 7
- December 4

## XIV. ADJOURNMENT

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

The meeting adjourned at 8:37 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