

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

June 19, 2018

I. CALL TO ORDER

The meeting was called to order at 6:16 p.m.

II. ROLL CALL

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

Ms. Xiong arrived at 6:17 p.m.

SEAB Member(s): M. Jibicho, E. Rypa

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. Marchese.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31324 Acknowledgement of Good Work Provided by Outstanding District Employees

Saint Paul Public Schools received the Minnesota Department of Education 2018 School Finance Award. The Minnesota Department of Education (MDE) released its list of school districts that received the 2018 School Finance Award, in which Saint Paul Public Schools made the list. Each year, MDE reviews each school district for criteria in the following areas: timely submission of financial data, compliance with MN statutes, presence of select indicators of fiscal health, and accuracy in financial reporting. This award is a testament to how the **Finance Department** is organized and accountable for the tax payer dollars entrusted to us.

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 C5 – Renewal of Contract with Teachers on Call, E2 – 2018-19 Rights and

Responsibilities Handbook Summary, E10 – Lead in Water Safety Program, and G1 – Construction Change Directive #120 for Corval Constructors at the Humboldt High School Addition, which were pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of May 22, 2018

MOTION: Ms. Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of May 22, 2018 as published. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

B. Minutes of the Special Meeting of the Board of Education on June 12, 2018

MOTION: Ms. Ellis moved approval of the recommended motion to approve the non-renewals of the teachers listed for non-renewal on the HR Transaction List of June 12, 2018. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

C. Minutes of the Special Closed Meeting on Litigation of June 15, 2018

MOTION: Ms. Ellis moved approval of the Special Meeting of the Board of Education on June 12, 2018 and the minutes of the Special Closed Meeting on Litigation of June 15, 2018 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of June 12, 2018

At the June 12th, 2018 Committee of the Board meeting, Superintendent Gothard began with recognition and congratulations of our graduating students. He thanked the Board of Education, SPPS staff, community members, and students who made it all possible.

He then introduced the Legislative Wrap-Up and thanked Mary Gilbert, our legislative liaison, for all of her work during the Legislative session. Topics included the major events within the session, a recap of the SPPS 2018 legislative agenda, the safety grants bonding bill, as well as bonding and other supports for at-risk families. A major accomplishment, which passed in the final hours, was the pension bill for Saint Paul teachers. Discussion involved the school security improvement funding, which would be one time funding that would only cover physical building improvement. The Board also recognized Sandy Pappas for her work in the pension bill.

The Quarterly Financial Report was also presented. The revenue and expenditures of each of the seven district funds were reviewed, with detailed figures. The unassigned fund balance is currently at 5.4%, which is within the 5% minimum according to the Board of Education policy. The Board approved the recommended motion to accept the March 31, 2018 Quarterly Financial Report as presented.

The Chief Financial Officer provided the Board with the fiscal year 2019 budget update. She reviewed the recommendations to address the projected shortfall, general fund budget categories, expenditures, and details into the increase of school support services and district-wide support services. The staffing impacts as of June 8, 2018 were also shown, including the detailed reductions within each area. This presentation sparked discussion with the Board and Administration on the details of the Special Education and MLL budgets, a review of the funding for SUTR, and the number of TOSAs, coaches, and specialists and the relation of those positions to the overall budget process. Funding for staff development was also reviewed, as well as the role and hiring process for assistant principals, supports for teachers in specialist curriculum, and information on school and community services professionals.

A policy update included discussion on two new Board policies. The first related to access for PSEO students, which is a new policy required by state statute. The next policy involved Intellectual Property Rights, which was developed through collaboration of the District and SPFT. The recommendation is that both of these policies advance to the three reading process. This presentation sparked questions from the Board involving the policy on intellectual rights. SPPS is leading with this policy, and it is an opportunity to provide information on creating items from which we all can benefit.

The LCD Parent Advisory Council presented their annual report and recommendations to the Board. Their recommendations included counseling guidelines, with access to elective classes, access to advanced courses, scheduling, professional development, program coordination, and graduation requirements. The Council also recommended the continued strengthening collaboration with community-based organizations and SPPS. Questions from the Board involved more details on the elective classes and data on LCD students in advanced classes. Details on the graduation progress letter and anecdotal evidence on the need for families to understand the context of this information was emphasized. Parents and families expressed the positive impacts of Parent Academy in helping to support and advocate for their students. Administration also provided the Board with more information on the work of counselors to serve and support our LCD

students. The Board approved the recommended motion to accept the 2017-2018 LCD Parent Advisory Council Annual Report and Recommendations as presented.

Finally, staff from Springstedt provided the report on the Referendum Feasibility Study Results and Recommendation. Data showed that 67% initially favored the increase, which grew to 71.7% after respondents were told more information about the proposal. This presentation generated many questions from the Board. In tracking the registered voters within the different demographic groups, the responses received were within 2% of the targeted goals of each group. The languages used to conduct the interview consisted of English and Spanish. The Board then approved the recommended motion to approve Administration to bring a resolution authorizing the next steps to secure the finances of SPPS to the June 19th regular meeting of the Board of Education. After this resolution, there would be time to compose a resolution for the July Board meeting that would then call for the election and to have the referendum be included on the ballot at the November 6th election. The Board also noted that the community needs to be informed on the actions the District is taking to be fiscally responsibility and equitable, as well as our future to be efficient and effective with the changes in the District and education overall. Board members also expressed that the potential referendum dollars will need to be combined with a different way of using the existing money to move the District forward. We are investing in the children of Saint Paul, and need the support of our community and legislature to accomplish this

MOTION: Mr. Marchese moved the Board accept the report on the June 12, 2018 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard began his report with an update on the Select SPPS campaign, which is a joint effort with SPPS, Saint Paul Federation of Teachers, and the American Federation of Teachers. During this past year's contract negotiations we agreed to work together to increase enrollment through door-to-door canvassing with specially trained staff to have conversations with parents and families, and to urge families to enroll or return to SPPS. There will be a press conference on Thursday, June 21, 2018 at 11am at Hamline Elementary for the official kick-off of the campaign. It will be a six-week campaign, and we look forward to expecting outcomes and collaboration with SPFT and others.

A. Strategic Plan Initiatives

Superintendent Gothard then went on to present the strategic plan initiatives. He shared this has been a community and team effort. The most important thing he has heard is that people in this community care about our children and their future in the strategic plan is aimed at making sure we make a better future for our children.

Strategy Development Process Overview

- Phase 1: Analysis (November 2017 – February 2018)
 - Environmental can
 - Organizational assessment
 - Analyze implications

- Phase 2: Strategy Development (February 2018 – June 2018)
 - Develop DRAFT strategic framework
 - Community input sessions
 - Finalize strategic framework for Board vote at April BOE meeting
 - Conduct research, engage stakeholders, define objectives, determine initiatives for each strategic focus area
 - Present objectives and strategic initiatives at June BOE Meeting
- Phase 3: Action Planning (June 2018 – December 2018)
 - Create action plans for Phase 1 initiatives
 - Develop metrics, monitoring, and reporting processes
 - Announce complete strategic plan to SPPS community

Strategic Framework: Final Following Community Input

Long-term Student Outcomes

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

* Each long-term student outcome will include multiple specific metrics to monitor progress

Strategic Focus Areas

- Positive School and District Culture
- Effective and Culturally Relevant Instruction
- Program Evaluation and Resource Allocation
- College and Career Paths
- Family and Community Engagement
- Each long-term student outcome will include multiple specific metrics to monitor progress

* Each strategic focus area will include multiple initiatives and metrics to monitor implementation and outcomes

Strategic Plan Components

The Direction

- Mission = descriptive statement of purpose (WHAT we do)
- Long-term Outcomes = specific, measureable results to achieve
- Strategic Focus = areas that must be addressed to achieve long-term outcomes
- Strategic Objectives = choices about how to address the strategic focus

The Methods

- Strategic Initiatives = significant projects to implement the objectives
- Action Plans = how to get the projects done

Strategy Teams

- Over 60 staff persons participated on strategy teams
- Reviews community input, researched best practices, developed objectives and initiatives
- Team Leaders included Shaun Walsh, Maijue Lochungvu, Hans Ott, Karen Randall, Sharon Stone, and Heather Kilgore

Strategic Initiatives

- Number of strategic initiatives: 19
- Number of Phase 1 implementation initiatives: 9
- Phase 1 implementation determined based on several factors including:
 - Alignment to work already being done
 - Urgency for work to begin

- Resource availability
- Workload on staff functions

Strategic Focus: Positive School and District Culture

Objective 1 – Create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society

- **Initiative 1a:** Implement a culturally relevant Positive Behavioral Interventions and Supports (PBIS) framework at every school that integrates social emotional learning and supports (Phase 1)
- **Initiative 1b:** Identify and implement a framework to ensure every school and district office provides a welcoming environment
- **Initiative 1c:** Implement an expanded model of authentic student voice

Objective 2: Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes

- Initiative 2a: Implement a structure of staff, student and family input to measure and improve culture (Phase 1)
- Initiative 2b: Implement a talent development structure that ensures all employees are supported with clear performance expectations, a constructive evaluative process, impactful professional development and recognition
- Initiative 2c: Implement effective staff recruitment and retention practices to build a workforce that reflects the demographics of enrolled students

Strategic Focus: Effective and Culturally Relevant Instruction

Objective 1: Increase our capacity to meet the instructional needs of each learner

- Initiative 1a: Implement culturally relevant practices within all student learning and programming (Phase 1)
- Initiative 1b: Establish a formal instructional leadership program

Objective 2: Eliminate barriers to learning among a racially, culturally and linguistically diverse population.

- Initiative 2a: Identify and restructure systems that perpetuate disparities in student achievement.

Strategic Focus: Program Evaluation and Resource Allocation

Objective 1: Start, stop, or sustain practices based on their effectiveness and alignment to the strategic plan.

- Initiative 1a: Define and implement an ongoing process for collecting, analyzing, and using information to assess program effectiveness. (Phase 1)
- Initiative 1b: Define and implement a system for the strategic distribution of resources, integrating program evaluation.
- Initiative 1c: Use program analysis and the process of strategic resource allocation to define and implement a district-wide middle school model. (Phase 1)

Strategic Focus: College and Career Paths

Objective 1: Increase opportunities for students to envision a future, explore careers and prepare academically for further education, work and life.

- Initiative 1a: Deliver career-related curriculum and experiences that lead to a personal learning plan for all PK-12 students. (Phase 1)

Objective 2: Provide career-focused, hands-on opportunities for all middle and high school students.

- Initiative 2a: Expand high-quality instruction in specific career fields to increase student academic, technical and life skills.
- Initiative 2b: Strengthen partnerships to ensure all secondary students attain real-world experience, college credit and/or industry certification. (Phase 1)

Strategic Focus: Family and Community Engagement

Objective 1: Transform school-family engagement to support student success

- Initiative 1a: Renew schools as educational hubs and community enterprises for bringing together educators, families and community stakeholders.
- Initiative 1b: Design a family and community engagement program focused on bridging key developmental and academic transition times

Objective 2: Improve stakeholder engagement in district level decisions

- Initiative 2a: Identify and formalize strategies and structures that engage community-focused guidance, feedback and evaluation on district decisions and initiatives (Phase 1)

Objective 3: Strengthen the value and maximize effective partnerships

- Initiative 3a: Inventory and assess current organization relationships and align partnerships for common vision, expectations, and outcomes. Clarify roles, authority, and supports available for program partnerships that are mutually beneficial (Phase 1)

All Phase 1 Strategic Initiatives

- Culture 1a: Implement a culturally relevant Positive Behavioral Interventions and Supports (PBIS) framework at every school that integrates social emotional learning and supports
- Culture 2a: Implement a structure of staff, student and family input to measure and improve culture
- Instruction 1a: Implement culturally relevant practices within all student learning and programming
- Evaluation 1a: Define and implement an ongoing process for collecting, analyzing, and using information to assess program effectiveness.
- Evaluation 1c: Use program analysis and the process of strategic resource allocation to define and implement a district-wide middle school model.
- College Career 1a: Deliver career-related curriculum and experiences that lead to a personal learning plan for all PK-12 students.
- College Career 2b: Strengthen partnerships to ensure all secondary students attain real-world experience, college credit and/or industry certification.
- Engagement 2a: Identify and formalize strategies and structures that engage community-focused guidance, feedback and evaluation on district decisions and initiatives.
- Engagement 3a: Inventory and assess current organization relationships and align partnerships for common vision, expectations, and outcomes. Clarify roles, authority, and supports available for program partnerships that are mutually beneficial

St. Paul Public Schools Strategic Planning Process

- Phase 1: Analysis
 1. Leadership overview
 2. Data gathering
 3. Review environmental, organizational, trends, and issues
 4. Identify SWOT and prioritize
- Phase 2: Strategy Development
 1. Define outcomes and strategic focus areas
 2. Stakeholder input
 3. Refine
 4. Identify and train strategy team leaders, orient team members
 5. Develop objectives measures, initiatives ← **We are here**
- Phase 3: Action Planning
 1. Identify initiative sponsors and owners
 2. Create action plans for Year 1 initiatives
 3. Develop monitoring process

QUESTIONS/DISCUSSION:

- How is this moving? There are 19 total initiatives? Also, the nine you are showing us total are initial? Answer: Yes, there are 19 total initiatives for the plan. All of the initiatives are included in the presentation; the nine we focused on as Phase 1 are the initiatives that we will begin building action plans for immediately.

- Will there be a more direct approach to the language in these initiatives? Answer: The action steps will clearly list. We need to think of measurement and metrics in two different ways in this plan. One is how we are implementing what we say we want to do. The other will be where we see that initiative tie back to the long-term student outcomes. The first nine phase 1 initiatives will have complete plans, and we hope to share those in early August, with many of them ready to be rolled out in time for the start of school. Phase 2 and Phase 3 will come behind them. By December, all initiatives will have an action plan behind them. We chose nine initiatives for Phase 1 to ensure we are doing this in the best way possible, instead of trying to make all 19 happen at once.
 - In thinking about the racial disparities across the district, will there be action plans to address those? Answer: They will. We will have time to look at those and have feedback from the Board and others. Initiative 1a in Effective and Culturally Relevant Instruction is the foundation of our framework and by which we will build that focus area.
- Director Schumacher noted that the Board has been eager to begin this work and to continue. There is clearly more to flesh out, and that work will be coming soon. In talking about stakeholder input, there has been thorough community engagement first in the search for the superintendent, and also in the strategic plan. Has there been a specific focus on engagement with the folks in the field and our teachers? Are there thoughts on how to get feedback from the ground up in what they're finding and how to understand their roles and support in the classrooms? Answer: The focus area of family and community engagement relates to this. This Phase 1 initiative will engage guidance and feedback for a new way of engaging with the community and to talk about proven practices. One issue with so many groups is that the members can become isolated from one another; this is an opportunity to define with a broad strategic focus areas and bring them together to engage in this powerful work. There are different levels of engagement, in the ways to partner with SEAB and students. The greatest resource we are limited by is time. We are looking at alternative ways to meet with our families and communities through technology, surveys, and forms of true engagement. We need to be flexible in the approach. The engagement plan is help to create the plan, set the direction, and partner with others in creating the directions. There will be ongoing relationships to talk to folks in many different forms to increase and improve upon student outcomes.
 - Director Schumacher also noted that in any organization of our size, there are realities, and there are perceptions of those realities. Communications is critical, and he appreciates the thoughtfulness to ensure we are aware and that we are bringing folks together to understand what are realities, and what are perceptions, and how to tell our story in an authentic way to bring the community together for their support. That means all community members to be on the same page together. We are at a time now where we are starting to work together around these values and goals. He appreciates the attention to communication and the understanding for all of the community to be on the same page together.
- In this planning, are we looking at K-12, or was PreK also included? Answer: PreK is included. There are places where it is mentioned. It applies to all of the focus areas. It was even mentioned in the College and Career Readiness focus, as a PreK-12 model.
- Director Vanderwert noted that this plan is still pretty high-level and general. Are there examples or a vision on how to drill down to what we need to do, and what the plan could look like? An example would be PBIS in all schools. What is one strategy that could articulate what that may look like in the future? Answer: Many of the structures of PBIS are currently in place. For us, it is a matter of gathering data on how it will be implemented, whether it be through professional development plans or in other ways. We need to find a better way through evaluation to know that it is okay to do things differently from building to building based on emerging needs. Restorative practices are also experiencing great success. There is an indication that if the schools are not using these programs, what other methods are they using to create a culture that we want with the behavior we want to see, and how our students are engaging in learning and culture in our buildings. It is a matter of making sure there is planning and levels of support under the PBIS framework and how they are meeting the needs of our students and staff. Essentially, there will be a strategic plan for each school from a system level. We want to support our schools to be great. There will be professional development decisions, and through identifying the data, we will be able

to see which schools need training, or which folks are experiencing success. We will then be able to deliver that training to other schools and have a better perspective on the evaluation of programs.

- Will those be articulated in the plan? How will that evolve? Answer: For the plan to evolve, we need to start. Each initiative will have an action plan, and metrics that will link it to long-term student outcomes. We will see it tie back to impacting the measurements of success of the plan. Each of the 19 initiatives will have a plan; nine of them will have the plans completed very soon. There will be flexibility in each to meet the needs of all students; it also ties back to Program and Resource Evaluation.
- In engaging more with the community, staff, parents, families, and students and go into the action plan phase, is it possible that once we hear from these folks, that they may have some additional ideas for different or new objectives and initiatives? Answer: Yes, they will have ideas. One example is around College and Career Readiness. Some of the best work is seen when students, teachers, business partners, and college partners start talking about how high school could act differently, and give our students relevant experience, and maybe college credit. We need to ensure this is for all students. In addition to the plan, is access to the entire plan. If we want to increase access, we need to increase support too. Who better to help us define than those giving the support.
 - Director Brodrick requested that as we move into Phase 3, we want to see action. We also want to see true collaboration.
- Director Marchese shared that he is also concerned about some of the issues the Board has raised about the high level nature. In going back to the process map and where we are, he sees the objectives and initiatives, but is concerned that we have not seen the measures yet. He believes it is difficult to design initiatives if we don't know what we are measuring. He raises that because in his experience with other organizations, plans can have a life of their own. Sometimes they become more about the plan, and not what we want the world to look like at the end. He's concerned that we will be caught up in a process that does necessarily tie to the measurements we want to see if we don't address those up front. He is disappointed there are not measurements tied to the strategic initiatives yet. He does understand that there are two kinds of measurements – one that asks if it makes a difference, and the other that asks if we did what we need to do to what we want to do. All needs to be in service to the community to show how the District will look differently. Without that, the descriptive parts are missing. If we focus on process without description, we may get lost. Answer: As part of the action plans, those measurements will be composed. It will be important for those teams to now only measure how it relates to the initiative, but also to how it will affect long-term student outcomes. There are many different ways to measure progress on the outcomes. Superintendent Gothard will report back on the general measurements for those action steps.
 - It's also important to have these measurements in place to guide how the action plans will be created. It would be a missed opportunity to create those action plans without the measurements in place first. The purpose of the outcome measurements is not to show how well the action plan was implemented, but for the community to see how our schools and children are learning differently because of the work. There is the belief that the measurements need to happen before the action plans.
- Director Marchese also raised his concerns about how to plan will address the operational issues. There have been suggestions that it will happen through the program evaluation, and we may be able to make movement on these operational issues. How are we going to be able to do that through this plan? Answer: The strategic plan is how our children learn, and how they are served and supported. The operational things that are underway are in support of that; they are not stopping. We do need to create a parallel operational plan to support this plan. One way is around the focus area of program evaluation and recourse evaluation. We may need to create a complimentary operational plan. There is operational work going on, and we could be more precise in that work. It's important to start here to guide those operational challenges and support long term student outcomes.
 - Director Marchese also noted that he believes we do need the learning portion, and instructional plan to focus on what is happening in the classroom. There are concerns that the operational issues that we face are linked together. They need to be incorporated together to see the connection between them. The community needs to see the

relationship between the long-term student outcomes and the finances and resources that we have to do the things we need to do. We want the community to want to send their children to Saint Paul Public Schools, and we need a way to show them that long term student outcomes are in coordination with our operational processes and sustainability, and that both will be addressed in this plan.

- He also raised that there have been discussions on equity in the district. How has equity be integrated into this strategic plan? Answer: If we look back at the long-term student outcomes and decreasing disparities, increase the achievement of English language Learners and students with specialized services, equity is more than race equity. It needs to be in places that are not served to the full ability and putting in corrective applications and recourse forward. Our plan is to have the supports necessary for success. We need to look at every classroom and see a learning environments where children are able to express their culture, identify, and racial background, in order to bring that to the curriculum each day. Education isn't one way. It is a demonstration of the needs and backgrounds of each students, which is built upon. It is about connecting who they are and access the curriculum and learning opportunities for them through culturally and relevant instruction. This is about a system. Our family and community engagement and community partners will help us to support students and their backgrounds. SPPS will face those challenges with great integrity and great effort to ensure that each student is supported for success in their education.
- In the planning and collaboration with our community members during the strategic planning phase, to gain their input into how we are doing and their values and interests, what is the timeline and how is it happening when we are looping back to families and communities to understand our work and how are we providing updates to them, as well as to our students? Answer: It begins right now, as soon as action teams come together, identify objectives, needs and direction, and then seek a targeted way of reaching out. Some of the action steps will require specific individuals, and some may lend themselves to multiple people. Each of the action steps will be different based on the work. Our success for this plan will be ongoing engagement. It will be the playbook for our district. It needs to be present in all we do, and point back to initiatives and action steps and direction that this is what we do. We need to have capacity to improve long term student outcomes, and to make this a choice school district. That engagement will be differentiated and may be held off due to timing and schedules of our stakeholders until we can have the right group at the right time. There are nine initiatives that are currently being worked on, with ten to follow. We don't want engagement to overwhelm any one group where they feel they need to be the spokesperson at every meeting, and we need to find ways to be as inclusive and dynamic as we can. We are also open to feedback on the engagement to ensure that all voices are heard.
- Advisory and task forces were mentioned. Could you please say more about those? Action teams were also mentioned. Who is on those action teams, how many people, how often did they meet – what is some framework for those groups? Answer: Those groups will have different members, different expertise, and difference engagement based on the topic. We are trying to match people's experience and expertise to try and deepen our understanding for each topic. An advisory group is a group of stakeholders who gave feedback on a particular issue or question. A task force is a more formalized group with representation that is specific and on-going.
 - Chair Ellis noted that our strategic plan should be one that the community roots for; it shows what we all want for our kids, and all are a part of this process. There is no "how are we doing" and how often are we going to be looping back to look at each action plan? How are we planning to do that? If it is what we are rooting for, we want to make sure that we can support it, and also how it is actually working. Answer: It is up to us to determine the schedule of how to share progress and report out. We will talk about our regular routine for review, which will lead to community outreach as well. There are a number of ways to communicate progress, and also where we need greater support to development. We can imagine a lot of different ways to do this the right way, and we can also look to others for guidance. This is our chance to be our brand, and be the front door. This is what we are all about. We want everyone to feel a part of it, to be energized, and inspired. Our students deserve that support from this community, and we will be accountable for that.
- Superintendent Gothard also thanked the team for their work, and their future work.

B. Feasibility Study & Referendum Update

Superintendent Gothard then introduced Jackie Allen, Assistant Director of Strategic Planning and Policy, to present the information on the recent Feasibility Study and Referendum Update.

Survey Outline

- Survey included interviews with 600 registered voters living within the boundaries of Saint Paul Public Schools. (it was also noted that nationwide surveys are typically conducted with about 1200 people, and it was significant to have 600 participants in our study)
- Interviews included demographic targets intended to provide a representative sample of voters in the district. It was a stratified random survey.
- Interviews were completed between May 8th and May 27th
- Approximate margin of error is $\pm 4.0\%$.

Increase Operating Levy – Initial Support

- “Saint Paul Public Schools receives part of its funding from a voter-approved operating levy, which is used for educational programs and student services. The District is considering asking voters to agree to an increase in property taxes to raise additional funding. The increase in funding would allow the District to invest more in schools and avoid additional budget cuts. Would you favor or oppose such a proposal?”
- Initial supports show that 67% favored, 23% opposed, and 10% were undecided.

Effects of Information

- Participants were given three sets of questions about the proposed operating levy:
 - Potential consequences if the levy was not approved.
 - Potential improvements that could be made if additional funding was approved.
 - Potential impacts related to the District’s strategic plan.

Potential Consequences

- Participants were then asked, “I’m going to give you some statements about changes the District would need to make next year if the proposed levy increase is not approved. For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an increase in the levy.”
- Potential consequences included “reduced help for struggling students”, “reduced support staff”, “reduced staffing and programs”, and “reduced admins, aides, custodial, etc.” These had effects of much more or somewhat more support at 64.8% and higher.

Potential Improvements

- Participants were then asked, “I’m going to give you some statements about changes the District would be able to make next year if the proposed levy increase is approved. For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an increase in the levy.”
- Potential improvements included “more help for needs of middle school students”, “work toward middle school best practices”, “expanded PreK”, “improved safety and security”, and “improved discipline and learning environment.” These had effects of much more or somewhat more at 64.8% and higher.

Strategic Goals

- Participants were then asked, “Next, I’m going to share some information about St. Paul Public Schools’ new strategic plan that will be implemented this year. An increase in the operating levy would provide additional funding to focus on six goals related to student learning and achievement. For these six goals, I would like you to tell me if each would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support a levy increase.”
- The effects on the support levels for the strategic goals were then shown. The highest level of much more or somewhat more support was “increase academic growth in reading and math” at 82.3%.

Impact of Information about Levy Increase

- Participants were then asked, “Now that you have heard more information about the proposal to raise additional funding for the District by increasing its operating levy, would you favor or oppose such a proposal?”
- The impact of information showed that Initial Support of 66.8% increased to 71.7%.

Impact of Cost Information – Levy Increase

- Participants were asked about four potential property tax increases: \$75, \$100, \$125, and \$150 per year.
- To preclude responses given in anticipation of higher or lower options, dollar values were presented in random order.
- Support vs. Cost
 - \$75 – 78.7%
 - \$100 – 71.3%
 - \$125 – 58.3%
 - \$150 – 44%

Grading the District

- Participants were then asked, “Students are often given the grades of A, B, C, D and F to denote the quality of their work. Suppose that Saint Paul Public Schools were graded in the same way. What grade would you give to the local public schools?”
 - 58% of respondents gave A and B grades to the District
 - 13% could not offer a response
- Quality of financial management, quality of focus on basic skills, and quality of focus on core academics grades were also asked, with similar responses in each version of the question.
- Participants were also asked how much they agreed with the statement, “Strong public schools are directly linked to the well-being of our community and strong property values.”
 - Strongly agree – 52%
 - Agree – 38%

QUESTIONS/DISCUSSION:

- What was the breakdown in how the survey was applied across the District, and the demographics of those who participated? Answer: The demographics closely matched the demographics of Saint Paul, and aligned within 2% of the demographics of registered voters.
- In referencing the questions from the Hmong speakers during Public Comment, can you address why the survey was conducted in English and Spanish? Answer: To conduct the phone survey in languages other than English and Spanish, the call center would have needed to recruit and train temporary workers. The call centers that Springstedt worked with have trained employees who speak English and Spanish. In order to have the survey conducted in additional languages, SPPS would have been asked to pay for the center to hire and train new people and also be quick enough for this discussion. Of all the calls, 0.035% marked that the call could not be completed due to a language barrier. We did discuss as a team other ways to reach out to non-English speakers, including focus groups. This discussion though led to the point that the subject matter of taxes can be private information. We therefore decided that a focus group was not an effective way of information. Also, we didn’t want to erode the trust that our staff has built with our community in order to ask those types of private questions. There can be very extensive engagement in multiple language if that is an effort if the Board would like to pursue a referendum.
 - Director Schumacher noted that if we want all communities to root for us and to be fully invested in the referendum passing, there is work that needs to be done to connect with those communities and give them a reason to root for us and help them understand our vision for the district and how they fit into that. That will be part of the process going forward.
- Vice Chair Marchese shared that he believes it was a missed opportunity to not engage those non-English speakers, even if it did turn out to be a small number within the survey results. He wants

to ensure that going-forward we need to be committed to engagement across the city. Logistical difficulties cannot be the reason that stops us down the road. He is, however, encouraged by the responses we see in the survey and hope that is still that basis for what we want to do in the future.

- Superintendent Gothard reminded the Board and community that the feasibility study came as part of a collaborative agreement as a result of the negotiations with SPFT. With our final budget outlook, positive community survey results and our commitment to the goals of our strategic plan, we have a clear path forward. Our budget is designed to support our goals and priorities for students. SPPS is the second largest school district in the state, but our voter approved operating levy is among the lowest when compared to other large school districts in the state. As we saw in the results, nearly 60% graded the District with an A or B. They also support the vision outlined in our strategic planning process. An overwhelming majority of people believe that strong schools are directly linked to the well-being of our community. The people of Saint Paul have high aspirations for SPPS and want to support us. Per the instructions at the previous COB meeting, Administration has prepared the below resolution to prepare a referendum recommendation.

BF 31325 Resolution Directing Administration to Prepare a Referendum Recommendation with Proposed Accompanying Ballot Language to Provide Needed Additional Revenue in Support of Saint Paul Public Schools Mission of Providing a Premier Education to All Students

WHEREAS, Strong public schools are directly linked to the well-being of our community and strong property values; and,

WHEREAS, the Saint Paul Public Schools (SPPS) is committed to providing its more than 37,000 students with world class learning opportunities by hiring and retaining high-quality staff and creating safe and welcoming learning environments; and,

WHEREAS, fulfilling this commitment to students is fundamentally reliant upon adequate financial resources and staffing; and,

WHEREAS, budget decisions are designed to support district goals and priorities for student learning; and

WHEREAS, district staff have taken several steps to reduce expenses and balance the budget, including major cuts to district administration with a goal of limiting impacts to schools and classrooms and guided by putting students first; and,

WHEREAS, the School Board had made more than \$50 million dollars of budget cuts in the past three years and anticipates the need for up to \$17 million in additional cuts for the 2018-19 school year in the absence of additional resources; and,

WHEREAS, per student funding provided by the State of Minnesota has been consistently below the rate of inflation and inadequate to fully fund the District's core teaching and learning needs; and,

WHEREAS, SPPS's per-student operating levy funding is among the lowest in the metro area and well below the metro average; and,

WHEREAS, in the absence of additional revenue, there could be a need to make additional budget reductions in future years to maintain a structurally balanced budget, which could result in significant cuts to staffing and programs across the district; and

WHEREAS, the state of Minnesota provides all school districts with the option of asking local voters for additional funding through referendum elections;

BE IT RESOLVED that the School Board of Independent School District 625, Saint Paul Public Schools, authorizes and directs the administration to prepare a recommendation regarding an operating levy referendum request of district voters on the November 6, 2018 ballot, and to bring said recommendation and proposed accompanying ballot language to the July 17, 2018, Board meeting for Board consideration and action.

QUESTIONS/DISCUSSION:

- What will happen between tonight’s meeting and July 17th when the Board will see the recommendation with proposed ballot language. What steps will Administration be taking to create the language, and what we should be asking for? What role should be the Board be playing in the next 29 days? Answer: There will be a number of things. The survey clearly speaks to the in terms of forming a strategy around what it is that we want to ask for and support we need in those areas. We have a strategic plan that is being completed and pushed out. In aligning the survey to address those needs in the strategic plan will serve as the basis for what we want to spend additional funds for. We also have reduced our budget each year for the past 5 years, and we need to look at what we are currently funding and resourcing, and looking at those areas. We can’t look at it terms of new money, but as an overall system of where we need additional resources to support what we want to do. We will need communication mechanisms with the Board to ensure we have the guidance and directions and thoughts, and expertise to pull community input into what this will be, and the strategic plan, and survey will give us the direction to bring back ballot language to the community.
 - Between now and July 17th, there is not a COB. There will need to be a method of communication between staff and the Board on the ballot language and recommendation. Superintendent Gothard noted that between now and July 17th, the team will seek support, input, and guidance from the Board in terms of how we’re moving forward and preparing for July 17th. We may have to find additional times to meet in between as well.
- Director Vanderwert noted that the cuts are painful and watching the impacts of them has been difficult. She is heartened by the support of the community through the survey, and optimistic of the success and how that will be allow us to grow. It will give us the basis to settle in and build a District we are proud of, within the means we have. She is excited for the opportunity.
- Vice Chair Marchese echoed Director Vanderwert’s points. We are here to move the District forward. We need to take ownership and authorship of the District. This is the 3rd time we will be voting on the budget, and it is not a good feeling. It is not what the future that residents want. That does mean we need to be in partnership with the community, including the financial support. We need to be good stewards of the funds. In any recommendation, we need to aim for a level of request to meet the needs of what we need to do to be able to demonstrate there is a sustainable plan forward. In doing this, we need to ensure we are advancing the District, so the hope is to make it large enough to be large enough for the effort and worth the while. It’s also important that we are clear we are asking our community to step up because the state of Minnesota does not and continues to not support its school districts in a fair and equitable way. Despite the efforts of the Governor to bring additional revenue to our district, our legislators turned their backs to the kids of this district and the kids of the state. Our community will be voting not only for this resolution, but also voting on the kind of leadership that we need in our state to be able to prioritize the needs our of children, and we are advocating for their needs. Responsibility starts with the state of Minnesota to educate every child. We are doing what we need to do to safeguard that education for our kids, but the obligation of the state, and we need to continue to bring that to our legislators and policy makers to hear through the different ways. We need our community members with us to do that.
- Director Schumacher reiterated to all community members that this needs to be conversation with all elected officials who are up for re-election this fall. We have to make our voices heard, and we will do our job to use the money responsibly and with vision, and to accomplish what we all want – to ensure our kids have successful pathways into their future. That requires all of us to participate and be engaged. Elected officials need to understand we will be talking about how to support our kids and our future.

MOTION: Ms. Ellis moved approval of the Resolution Directing Administration to Prepare a Referendum Recommendation with Proposed Accompanying Ballot Language to Provide Needed Additional Revenue in Support of Saint Paul Public Schools Mission of Providing a Premier Education to All Students. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes

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

C. Human Resource Transactions

Superintendent Gothard then invited Nancy Cameron, General Counsel, to provide a farewell message as she retires from the District after 25 years. She noted it was a privilege to work for SPPS, and her appreciation for her colleagues and those whom with she worked. She is leaving the District with an excellent legal team of which she is proud, and will miss SPPS, a place were she couldn't have asked for a more meaningful legal career.

The Board expressed their appreciation for Ms. Cameron, and wished her well on her retirement.

It was also noted that Charles "Chuck" Long will officially begin in the middle of July, with a long career in educational law, and most recently, he was legal counsel in Minneapolis Public Schools.

MOTION: Ms. Ellis moved approval of the HR Transactions for the period May 1, 2018 through May 31, 2018, including the approval for the appointment of a new General Counsel for the district, Charles "Chuck" Long. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis approval of all items within the Consent Agenda with the exception of items C5 – Renewal of Contract with Teachers on Call, E2 – 2018-19 Rights and Responsibilities Handbook Summary, E10 – Lead in Water Safety Program, and G1 – Construction Change Directive #120 for Corval Constructors at the Humboldt High School Addition, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31326 Donation Toward Student Scholarships

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

BF 31327 Horace Mann School PTA Gift to Horace Mann School 2018

That the Board of Education authorize the Superintendent (designee) to accept the \$22,000 gift from Horace Mann School PTA and provide a letter expressing appreciation for the gift.

BF 31328 Request Permission to Accept a Gift from Minnesota Vikings Football, LLC

That the Board of Education authorize the Superintendent (designee) to accept a gift of athletic equipment from The Minnesota Vikings.

B. Grants

BF 31329 Request for Permission to Accept a Grant from the National Education Association Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the NEA Foundation to fund supplies for the science department at Washington Technology Magnet School; and to implement the project as specified in the award documents.

BF 31330 Request for Permission to Accept a Grant from Project Lead the Way

That the Board of Education authorize the Superintendent (designee) to accept funds from Project Lead the Way to implement the PLTW Gateway Introduction to App Creators and Computer Science for Innovators and Makers units at Farnsworth Aerospace PreK-8; and to implement the project as specified in the award documents.

BF 31331 Request for Permission to Accept a Grant from the Saint Paul Youth Programs Fund

That the Board of Education authorize the Superintendent (designee) to accept funds from the Saint Paul Youth Programs Fund to fund team participation in the Regional Science Fair and State Science fair for Humboldt High School's Science Club; and to implement the project as specified in the award documents.

BF 31332 Request for Permission to Submit a Grant to International Game Technology

That the Board of Education authorize the Superintendent (designee) to submit a grant to International Game Technology for funds support a Maker Space Lab; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31333 Request for Permission to Submit Grant Application to the Minnesota Department of Education's Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent or designee to submit a grant to the Minnesota Department of Education's Fresh Fruit and Vegetable Program for funds to provide fresh fruit and vegetables in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31334 Request for Permission to Submit Multiple Grant Applications to the National Association for College Admission Counseling

That the Board of Education authorize the Superintendent (designee) to submit multiple grants to the National Association for College Admission Counseling to fund transportation services for students to attend the Minnesota National College Fair; and to implement the projects as specified in the award documents.

C. Contracts

BF 31335 Request for Permission to Contract with Blackboard Inc. for Software Services

That the Board of Education authorize the Superintendent (designee) to approve the contract with Blackboard Inc. for the above mentioned services for the period of July 1, 2018 – June 30, 2021 (three years) at an annual cost of \$192,550, not to exceed \$600,000 over the three year contract.

BF 31336 Email Filtering

That the Board of Education authorize administration to approve the proposal from Insight, for the purchase of Email filtering in the amount not to exceed \$300,000.

BF 31337 End Point Protection

That the Board of Education authorize administration to approve the proposal from Insight, for the purchase of Email filtering in the amount not to exceed \$220,000.

BF 31338 Request for Permission to Contract with Urban Planet Software for Services

That the Board of Education authorize the Superintendent (designee) to approve the contract with Urban Planet Software for the above mentioned services for the period of July 1, 2018 – June 30, 2020 (two years) at an annual cost of \$66,000, not to exceed \$132,000 over the two year contract.

D. Agreements

BF 31339 Request Permission to Enter into an Agreement with Project Bike Tech

That the Board of Education authorize the Superintendent to enter into an agreement with Project Bike Tech to collaborate to provide Bike Tech in Schools, teaching bicycle maintenance, and repair.

BF 31340 Memorandum of Understanding, Saint Paul Public Schools and Wallin Education Partners Opportunity Pathways

That the Board of Education authorize the Superintendent (designee) to sign the attached Memorandum of Agreement between Saint Paul Public Schools and the Wallin Education Partners.

BF 31341 Renew Agreement between Saint Paul Independent School District #625 and West Side Community Health Services Health Start School-Based Clinics

That the Board of Education authorize the Superintendent to enter into renewed agreement with West Side Community Health Services Health Start Program to provide clinic services from July 1, 2018, and terminating June 30, 2021.

BF 31342 Agreement between Saint Paul Independent School District #625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities for Child Care Services at AGAPE

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$561,896.00 from August 1, 2018, to July 31, 2019.

E. Administrative Items

BF 31343 Monthly Operating Authority

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

(a) General Account	#692602-693807 #0002933-0002955 #7002767-7002809 #0002340-00002424	\$54,480,285.17
(b) Debt Service	-0-	
(c) Construction	-0-	<u>\$10,771,314.91</u> <u>\$65,251,600.08</u>

Included in the above disbursements are two payrolls in the amount of \$38,207,787.07 and overtime of \$167,793.88 or 0.44% of payroll.

- (d) Collateral Changes

Released:

None

Additions:

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 September 30, 2018.

BF 31344 Designating Official with Authority to Authorize User Access to MDE Secure Websites

The Board of Education authorize the Superintendent or designee to continue to identify Cheryl Carlstrom, Director of Title I Federal Programs and LEA representative as the Official with Authority for authorizing user access to the Minnesota Department of Education (MDE) secure websites.

BF 31345 Establishment of the Classified Position of Paralegal for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Paralegal job classification effective June 19, 2018; that the Board of Education declare the position of Paralegal as classified; and that the pay rate be Grade 16 of the 2016-2017 Professional Employees Association standard ranges.

BF 31346 Facilities Department FY18 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 31347 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 31348 Insurance - Excess Liability

That the Board of Education authorize the Superintendent to approve a new 12-month policy for excess liability coverage with Hallmark Specialty for the period of July 1, 2018 through June 30, 2019, at a cost of \$206,080.

BF 31349 Insurance - General Liability, Crime, Legal Liability, Auto, Inland Marine

That the Board of Education authorize the Superintendent to renew a 12-month bundled policy for general liability and crime, educators legal liability, and auto insurance coverage with Wright Specialty/Markel for the period of July 1, 2018 through June 30, 2019, at a cost of \$876,965.

BF 31350 Insurance – Property

That the Board of Education authorize the Superintendent to renew a 12-month policy for property insurance coverage with Affiliated FM for the period of July 1, 2018 through June 30, 2019, at a cost of \$540,925.

BF 31351 Approval of a Salary Recommendation for Superintendency Members of Independent School District No. 625 (Saint Paul Public Schools)

That the Board of Education approve the recommended salary increase for members of the Superintendency; duration of said recommendation is for the period of July 1, 2017 through June 30, 2019.

BF 31352 Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2019, at the proposed premium renewal rates.

BF 31353 Second Amendment to Saint Paul Public Schools 403(B) Retirement Savings Plan

1. That effective June 19, 2018, the Retirement Savings Plan be amended as set forth above,
2. That the Board of Education adopt the above amendment to the Saint Paul Public Schools 403(B) Retirement Savings Plan, and
3. That the Board of Education authorize and direct the Superintendent or the Superintendent's designee to execute additional agreements and documents necessary to carry out the purposes of the Retirement Savings Plan, including any amendments thereto, and to take all actions necessary or advisable to effectuate the Retirement Savings Plan's purposes and to ensure the Retirement Savings Plan's compliance with law.

F. Bids

BF 31354 RFB #A207476-A Renewal Prime Vendor Contract for Dairy and Juice Products

That the Board of Education authorize the renewal of RFB # A207476-A with Agropur, Inc. for furnishing and delivery of dairy and juice products for the period of July 1, 2018 through June 30, 2019, for an estimated value of \$2,000,000.

BF 31355 RFB #A207620-A Renewal of RFB for Fresh Bakery Goods

That the Board of Education authorize the renewal of RFB # A207620-A with Bimbo Bakeries for furnishing and delivery of fresh bakery goods for the period of July 1, 2018 through June 30, 2019, for an estimated value of \$245,000.

BF 31356 RFP #A209579-A Renewal of Poultry Contract

That the Board of Education authorize the renewal of RFP #A209579-A to Ferndale Market for the furnishing and delivery of poultry products for the period of August 1, 2018 through June 30, 2019, for an estimated value of \$120,000.

BF 31357 RFB #A209633-A Renewal of Prime Vendor for Non-Food Supplies

That the Board of Education authorize the renewal of RFB # A209633-A to Trio Supply Company for the furnishing and delivery of non-food supplies for the period of August 1, 2018 through July 31, 2019, for an estimated value of \$600,000.

BF 31358 RFP #A212562-A Prime Vendor for Produce

That the Board of Education authorize the award of RFP# A212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of July 1, 2018 through June 30, 2019, for the estimated value of \$1,800,000 and \$1,200,000 respectively.

BF 31359 RFP #A214209-A Petite Bananas

That the Board of Education authorize the award of RFP # A214209-A to Russ Davis Wholesale, Inc. for furnishing and delivery of petite bananas for the period of July 1, 2018 through June 30, 2019, for an estimated value of \$245,000.

BF 31360 RFP #A2088827-A Renewal of Prime Vendor Grocery Items and Supplies

That the Board of Education authorize the renewal of RFP# A2088827-A to Indianhead Foodservice Distributor for the furnishing and delivery of groceries for the period of August 1, 2018 through July 31, 2019, for an estimated value of \$6,500,000.

BF 31361 Request for Yogurt Products

That the Board of Education authorize purchases with Upstate Niagara Cooperative, Inc. for the furnishing and delivery of yogurt for the period July 1, 2018 through June 30, 2019, for an estimated value of \$275,000 utilizing pricing established by the MSFBG bid process.

BF 31362 Request for Authorization to Award RFB #214343-A Equipment Purchase, Installation and Service: Heat Seal Machine and Accumulator Table

That the Board of Education authorizes the award of RFB# A214343-A Equipment Purchase, Installation and Service: Heat Seal Machine and Accumulator Table to Oliver Packaging & Equipment Company for the furnishing, delivery, installation and service of a heat seal machine and accumulator table for the approximate value of \$101,975.

BF 31363 Rondo Education Center Hard Surface & Drainage Improvements

That the Board of Education authorize award of the Hard Surface & Drainage Improvements at the Rondo Education Center work to Bituminous Roadways for the lump sum bid for \$112,000.00.

G. Change Orders – pulled for separate consideration

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31364 Renewal of Contract with Teachers on Call

The Board requested more information on this partnership, how it is working, costs associated, and the data of this contract.

This renewals will embark on the fourth year of Teacher on Call and SPPS' partnership. It began in 2014, and they have been consistent partners since that time. When we first began, they promised us a 95% daily fill rate, and have continued to maintain that rate in the past four years. In the first year (2014), we had the need for roughly 30,000 subs in that school year. Last year, we required 42,000 subs. When we talk about the increase in costs, it is tied strictly to the utilization. The relationship has been strong, and there have been improvements. The biggest challenge is the last-minute request or same-day request, and we brainstormed the cadre idea. Within their organization, we have 50 dedicated teachers for SPPS each day.

Another benefit of the relationship with Teachers on Call is that the teachers who come in and perform well at SPPS can transition to be hired by us at no cost, and by bringing them on at a full time basis after being a successful sub for us, we are more able to streamline that recruiting process with this partnership. Director Cathey also noted that the relationship is still cost effective, and we monitor the costs over the years and progress.

- Have the teachers that we hire after they have served as subs for us – is that helping to diversify our teacher pool? Answer: What we're seeing in the flow of teachers is consistent with our population right now. In order to diversify, we will need to go through our own recruiting instead of this process. We will continue to work as we find candidates of color on their path to teaching, and work with Teachers on Call to get exposure to the field and in time, we should see greater diversity in the sub pool and in our current teachers.
- If there is the need to 42,000 subs, and if we have 3,000 staff, that calculates to 14 days per staff member. Are we watching where absences are, and monitoring if there are patterns as to who is out more often, and perhaps look into the culture and the schools to address issues that may be related to this? Answer: We are trying to pay attention to trends. There are not abnormalities that show one building has more absences than another. We are trying to improve and ask questions on reasoning, feedback, and conditions. Some improvements that we have made are smaller class sizes, more supports, and prep time.
- In a 40% increase in absenteeism, the Board noted that we need to seriously look at the rate that it has increased and why it has risen so much in a four-year period.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (designee) to renew the contract with Teachers on Call to provide substitute teacher services for Independent School District 625. The contract amount will be charged to budget code 01-005-271-000-6305-0000. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31365 2018-19 Rights and Responsibilities Handbook Summary

The Board requested more information on this item to ensure the message is clear for families, parents, and students on what their rights and responsibilities are in SPPS. Superintendent Gothard invited Assistant Director of School Climate and Culture, Kathy Kimani, to provide more information on the differences from last year and the process, which is important to communicate.

Assistant Director Kimani thanked those members of the committee who annually reviews the Rights and Responsibilities Handbook. These were over twenty people who were really invested in the information and they met regularly February through May.

It's a challenging task because we try to use plain language, make it meaningful for those in the community, while also meeting all the legal requirements. With help from the Legal team to ensure definitions were correct and that there was nothing removed that needed to be included in the handbook. Also, it needed to provide consistent guidance for all stakeholders, and acknowledge differences of student, and professional judgement of administrators. The committee was divided into three subcommittees to complete this work. One focused on the layout and design. One focused on the plain language for families. The other reviewed the list of violations and worked on making sure they were aligned to the handbook, and for reporting purposes, and in our student system.

The main different this year is the layout. In past books, there were violations listed in one place, but with different levels. It was difficult to read and going back and forth. Every level of violation is defined, and there is one alphabetical list of violation. It would be easier for parents to find what violation means, as well as for administrators.

There were some changes in trying to make the book more meaningful to expand and identify all the things we do to proactively create a positive school culture, including PBIS and restorative practices, as well as social-emotional learning and wellness supports.

The Board noted the importance and ownership of this book, and to ensure it was brought separately to highlight this agenda item.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (designee) to approve the updated 2018-19 Rights and Responsibilities Handbook Summary. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

BF 31366 Lead in Water Safety Program

The Board noted they brought this item forward for separate discussion in order to allow the public to be aware about the actions of SPPS to ensure the water in schools and buildings is safe to drink.

Director of Facilities, Tom Parent, provided more information on this item. The Lead in Water Safety Program agenda item is brought forth each year statutorily in compliance with the Department of Health and Department of Education with our plan to ensure the water is safe to drink.

SPPS has participated in this program for a very long time, including before the Flint water crisis of 2016. Instead of the 20% of water sources tested, SPPS tested 100% of them. Of the 6,500 water sources, 13 were found to be elevated but not actionable. We mitigated those 13 sources, and can now say the Facilities Department would be comfortable drinking water from any of the 6,500 sources, while also complying with the state statutes and guidelines around drinking water. This is work of which we are proud, and welcome members of the Board and

the community to learn more information about the water of SPPS, and have full access to the water tests of those 6,500 sources. It is a five-year testing cycle to ensure the we are always looking at our water sources. We are proud of the environmental services team and staff in this effort.

The Board also complemented the staff, and gave a special recognition to the SPPS plumbers.

MOTION: Mr. Brodrick moved that the Board of Education adopt the attached Lead in Water Safety Program plan in accordance with Minnesota Statute 121A.335. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31367 Construction Change Directive #120 for Corval Constructors at the Humboldt High School Addition

The Board requested a summary on this item. As we go into the next pahse of the Facilities Master Plan, the construction plans always change. Director Parent also provided more information on this item. This construction change direction is based on review by the state Department of Licensing and Inspection, which does the inspection of the plumbing code review for all projects in the state. They do identify things they request to be changed based on current building codes in their inspections in the field. The change order value is a high dollar one; however this is a multiple prime contract. The work at Humboldt is 32 distinct contracts. The value of this change is pretty small in the grand scheme of this project. All told, the Humboldt project is tracking at 1.8% of changes in terms of all the overall contracts. This is a regulatory compliance work that we have an obligation to safeguard the safety and welfare of the building.

MOTION: Mr. Brodrick that the Board of Education authorize the Superintendent to sign Construction Change Directive #120 for Corval Constructors at the Humboldt High School Addition for the lump sum of \$155,669.00. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

1. FY19 Budget Approval

FY19 Proposed Budget

Total FY19 Proposed Budget* \$750.0	
General Fund	\$ 534.7
General Fund Fully Financed	\$ 44.1
Food Service	\$ 29.0
Community Service	\$ 23.3
Community Service Fully Financed	\$ 8.7
Building Construction (includes transfer of LTFM funding of \$22.4)	\$ 51.0
Debt Service	\$ 59.2

* FY19 Proposed Budget numbers reflected in millions

FY19 Proposed Budget Revenue and Expenditure Summary

Fund	Est. Beginning Fund Balance	Revenue	Expenditures	Revenues Over/(under) Expenditures	Revenue Transfer LTFM	Expenditure Transfer LTFM	Est. Ending Fund Balance
General Fund	\$ 89,870,331	\$ 534,731,107	\$ 534,731,107	\$ 0	\$ 22,382,590	\$ 22,382,590	\$ 89,870,331
General Fully Financed Fund	135,083	44,099,990	44,099,990	0	0	0	135,083
Food Service	6,639,325	28,938,889	28,938,889	0	0	0	6,639,325
Community Service	2,988,077	23,187,476	23,332,956	(145,480)	0	0	2,842,597
Community Service Fully Financed	1,141,689	8,671,763	8,671,763	0	0	0	1,141,689
Building Construction	44,317,549	37,382,590	51,003,599	(13,621,009)	(22,382,590)	(22,382,590)	30,696,540
Debt Service	63,242,628	40,455,800	59,190,396	(18,734,596)	0	0	44,508,032
Total All Funds	\$ 208,334,682	\$ 717,467,615	\$ 749,968,700	(32,501,085)	0	0	\$ 175,833,597

FY19 Proposed General Fund Big Picture – Expenditures

Area	FY18 Adopted	FY19 Proposed	Change	Percent Change
Schools	\$ 247,365,968	\$ 247,054,701	\$ (311,267)	(0.1%)
School Service Support	180,513,043	188,012,225	7,499,182	4.2%
Districtwide Support	90,033,697	96,088,310	6,054,613	6.7%

Central Administration	3,533,366	3,575,871	42,505	1.2%
Total	\$ 521,446,074	\$ 534,731,107		

Budget Engagement Information

- Principal toolkit includes:
 - Budget worksheet with supporting documentation
- School Budget Presentations (April 16-26)
 - Budget Video & Talking Points
 - Powerpoint draft that can be tailored to site to use with staff and community
 - Communications will have a survey for parents & community who attend
- Budget Finance & Advisory (BFAC) Meetings
- Business Office Website (<https://www.spps.org/business>)

QUESTIONS/DISCUSSION:

- Director Brodrick noted that last year, he was close to hesitant because the budget season lends itself to frustration. All of our expenditures are put under close scrutiny. We learned a lot in going through this process. This budget will not satisfy everyone. He encouraged the Board to remember the concerns they have all heard from the community. A new budget season begins after tonight, and it behooves us to remember what we heard during this process. It also behooves us to remember the wonderful job of the Chief Financial Officer who gave sound advice. He also commented that as part of the strategic plan, one of the focus areas will be how we handle resource allocation and the action plan associated with that, which will coordinate with next year's budget as well.
- SEAB members commented on the timing of the final budget, and that many people may not have had time to fully review before the meeting. He also mentioned the great work of school counselors and was wondering the reasoning behind the decreased dollars for counselors. Answer: While we did have cuts in counseling, those cuts were to the counselors working in non-public schools, and the rework in those schools.
- Director Vanderwert noted that these cuts and budget are painful. We need to look for ways to make our system and buildings all more efficient. We need to look at the big picture and find those ways to free up money. As Director Brodrick suggested, the new budget season starts tomorrow, and we need to look at things differently as a district.
- Director Schumacher echoed similar feelings on this subject. It is the third year that we have a deficit, and it is not the budget we want. While it is moving in the right direction from a \$27M deficit to a \$17M deficit, we do need to do more with the resources we have for our kids. It's also important to note that there's foundation work by the Superintendent and staff to build a sustainable system that will give our kids the education they deserve. We have a very ambitious FMP plan, and a new school to fill that will enhance our programming options, We will have to work to continue to look at how to use money most efficiently. It is critical that we can excite people about the vision for the District and feel strongly about as ambassadors as board members to tell that story and we look forward to it. He thanked the Superintendent and staff who worked and continue to work on this. He knows he speaks for the Board when he says that we will continue to keep in mind all we have heard through this budget season and is looking forward to coming into the next year with excitement, a strategic plan, community involvement, and support for new revenue. Thanks to everyone, especially our students and families, and we look forward to more conversations.
- The Chief Financial Officer noted that the budget was available to the Board at midnight on Saturday. It was months worth of work and teamwork in the department. Behind the scenes, it takes effort to provide financial information, and we want to make sure principals and administration had time to make decisions for sites and programs. In doing that, it puts Finance at risk with critical deadlines, but we wanted to ensure that staff in buildings had resources first. It is a balanced effort to ensure that the community had information, which has also been posted throughout the past four

months. She noted that she wants the Board and community to know they did their absolute best in being transparent and keeping everyone informed on the budget.

- Director Marchese noted that since coming onto the Board that he has advocated for more transparency, focused on the budget process, restarted BFAC, and has vouched for various points in which to approach the budget. He agreed with his colleagues in that we are doing the best with what we have, and continues to believe that it is not good enough for what we need to do for our kids. We cannot continue to produce the budget in this process. This will be the last budget he will vote for if this is the process we are going to continue to use. We need to ensure we are building on a sound foundation. We need a thoughtful approach to this in the future, and there are opportunities with the strategic plan. A focus on sustainability is needed. There will be opportunities about resources for the district through the referendum, and we need to be strategic in our budget. It is critical to move this in a different direction – not in the ways we’ve done before. This is not what we want for our future. Each person has stories to raise and brought merit to the conversations. He encouraged the Board and administration that we focus on the upcoming fiscal year in a different way to benefit our kids. We need to be back to a budget where we are going to maximize what will drive achievement, and align with the work we have done. We need to be able to be inclusive and transparent in the process. We need to get back to thinking differently for next year though. Answer: The Finance team is ready. We are ready to link academics and finance together, assign dollars to student achievement, and to look at the budget in a different way. Metrics and the strategic plan will all link together
- In talking about the cuts, how is administration sharing in those costs? Answer: There was a 5% cut in mostly every department. It can mean different things department by department in comparing the size and scope. We took a hard look at balancing departments, and looked at each budget. Finance interacted with each team and each department focused differently. Many positions that were open were left unfilled. We tried to do as much as possible to allocate staffing to schools and with discretionary funds. It gets to sustainability and to be creative in keeping people within those buildings. We need to work together as a team to discover those faults that may be in our systems and rebuild it to meet those challenges. Some departments have mandates services, and we also need to be aware of staff burnout in some areas. There is key work being done regardless, with mandates from state reporting and the legal pieces.
- Chair Ellis echoed those concerns of her colleagues and this time is difficult. She wanted to say thanks to the CFO and her team. She reiterated Vice Chair Marchese’s concerns and that the budget process has a real impact for our families and kids. She looks forward to conversations about people who support our students, and that we are thoughtful and strategic in alignment with the strategic plan, and that we are getting in front of the issues sooner. Tomorrow starts the next round of conversations. There were more group conversations to understand not only the budget overall, but also in buildings, which helped to understand the budget, building allocations, and positioning within the district in thoughtful ways.
- CFO Schrul also thanked Curtis Mahaney, and the Finance team, for their work in this budget cycle.

BF 31368

FY19 Budget Approval

MOTION: Ms. Ellis moved that the Board of Education adopt the FY19 Proposed Budget of \$749,968,700 as presented. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

2. Policy Update

Assistant Director of Policy and Strategic Planning, Jackie Allen, then presented to the Board a Policy Update presentation

Sweatshop Free Purchasing – Policy 713.00

- Second reading
- Minor amendment of the policy
- Adjust purchase value from \$1,000 to \$5,000 or greater
- Rationale:
 - Current \$1,000 limit is too cumbersome for schools making small purchases
 - At \$5,000 the district Purchasing department manages the process

Unpaid Meals Charges – Policy 534.00

- Second reading
- New policy that is required to meet updated USDA requirements
- Policy covers:
 - Payment of meals
 - Free/Reduced price lunch applications
 - Notification of negative balances and responses
 - Communication of policy

Holiday Observances – 603.02

- Second reading
- Rescind Holiday Observances policy
 - Our district values the diverse cultures of the students in our district
 - Holidays and celebrations are learning opportunities
- Other policies support our commitment to multicultural and non-discriminatory programming
 - Racial Equity policy – 101.00
 - Religion policy – 609.00
 - Multicultural, Intercultural, Non-racist, Non-sex biased, Gender and Disability Fair Education policy – 602.01

XI. NEW BUSINESS

1. Policy Update

Access for PSEO Students – Policy 535.00

- First reading
- New policy required by state statute
- Ensures PSEO students have access to their school and technology resources

Intellectual Property Rights – Policy 402.00

- First reading
- New policy that was developed through collaboration of District and St. 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

QUESTIONS/DISCUSSION:

- Director Brodrick thanked Director Allen for her response to do a better job of publicizing these readings, or even before we discuss them at the small group level. Will we be able to publicize more the readings for these policies? Answer: Yes, to the extent we are able. Unfortunately with

timing, there are a lot of folks we would want to engage with. We can get the word out, and even more importantly, once they are adopted, that all of our stakeholders are aware of these policies.

- On the Intellectual Property Rights, it would be a guess that SPFT would be more than willing to disperse that information to our teachers so that they understand. He thanked Assistant Director Allen for her work in this.
- Just to confirm, the PSEO policy would apply to a PSEO student where they are taking a class at a college campus off campus, or online course. Answer: Yes, that is correct. It allows them access regardless of location. We wanted it to be very clear it related to a students in PSEO, and we do not mention a format. It is any student that is enrolled in a PSEO course.

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Brodrick and Director Marchese reiterated the question on absenteeism and the impact as an informational opportunity for the Board.

B. Items for Future Agendas

- Director Foster noted that she would like a Board update on school start times.

C. Board of Education Reports/Communications

- Director Vanderwert provided an update on the Saint Paul Children's Collaborative 3K program. The group has chosen a consultant to lead the design team in this work. They are working on fundraising for this position. Together, the members will plan the agenda and concrete plans by the end of this year.

XIII. FUTURE MEETING SCHEDULE

1. Rescheduling of August 2018 Committee of the Board Meeting

MOTION: Ms. Ellis moved that the Board of Education cancel the Committee of the Board meeting scheduled for August 14, 2018 and reschedule it to August 7, 2018. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

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

- July 17
- August 21
- September 18
- October 23
- November 13
- December 18

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

- August 7
- September 11
- October 9
- November 7

- December 4

XIV. ADJOURNMENT

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

The meeting adjourned at 9:52 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