

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

May 22, 2018

I. CALL TO ORDER

The meeting was called to order at 6:10 p.m.

II. ROLL CALL

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

Mr. Brodrick arrived at 6:12 p.m.

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda with one change – to move Old Business: Results of Bond Sale to immediately follow Recognitions. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31283 Acknowledgement of Good Work Provided by Outstanding District Employees

1. Three Saint Paul Public Schools have received the American School Counselor Association's (ASCA) highest honor for 2017-18 for their comprehensive school counseling programs. These schools are currently the only programs in the state of Minnesota with this designation.

Recognized ASCA Model Program (RAMP) designation recognizes schools that are committed to delivering a comprehensive, data-driven school counseling program and an exemplary educational environment. Congratulations to the following schools and their licensed school counselors:

- Capitol Hill Gifted and Talented Magnet: **Johanna Skaar, Lori Sundelius and Regina Wehner**
- Saint Paul Music Academy: **Keela Kuhlers**

- Washington Technology Magnet School: **Courtnie Conyers, Jody Mathiowetz, Lorlee Sanchez, Rebecca Schmitz, Christopher Unger, Jill Vestrum, Richard Walker, Shanie Xiong and Mary Zehrer**

The counselors will be honored at a recognition ceremony at ASCA's annual conference in Los Angeles, Calif. in July, for making an exemplary commitment to comprehensive school counseling programs

2. Xcel Energy hosted its annual Energy Efficiency Expo at the Saint Paul RiverCentre recently, awarding six customers for their outstanding energy efficiency achievements. The event encourages customers to learn from each other's best practices in energy efficiency to help them save energy and money.

More than 400 Minnesota Xcel Energy business customers and trade partners attended the event, which featured teams of energy experts from the utility and outside organizations providing advice on reducing energy costs, incorporating sustainability into their business practices and learning about resources and rebates available from Xcel Energy. New this year, the utility created "Recognition of Excellence Awards," designed to honor Xcel Energy's Minnesota business customers who have demonstrated an exemplary commitment to energy efficiency. SPPS was one of the companies recognized for their efforts completed in 2017 using Xcel Energy's Commercial Energy Efficiency programs, long-term strategies and leadership. The SPPS District Energy team received the award for their good work.

Members of the SPPS District Energy Team include: **Angela Vreeland, Henry Jerome, Jeff Connell, Tod Eckberg, Mike Peterson, Gary Haider, Kevin Amunrud, Kevin Doherty, Todd Larson, Scott Hrouda and Tony Payton.**

3. **Richard Mack**, Counselor at Farnsworth Aerospace 5-8, has been awarded the Middle School Counselor of the Year Award from the Minnesota School Counselor Association. He is being recognized for his outstanding work at Farnsworth as well as his role as a leader among the SPPS middle school counselors. He was recognized at the statewide conference earlier this month.
4. **Dr. Breanna Galuska**, Lead High School Counselor, has been awarded the 2018 Distinguished Alumna Award from the University of Wisconsin - River Falls College of Education and Professional Studies.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Foster moved approval of the Order of the Consent Agenda with the exception of items C1 – Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium, F4 – Battle Creek Elementary Playground, and F5 – Linwood Monroe Lower Elementary Playground, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of April 24, 2018

MOTION: **Mr. Brodrick moved approval of the Minutes of the Regular Meeting of the Board of Education of April 24, 2018 as published. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of May 8, 2018

At the May 8th Committee of the Board meeting, Superintendent Gothard began with a recognition of our teachers for National Teacher Appreciation Week. He went on to recap his attendance and statement at the Governor's Press Conference on emergency funding for education. The focus area teams for the strategic plan are currently working together for sustained implementation of the plan. He also noted that the work of the feasibility study for the referendum is underway. Discussion on these announcements involved the composition of the focus teams, which include primarily central administration leaders.

The report from SEAB stated that applications are open for new SEAB members. Project proposals are also open for submission. Their current work on the academic honors proposal was brought to the Policy Work Group. The Board noted importance of using English honors as opposed to Latin within this discussion.

An update on the current legislative session, which ended on May 21st, was also presented. Topics included major revenue provisions, school safety in the House and Senate, as well as policy revisions, unfunded mandates, and TRA and teacher pensions. The Board also highlighted that while radon testing is not included in the legislative bill, SPPS is exceeding the standards in terms of testing our schools to ensure a safe learning space for our students.

A policy update included discussion on four Board policies. The first included a minor amendment of the sweatshop free purchasing policy. The unpaid meals charges is a new policy that is required to meet updated USDA requirements. The policy on holiday observances was recommended to be rescinded because our district values the diverse cultures of our students. The Board noted their support for this proposal, and highlighted policy 602.01, which includes our values on diversity within our district and our encouragement of multicultural teaching. These three updates will move to the three reading process. An amendment to the class ranking policy was brought forth by SEAB, and the policy work group suggested further targeted engagement to stakeholders.

The program details of S-Term were then presented to the Board. Enrollment figures were also shown, with the goal of 13,500 students across all grade levels. Six-week programs such as Bell Power Scholars, Hmong Karen Youth Pride Program, and CDF Freedom Schools were also discussed, as well as Extended School Year programs. SPPS offers quality S-Term programming for all students to continue learning throughout the summer. This presentation sparked questions from the Board that included the trend in population, which is increasing for middle and high school, as well as Freedom Schools. Families are able to register after the priority deadline of April 13th.

Communication is sent for details on sites and dates, as well as transportation options. Questions were also raised about the number of high school students who attend to recoup credits, and program options available for them. Data points, including pre- and post-test results, were explained. The Board also requested more information on Freedom Schools, such as the location selection and meals offered.

The Chief Financial Officer provided the Board with the fiscal year 2019 budget update, and a review of FTE comparisons, site allocations, and program allocations for FY19. These reports initiated conversations about the number of positions that will be affected by the budget, comp ed. discretionary dollars, and the laws around Title 1. A review of the substitute teacher outsourcing agreement was explained. The board requested further information on data for absenteeism for new teachers to ensure they have the supports necessary for a career in teaching, and at SPPS. Finally, the Board led a work session to discuss the FY19 budget for the Board of Education.

MOTION: Mr. Marchese moved the Board accept the report on the May 8, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

B. SEAB Report

Chair Ellis then introduced members of SEAB for their report.

Expanding Inclusivity: Increasing Racial Equity in Advanced Classes

They will share the collaboration with staff to identify and improve system issues impacting participation in advanced classes, as well as share proposals for increasing access, enrollment, and success of students of color in advanced classes.

Project Origination

- First SEAB project to originate from SEAB research
- Aligns with past SEAB work
- First direct collaboration with staff

Framing the Issue

- Students of color are disproportionately not enrolled in AP/IB
- Data has not significantly changed over time
- A graph showing the percentage of students enrolled in AP/IB by racial group and school year was also shown.
- In the 2016 SEAB survey on Inclusivity, students of color were 2x as likely as white students to say they have felt excluded from programs, classes, clubs, or leadership[opportunities due to their identity.
 - A graph showing students of color versus white students and the amount of times they felt excluded was shown

Mind Mapping for the “Real” Issue

- A mapping of answers for the question “Why have more students in advanced classes?” was shown. Major reasoning included “to match the demographics of that school,” “to be challenged,” “students of color in advanced classes will bring a different perspective,” as well as answers related to EL learners.
- Mind mapping after data reviews show an expanded map with staff responses, and that students needs a bridge to take on challenges. This was also presented.
- A further expanded mind map was shown with SPPS staff partner inputs as well that grew from the previous two maps.

Systematic Challenges

- Root of the problem is embedded through SPPS and bigger than SPPS. Institutional racism leads to systems that continuously loop and re-support itself. Example include:
 - What we test, when we test, and how we use tests
 - What we value and honor
 - Confusing systems
 - Belief and belonging

The Gap Starts Early

- Students are designated as Gifted and Talented based mainly on the results of the CogAT test.
 - Test outcomes are racially predictable
 - CogAT identifies students of color as GT at less than half the rate of white students.
 - A graph showing the percentage of students by race, identified as GT was shown
 - Asian: 20.09
 - Black: 13.4
 - Latinx: 17.8
 - Native American: 12.7
 - White: 38.6
 - Testing for GT services creates a system that is built on a racially predictable test
 - We use the results of CogAt to:
 - Determine who gets GT services
 - Determine school placement
 - Communicate with all kindergarten families
- Recommendation #1: Clarify what gifted and talented means in SPPS
 - Critical thinking skills?
 - Acceleration?
 - What we say it means should be the things that are assessed for
- Recommendation #2: Change the GT/CogAT test letter that is sent to families to be:
 - Strengths-based
 - Plain language
 - Less words
- Recommendation #3: GT services could benefit all students by:
 - Increasing critical thinking skills
 - Exposure to real world applications of knowledge
 - All students benefit from GT-based enrichment opportunities
- Alternative recommendation #3: Transition to testing only in 2nd grade and provide GT services to all K-2 students
 - Students enter school with varied experience
 - Mediate tracking of students at an early age
 - Life expectations and experience for all K-2

Starts Early: Next Steps from TDAS

- Identification pathways
- District-wide service model
- Site contact at each K-5 school
- Professional development training opportunities

- Advanced differentiation resources
- Interdepartmental collaboration

Cross-Departmental Solutions

- Three years of SEAB's observations of problems from students
- Worked with Counseling Leadership Team
- Collected data from counselors and teachers
 - How do students get into advanced classes?
 - Who controls the decisions?
- Representation in advanced classes
 - The racial demographics of a school should be mirrored in the demographics of their advanced classes.
- Students need incentives to take advanced classes
 - College credits earned
 - So that students will not avoid advanced coursework to keep grades high
- Recommendation #4: Create a cross-departmental team to drive increased participation and success in advanced classes for students of color
 - Meet monthly, report to BOE and SEAB quarterly
 - Student participation on team
 - Possible team members include staff from Equity, Teaching and Learning, Title 1, Specialized Services, Multilingual Learning, Early College, School Counseling, Assistant Superintendents, American Indian Ed, Project REACH, Fostering Connections, College Access Partners, Middle School Rep, and Talent Development and Acceleration Services.
- Next Steps from Counseling
 - Committed to future partnership
 - Project aligns closely with past and future Counseling Department goals
 - Support inter-departmental work and solutions

Need a Guide and to be Invited

- Students don't know their options so cannot strive for them
 - Students need to be challenged constantly and know their options
 - Families need clear communication and to know what their student options are
- Recommendation #5: Develop a visual tool that clarifies options and resources beyond EL services
 - Students need to know the ACCESS test is not a barrier
 - Introduce planning tool to all ELL students at Level 2
- A flow chart showing the Pathways to Success was presented
- MLL Next Steps:
 - Continued development of the Pathways to Success Guide
 - Commitment to sharing student experiences with MLL staff

Honoring Achievement

- Recommendation #6: Implement consistent recognition of academic achievement by updating policy 510.03
- All students know the goal to reach towards due to static assessment of achievement.
- Celebrate academic success of more students
 - Currently recognize approximately only 90 students
 - Anticipation that this change would recognize 10x as many students whose GPAs deserve academic honors
 - Provides more room to take academic and intellectual risks
- Cost benefit:
 - \$8,000 Celebration of Excellence
 - \$4,000 if ALL graduating seniors attained honors and were given a cord
- Draft Proposed Policy Change (510.03 Class Rankings)
 - Students will be recognized for academic achievement based on the Latin Honors system.

- Class rankings and the honor-point averages shall not be made public. This shall apply to school newspapers, yearbooks, public announcements, and public news media. In addition, no valedictorian or salutatorian shall be named.
- In addition, each high school may, with the involvement of students, staff, and community, develop a plan to identify and recognize other student achievements.
- Next Steps from OTL
 - Additional work to be done:
 - Develop consistent use and logic of weighted course material that supports a district-wide system for recognizing academic honors
- Need More Student Input
- Recommendation #7: Create a comprehensive student communication plan that includes a district-wide mechanism for collecting experience data from students
 - No one has the student-perspective data to make significant change
- Next Steps for SEAB
 - Proposal to next year's SEAB group:
 - Larger student engagement process on this issue
 - Continue to identify gaps and seek solutions

QUESTIONS/DISCUSSION:

- The numbers show we are pretty stagnant in general in advanced placement students. Can you explain why we are so flat lined, over the past four years? Answer: In adding value to the graph, things that aren't included on the slide. It does show our AP and IB programs. Just as we talked about GT services to support each of our learners, there are other programs that aren't mentioned on this slide, including PSEO options, and College in the Schools. The demographics within those programs have higher representation of students of color, however there are still gaps. That data can be added to see the overall picture, but there will still be similar patterns and gaps. We are also currently working on projects to interrupt those gap – one includes grant programs that are directly tied to advanced coursework and getting more students into advanced coursework. Those are to add more offerings, training for staff to understand the students and themselves. We are also working to expand AVID. We are working to identify best practices to prepare students to take advanced coursework, and encourage them to take more advanced coursework. We are also looking at models across the district to encourage more students. It is not where we need to be; there are strides and efforts to improve. We want to work harder and faster. The students also noted supporting students at the elementary level. That work is also on its way to revise, revamp, and enhance the processes at the elementary level; it is included in part of our strategic professional development as well.
- In talking about the training, could you provide more details around that? Answer: The grants came online mid-year, so it has been a planning year. We are working with our partners to expand training on AVID and Envoy. AVID will be hosting it's Summer Institute in the Twin Cities, we are making arrangements to have more teachers and site team leads attend to build AVID supports in electives and across the schools for consistency in the way students learn about this program. The work that has been happening has involved teachers getting ready for summer training, and then moving into the fall with additional course offerings, and supports for teachers and students.
- Director Brodrick noted that he was very impressed by the SEAB presentation. What is the optimal percentage of student participating and enrolling in advanced classes? He then described his experience with teaching advanced classes during his teaching career, and noted that all classes need to be meaningful, rigorous classes, whether they have the advanced title or not. Answer: SEAB students responded that the demographics of the students should match the demographic make-up of the school. They agreed that every class should have rigor and meaning, and inspire development and training, both with the teachers and administration. Students need to be pushed farther to learn more. It really matters whether the teacher has the ability to make the class rigorous for that student.

- Director Foster noted that while there is an expectation of rigor in all classrooms, it is also about getting to a different piece of embedded culture and what we are expecting of all students. Every student has gifts and talents that show in different ways, and it's important that we are doing what's right for them, and is embedded in what we're doing as a district and in our culture. We need to have each student find their strengths and work with our students and families to get them on tracks to success to find a space where they are their strongest.
- Director Vanderwert noted that she is also impressed with SEAB's work in this amazing and complex issue, and their recommendations are accurate. She wondered that in testing, that is only a spot in time, and may not be where a student's strengths lie. The portfolio idea is intriguing and wondered how that could be done more broadly.
- Director Vanderwert also questioned why testing should be given at second grade as opposed to kindergarten. Also, what do we do about it in the early grades, and what brainstorming were the recommendations in the early grades to get students ready for advanced classes? Answer: Moving the tests to second grade would allow for a more level playing field for all students. What students are taught prior to their time in SPPS is not consistent. In those early two years, all those students would be exposed to gifted and talented services that would be given to those students identified as GT in kindergarten.
 - So they would all get more rigorous coursework in those two years to prepare them for the test? Answer: Yes.
 - So now what do we do with it? Answer: What GT means and what those services are is different across the District. It may mean a guest speaker or field trips, or brain puzzles. All these can benefit all students, instead of only those identified as GT. Since kindergartners are so varied in what they know, by testing them in kindergarten, we are really testing their experience instead of their intelligence. If we instead provide everyone with those services that will possibly increasing their knowledge of the world, and testing at second grade, we are testing on a more level field. Hans Ott also invited program manager for TDAS to speak to their questions. The idea that personalized learned and that we need to speak to each student's strengths are core to what we believe. We also have a mandate to identify and service students that are GT. There is a duality in our system of what it means to be "gifted." It is the teachers that get to know each student and understand their strengths, how to build a relationship with that student and family to maximize their learning opportunities. We need to appreciate that work that happens in the classroom each day. Theresa Campbell also provided more information. Including that the identification process is a nationwide problem – finding the proportionate amount of balance in demographics. There is a nationwide effort to improve and use universal screening as well as local norms. She also described the talent development, and the unified district model. There are now levels of service, from Level 1-4 depending on the students. She also mentioned portfolio differentiation, and the addition of the rating scale for ELL students, and students with specialized services. There will also be professional development for staff, including a certification in gifted and talented services.
- Could you explain what the ELL levels mean and how many there are? Answer: There are at least three levels. Level 1 is in a separate classroom for EL students. Level 2 students may interact with other students, while at the same time, also taking EL classes. After that level, they can choose any classes to take.
- Director Foster noted that she wanted to extend her appreciation for all SEAB's work in digging into this topic. We talk about moving forward and changing, and reasons for multiple voices in these conversations to show up, and feedback to talk about the personal impacts. She thanked them for their work and in looking ahead to the work we need to do.
- Director Marchese noted his own experience in racial disparity in advanced classes. We need to think about the messaging, and appreciates the strengths- and assets-based approach for students. One thing we also need to look at is the work in the classroom and with out teaching staff and the perceptions of who is GT and who is not. We need to unpack the culture in the district and identify students. He reiterated that we need to be developing talent, not sorting students. We need to look beyond the tracking and compliance to a more holistic approach. It will be a real culture shift, and the strategic plan will offer opportunities to put into practice and within the strategic initiatives.

- The models of identifying GT students and the use of testing was discussed. Any test has bias, and many therefore, miss a portion of students. Or is it that by having a test we are trying to move to something more standardized? The downside is that a standardized test is standardized on something – who or what. Is there no unbiased way to identify GT students? If the answer is yes, then the solution should be the GT For All approach. And then looking into what those gifts and talents lend students to do. It has the potential to change the way we deliver services. Answer: We don't think there is an easy test for this. We looked at other tests and the CogAT is currently the best one, and it's not great. The portfolio program seems like a great strategy, but would require a lot of resources and time from teachers, which they may not have. SEAB members appreciated the GT For All approach. Right now, we don't know of a good way to do this, but we need to look into proper ways to identify GT students.
 - Director Marchese noted a current rationing approach, and we may need to change to reorientation approach.
- Director Brodrick noted his experience in high school and the different strengths and gifts of students, and the ways that students are viewed as gifted and talented, and the basis for that title.
- Superintendent Gothard thanked SEAB members for their presentation and work. We need to identify barriers and construct breakthroughs, and offer support. When that happens, we'll see the numbers change. We have different roadmaps for students – there is choice and there is also informed choice. He then recapped his experience in teaching Honors Biology and Biology in his high school career.
- Who created the pathways to success? Are we also thinking of pathways to success for elementary and middle students too? Answer: It was created as a map to be useful to EL students. It was created for high school students because we see EL students struggle with high schools students. We need credit in high school to graduate. Some ELL students take an extra year or two to graduate, and we started with high school students because it affects their graduation.
 - Could there be benefits to it, if we started in elementary and middle? Answer: We do think it would be beneficial, because the problem does start early on. If ELL students are exposed to the pathways to success early on, it would be beneficial.
- Director Xiong thanked SEAB for their work in this huge topic – from the proposals to how we celebrate our students at graduation, and the gaps in advanced courses. She noted the barriers and how sometimes institutional racism shows up and we are blinded to it. Some barriers we understand, and some we are blinded to, such as testing. These students may not be identified at GT, but they are. She credited her counselors in high school who challenged her to take advanced courses. Is there data on when or how students are introduced or encouraged to take advanced coursework? Answer: The data collected from counselors and teachers was not quantitative data, and more counselor individual input. One of the biggest barriers is the lack of data. We are suggesting to continue collecting the data. A lot of the data only comes from the Senior Survey, which only happens when the student is graduating, and they have already experienced a possible negative experience. We also try within the counseling program to offer tiered services. We want our students to challenge themselves. Four years ago, we embarked on a core counseling curriculum that is K-12. In grade 9 and 10 we focus on graduation requirements, and there is conversations about programs and what is interesting to the student and opportunities. It is then followed with student check-ins. All interactions with a school counselor need to intersect. We need to be able to do a strengths explorer activity, which will translate into core strengths and coursework prep. We can do a better job of intentionally giving options and access to all students, and to understand all the possibilities available to them.
- Director Xiong appreciated the cross-departmental group, and that there is a middle school representative. Is that a student voice, teacher, or principal? Answer: We are suggesting two student representatives – one middle school, and one high school student. It could be a leader in a middle school as well. We also talked about having the student voice, and also district leaders at the table that represent the middle years, and K-8 students. The leadership also needs to reflect K-12. The leadership and students need to reflect the K-12 alignment.
 - Director Xiong noted that she is excited for pathways for younger students and to be involved. She is a believer that it starts young, and should not have to wait until high school to get started. SEAB should also be included in this group.

- Director Schumacher noted his appreciation for SEAB’s work in helping to research these issues even further, and how we serve our students. We haven’t really touched on SLIFE students, who haven’t started out and matriculated through our schools. There is an ongoing conversation on how to rapidly move through system and have that competency when they graduation. I wonder how you have felt in your experiences about how you have been supported and feelings of competency and taking on the world. Answer: The best way to support those students is to let them know what options they have. Many don’t know the option is there. If you tell them and let them know what they can do, would be beneficial. They can go above and beyond what is on the paper. They need to hear from others that they have options to advance their learning. Ana also mentioned he had a mentor who helped him to write out what he wanted to be and goals. An important aspect was to have someone, or program, to make you write your goals and how you want to get there. It’s important to start pushing for students to write their goals and review with their parents and school staff. Elizabeth noted her teachers in her support system. Teachers are with students throughout the day, and the only ones to tell the counselors how they are doing in classes. They see how we grow throughout the year. Dr. Vang, Director of MLL, also shared her comments from the CGCS conference, and we were invited to share information around SPPS students having the highest rate of advanced course scholars, and particularly ELL students. It was the Bilingual/Immigrant/Refugee Educator’s Conference, and she was able to share the data of how well our students are doing, and opportunities for students. Districts are looking to us. We offer the intensive support for English language learning, and then moving onto planning for graduation (a critical pathway for supporting students.) Collaboration across departments is critical, and MLL is working with other departments to work to let students know what options they have. She also summarized how the MLL department supports departments and students across the district. Knowledge is power for our students to let them know their options, and then helping them plan. The data shows that over the last 4 years, we have had 3000 ninth graders who are ELs taking advanced courses ranging from AP to college credit courses. This is impressive across the country. This year, 91 EL students are in AP, 96 are in AP-equivalent courses, and 87 are in college credit courses. We are offering the opportunity to work harder to grow those numbers.
- Director Schumacher thanked SEAB students, and staff, on this research and recommendations for the partnership and all that we have learned from them, and the work will keep moving forward.

VIII. SUPERINTENDENT'S REPORT

A. FY19 Budget Update

Chief Finance Officer, Marie Schrul, then provided the FY19 Budget Update presentation.

FY2018-2019 General Fund Preliminary Big Picture

	FY18 Adopted (in \$M)	FY19 Preliminary (in \$M)	Difference (in \$M)
Revenue (current law)	\$ 521.4	\$ 528.0	\$ 6.6
Use of Fund Balance	\$ 0	\$ 0	\$ 0
Expenditures	\$ 521.4	\$ 545.2	\$ (23.8)
Projected FY19 Shortfall	\$ 0	\$ (17.2)	

FY2019 Proposed Revenue and Expenditures Summary (All Funds) General Fund Projected Revenue

	Estimated Beginning Fund Balance	Revenue	Expense	Revenue Transfer *LTFM	Expenditure Transfer *LTFM	Estimated Ending Fund Balance
General Fund	\$ 94,155,55	\$ 534,680,998	\$ 534,680,998	\$ 22,382,590	\$ 22,382,590	\$ 94,155,556
General Fund Fully Financed	135,083	34,038,527	34,038,527	0	0	135,083
Food Service	6,495,786	28,938,889	28,938,889	0	0	6,495,786
Community Service	2,641,736	23,228,773	23,228,773	0	0	2,641,736
Community Service Fully Financed	720,597	7,409,063	7,409,063	0	0	720,597
Building Construction	40,900,000	69,682,590	88,582,590	(22,382,590)	(22,382,590)	\$22,000,000
Debt Service	64,109,584	37,860,000	51,592,123	0	0	50,377,461
Total All Funds	\$209,158,342	\$735,838,840	\$768,470,963	\$0	\$0	\$176,526,219

FY2018-2019 General Fund Big Picture - Expenditures

Area	FY18 Adopted	FY19 Proposed	Change	Percent Change
Schools	\$ 247,365,968	\$ 248,454,701	\$ 1,088,733	0.4%
School Service Support	180,513,043	186,702,116	6,369,074	3.5%
Districtwide Support	90,033,697	95,948,310	5,914,613	6.6%
Central Administration	3,533,366	3,575,871	42,505	1.2%
Total	521,446,074	\$534,680,998		
Increase in Districtwide Support for Long Term Facilities Mtc budget (in Fund 06 for FY18)	0	\$11,616,862	11,616,862	
Total w/LTFM addition	\$ 521,446,074	\$ 546,297,860		

FY19 Estimated General Fund Staffing Impacts as of 5/18/18

Area	FY19 Proposed Budget	FY19 Proposed FTE Reduction
Schools	\$ 248,454,701	(70.11)
School Service Support	\$ 186,702,116	(53.79)
District-wide Support*	\$ 95,948,310	(20.63)
Administration	\$ 3,575,871	(0.95)
Total	\$ 534,680,998	(145.48)
Total General Fund w/LTFM addition	\$ 546,297,860	

FY2018-2019 Budget Timeline

- The budget timeline was then reviewed with the below upcoming actions:

Date	Description
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education

Board 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>)

FY19 Budget Allocations Posted on the Business Office Website

- FY19 FTE Comparison (Regular PreK-12 sites)
- FY19 Site Allocations (Regular Pre-K-12 sites)
- FY19 Program Allocations

QUESTIONS/DISCUSSION:

- When do we get to see the budget? Answer: We are working on it. The Board will have some time to read through it before the June 19th.
- Will there also be a breakdown by school on FTEs? Answer: Yes.
- For the FTE information, will the retiring employee numbers be a part of that? Answer: Yes. We are currently working through vacancies.
- With what happened recently in the legislature, could you tell me where they found money in community services to pay another section? What does it mean to us? Answer: (Superintendent Gothard introduced Mary Gilbert, Legislative Liaison, and thanked her for all of her hard work.) There are a couple of pending items. In the even number years, the Governor has 14 days from the Sine Die to look at a bill received within 3 days of the close of the session. The supplemental budget bill was passed on Saturday and sent to him, and the second tax bill with \$56 of aid, and

the ability to use one-time community ed. funds transfer approved by the department, and the other money is the 2% staff development set aside, which is more than spent (in opening week and other staff development.) There is a community ed. fund balance, however some may be committed already. It would be for one-time expenditures and would need to be approved. The revenue in the supplemental budget bill is \$18 in safe schools revenue, which could offset costs around school climate, and is roughly \$700,000. The rest of the money is in grants, including SRO grants, and mental health grants. The other provision is the bonding bill, which has \$25M of bonding for school improvements, with a maximum of \$500,000 per school site and half of the \$25M needs to be spent outside the metro area. In talking to Director Parent, he has identified projects part of the FMP at a little over \$2M that could be moved into that as an application. There may be other articles in this bill, and are looking at other things that are concerning within the bill. Other controversial items were pulled.

- If he vetoes, is there a chance of a special session? Answer: He has indicated he would not call a special session. Everyone was surprised the bills got to him so late; typically, there is more time. The federal conformity created more urgency for a tax bill. Constitutionally, we have met our obligation to balance our budget. The tax bill will make filing the taxes more complicated.

B. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period April 1, 2018 through April 30, 2018, including the approval for the appointment of a new Chief of Staff for the district, Cedrick Baker. Ms. Ellis seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Foster approval of all items within the Consent Agenda with the exception of items C1 – Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium, F4 – Battle Creek Elementary Playground, and F5 – Linwood Monroe Lower Elementary Playground, which were pulled for separate consideration. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31322 Gift Acceptance from the Olga B. Hart Education Foundation

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

BF 31323 Gift from Timothy & Lakmini Kidder to Jie Ming Mandarin Immersion Academy

That the Board of Education authorize the Superintendent to accept the awarded gift, and to provide a letter expressing appreciation for the gift.

B. Grants

BF 31284 Request for Permission to Accept Three Grants from the CenturyLink Clarke M. Williams Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the CenturyLink Clarke M. Williams Foundation for projects that support the innovative use of technology at Washington Technology Magnet School, Chelsea Heights Elementary, and Frost Lake Elementary; and to implement the projects as specified in the award documents.

BF 31285 Request for Permission to Accept a Grant from the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Ecolab Foundation to support AVID at Humboldt High School in SPPS; and to implement the project as specified in the award documents.

BF 31286 Request for Permission to Accept Three Grants from Gen YOUth Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from Gen YOUth Foundation to implement healthy lifestyle initiatives at Highland Park Senior High School in SPPS; and to implement the projects as specified in the award documents.

BF 31287 Request for Permission to Accept a Grant from the Minnesota Department of Education – Foster Care Transportation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education for the reimbursement of costs for the transportation of students in foster care in SPPS; and to implement the project as specified in the award documents.

BF 31288 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept funds from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs in SPPS; and to implement the project as specified in the award documents.

BF 31289 Request for Permission to Accept a Grant from the Minnesota Super Bowl Legacy Fund

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Super Bowl Legacy Fund to purchase equipment for Nutritional Services in SPPS; and to implement the project as specified in the award documents.

BF 31290 Request for Permission to Submit a Grant to the 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to the 3M Gives for funds to support 2018-19 school year programs funded by 3M Gives; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31291 Request for Permission to Submit a Grant Application to the Minnesota Agricultural Education Leadership Council

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Agricultural Education Leadership Council for funds expand the Como Park Senior High School's animal pathway program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31292 Permission to Submit a Grant to the Minnesota Department of Education for Reauthorization of Saint Paul Public School Adult Basic Education to Work in Conjunction with and to Act as a Fiscal Agent for Saint Paul Community Literacy Consortium (SPCLC)

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Education program and the Saint Paul Community Literacy Consortium.

BF 31293 Request for Permission to Submit a Grant to Minnesota State Colleges and Universities in Partnership with Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Colleges and Universities in partnership with MDE for funds to expand CTE programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31294 Request for Permission to Submit a Grant to NoVo Foundation and Education First - Como Park Elementary

That the Board of Education authorize the Superintendent (designee) to submit a grant to NoVo Foundation and Education First for funds to purchase student and teacher materials to support the 7 Strengths Social Emotional Learning (SEL) Project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31295 Request for Permission to Submit a Grant to NoVo Foundation and Education First - Harding High

That the Board of Education authorize the Superintendent (designee) to submit a grant to NoVo Foundation and Education First for funds to offer Crossfit as a vehicle to develop grit and growth mindset among special education students at Harding High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31296 Request for Permission to Submit a Grant to NoVo Foundation and Education First – Restorative Practices

That the Board of Education authorize the Superintendent (designee) to submit a grant to the NoVo Foundation and Education First for funds to support restorative practices at Ramsey Middle School and Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31297 Request for Permission to Submit a Grant to the Pohlad Family Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Pohlad Family Foundation for funds to support the Gateway to College ALC program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31298 Request for Permission to Submit a Grant to the US Department of Education – Literacy Skills

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Education for funds to update school library collections at approximately 16 district elementary schools over three years, provide professional development to staff at participating sites, and distribute free books to students and families at participating sites through family engagement events; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31299 Request for Permission to Submit a Grant to the US Department of Education - Restorative Practices

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Education for funds to evaluate current Restorative Practices pilot sites, develop standardized training and readiness tools, and expand practice to additional schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31300 Contract Extension No. #A-209215-A Student Transportation for 2018-2020 School Years

That the Board of Education authorizes the Superintendent (designee) to extend contracts based on attached rates established for school year 2018-2019 and negotiations for school year 2019-2020.

D. Agreements

BF 31301 Food Service Agreements with Various Schools and Programs

That the Board of Education authorize the Superintendent or designee to enter into agreements to provide food service for non-SPPS schools and programs.

BF 31302 Memorandum of Understanding and Contract for Services with the YMCA of the Greater Twin Cities for Providing the Bell Power Scholars Academy

That the Board of Education authorize the Superintendent (designee) to enter into a Memorandum of Understanding and Contract for Services with the YMCA of the Greater Twin Cities to provide summer educational services at Maxfield Elementary to combat summer learning loss and improve the academic success of children.

E. Administrative Items

BF 31303 Monthly Operating Authority

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

(a) General Account	#690749-692601 #0002881-0002932 #7002719-7002766 #0002244-0002339	\$74,559,111.98
(b) Debt Service	-0-	\$8,450.00
(c) Construction	-0-	<u>\$7,775,127.65</u>

\$82,342,689.63

Included in the above disbursements are three payrolls in the amount of \$57,536,460.09 and overtime of \$342,664.29 or 0.60% 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 August 31, 2018.

BF 31304 Approval of 2018-19 Sabbatical Leave Application

That the Board of Education authorizes the Sabbatical Leave recommendation for 2018-19.

BF 31305 Approval of Employment Agreement between Independent School District No. 625 and Professional Employees Association Representing Non-Supervisory Professional Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Professional Employees Association in this school district; duration of said Agreement is for the period of January 1, 2018, through December 31, 2019.

BF 31306 Beltline Interceptor Sewer Rehabilitation Temporary Construction Easement – Penny Park at Parkway Montessori and Community Middle School

That the Board of Education authorize the Superintendent to execute a Temporary Construction Easement Agreement between Independent School District No. 625 and Metropolitan Council allowing Metropolitan Council's repair of the Beltline Interceptor Sewer line and supporting structures.

BF 31307 Increase Paid Lunch Prices

That the Board of Education authorize the Superintendent or designee to increase prices as follows, effective September 1, 2018.

- Grades PreK-5 lunch to \$2.40
- Grades 6-8 lunch to \$2.60
- Grades 9-12 lunch to \$2.80
- Adult breakfast to \$2.45
- Adult lunch to \$4.10

BF 31308 Request for 21st Century Community Learning Center Grant Joint Partners to Travel for Grant Meeting

That the Board of Education authorize the Superintendent (designee) to approve travel and related costs for two joint partners to attend the 21CCLC grant meeting on May 21 and May 22, 2018 in Duluth, Minnesota.

F. Bids

BF 31309 Bid No. A214237, Sale of MacBooks

That the Board of Education authorize the award of Bid No. A214237 Sale of District MacBooks to Cal State Electronics Inc., for approximate price of \$1,456,854.00.

BF 31310 Bid No. A214288-A Highland Senior High School Auditorium Boiler Replacement

That the Board of Education authorize the award of Bid No. A214288-A Highland Park High School Auditorium Boiler Replacement to Nasseff Mechanical for a lump sum base bid for \$189,490.

BF 31311 Bid No. A214304-A Battle Creek Elementary School Boiler #1 Replacement

That the Board of Education authorize the award of Bid No. A214304-A Battle Creek Elementary Boiler #1 Replacement to Pioneer Power for a lump sum base bid of \$141,675.

BF 31312 Open World Learning Gymnasium Remediation

That the Board of Education authorize award of the Open World Learning Gymnasium Renovation supplementary work to RAK Construction, Inc. for the lump sum bid for \$163,065.22.

BF 31313 RiverEast K-8 Playground

That the Board of Education authorize award of the RiverEast K-8 Playground bid to Flagship Recreation for the lump sum base bid for \$103,437.50.

G. Change Orders

BF 31314 Change Order #2 for RJ Mechanical at the Como Park High School Addition

That the Board of Education authorize the Superintendent to sign Change Order #2 for RJ Mechanical at the Como Park High School Addition for the lump sum of \$166,322.00.

BF 31315 Change Order #3 for Urban Companies, LLC at the St. Anthony Park Elementary Renovation

That the Board of Education authorize the Superintendent to sign Change Order #3 for Urban Companies, LLC at the St. Anthony Park Elementary Renovation for the lump sum of \$143,839.00.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31316 Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium

The Board requested additional information on this item. Chief of Operations, Jackie Turner, invited Scott Hall, Supervisor - SPPS Adult Basic Education, to provide more information. This item is to approve a contract with the Saint Paul Community Literacy Consortium, which is a group of community based agencies, including SPPS that offers adult literacy programming. Its under the umbrella of Adult Basic

Education. The funding comes from the state through SPPS to the consortium. The contract is with the Minnesota Literacy Council that controls the management of this consortium. SPPS is the fiscal agent; it has been in effect since 1994. It's an attempt by the state to realize that there are a number of adults in our community, and SPPS shouldn't be the sole provider, but to work with community-based agencies to offer programming reflective of our community. It is a great partnership with our community-based agencies. The contract is to pay the Literacy Council to do the management. This agreement is similar to the Saint Paul Children's Collaborative and other agencies in which we pay Ramsey County to be the fiscal agent. In this case, the agencies are paying SPPS to be the fiscal agent. Money is passed from the state, through SPPS to the Minnesota Literacy Council for their management. The consortium serves about 5700 students at 860 contact hours. Chief Turner also recognized Scott Hall on his retirement after almost 30 years in the District, and has been a great asset to the Hubbs Center.

MOTION: Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) approve the Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31317 Battle Creek Elementary Playground

BF 31318 Linwood Monroe Lower Elementary Playground

The Board requested more information, including the timeline, of these projects. Director of Facilities, Tom Parent, provided further information. For Battle Creek playground, we are starting on July 23rd with an approximate three-week construction window. During that time, there will be access to the existing playground. For Linwood Monroe, we are slated to begin July 9th, with a three-week construction window. For the Lower playground, we are maintaining some access during construction, as we work on the vegetation aspect. Both will be constructed this summer, and will be playable on the first day of school.

MOTION: Ms. Ellis moved that the Board of Education authorize the award of the Battle Creek Elementary Playground bid to Flagship Recreation for the lump sum base bid for \$148,109.50 and authorize the award of the Linwood Monroe Elementary Playground bid to Flagship Recreation for the lump sum base bid for \$164,087.20. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

1. Results of the Bond Sales

Superintendent then introduced Chief Finance Officer, Marie Schrul, to present the results of the below bond sales. Kelly Smith from Springstedt will be sharing the results. Chief Schrul also presented the results of the bond rating calls. The District has a favorable results, and we maintained our ratings in both Moody's and Standard & Poor's. Moody's was an AA2, and S&P was AA+, which are both excellent ratings. That will save the District long-term on interest.

Kelly Smith then reported on the bond sale with over \$85M in bonds sold this morning across the three sales. The first was the annual capital GO bonds for facilities upgrades and improvements across the district. The second was from remaining dollars of desegregation programs, and were certificates of participation. The third issue was for the purchase and renovation of Crosswinds Middle School. Interest rates have been rising throughout the first half, and continue to rise throughout our projections. We are at levels below two years ago; they are still favorable, but rising. On the three issues, we ended with a final true interest cost of 3.21% on 2018A, 2018B was 3.35%, and 2018C was 3.40%. 2018B and 2018C are Certificates of Participation and typically have a slightly higher interest rate.

On the credit ratings, Mr. Smith thanked Chief Schrul, Superintendent Gothard, members of the budget team, including Brian Kinder, Arleen Schilling, Jim Engen, and others who participated in rating calls and did work once the reports were received. These ratings affect the interest rate. If SPPS was do drop from AA2 to AA-, for the bonds issues today, that would cost another \$550,000 in interest over the life of the bonds. In the state of MN, there are only five districts with a higher rating. It is commendable the district has these ratings in spite of challenging budgetary times.

QUESTION/DISCUSSION:

- Is there more information the Crosswinds impact. We had some concerns whether it could change our ratings. Did that happen, or do you perceive that it will affect them? Answer: No, I don't think that will affect the ratings. Legal questions were answered. It really gets back to the finances and stability of the district. There was five basis points increase, but that is a smaller issue, and it was also a Certificate of Participation sale, which typically has a higher interest rate.
 - The reason that didn't have an impact was because we have a history of strength and stability in or ratings? Answer: Correct. Also, you have worked hard to maintain the fund balance. The calls centered around fund balances and maintain those. The largest component was maintaining the fund balance according to the policy.

BF 31319 Resolution Accepting Bid on Sale of \$15,000,000 General Obligation School Building Bonds, Series 2018A, Providing for their Issuance and Levying a Tax for the Payment Thereof

MOTION: Mr. Schumacher moved that the Board of Education approve the Resolution Accepting Bid on Sale of \$15,000,000 General Obligation School Building Bonds, Series 2018A, Providing for their Issuance and Levying a Tax for the Payment Thereof. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

BF 31320 Resolution Authorizing Execution of First Amendment to Lease-Purchase

Agreement and First Supplemental Declaration of Trust and Accepting Offer on Sale of \$53,065,000 Certificates of Participation, Series 2018B

MOTION: Ms. Foster moved that the Board of Education approve the Resolution Authorizing Execution of First Amendment to Lease-Purchase Agreement and First Supplemental Declaration of Trust and Accepting Offer on Sale of \$53,065,000 Certificates of Participation, Series 2018B. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

BF 31321 Resolution Authorizing Execution of Lease Purchase Agreement, Ground Lease, And Declaration of Trust and Accepting Offer on Sale of \$18,205,000 Certificates of Participation, Series 2018C

MOTION: Mr. Marchese moved that the Board of Education approve the Resolution Authorizing Execution of Lease Purchase Agreement, Ground Lease, And Declaration of Trust and Accepting Offer on Sale of \$18,205,000 Certificates of Participation, Series 2018C. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS

1. 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

- First 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

- First 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

- 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

These policies are here for the First Reading, and will be presented the next two months.

QUESTIONS/DISCUSSION:

- Director Brodrick noted that he is happy to have the first reading for these three policies. In regard to the Holiday Observances policy, he wanted to point out that it is clear in rescinding the old policy, and the new policy is clear in reiterating that we intend to have a policy that reflects how we feel in SPPS. He wanted to make sure we remember that the Board and staff need to collaborate to publicize and let people know about new policy on observances. The policy we are rescinding discouraged certain celebration of culture. As we make this move, it behooves us to send a message to everyone that we encourage the celebration of all cultures and communities and in our school district. In doing so, we are celebrating the very idea of diversity itself. This change in the policy was brought forth by the community, and we need to publicize the change, and that this change reflects what the district and Board really wants to do – encourage the celebration of diversity.
- Director Marchese also stated that the Holiday policy we are rescinding, in some ways conflicted with other policies in place. It has sat out there and been confusing to our communities. By rescinding that, we are providing more clarity. What remains speaks to the values we share and wish to see around cultural education and diversity. In providing guidance to buildings, how can we help buildings make choices on how to recognize certain cultural holidays? Is there some guidance we can provide so that it doesn't become an open issue, where buildings feel they need to fill in their holiday calendar? How can we help building leadership not feel like they're on the hook for making choices, which may vary from building to building, wanting to be respectful, and open, but also with a level of consistency. Answer: I look forward to working with colleagues, assistant superintendents, and Office of Leadership Development and principals to determine what kind of guidance principals would appreciate on this topic.
- Director Brodrick thanked Director Marchese for his question. He went on to note that rescinding a policy is a big deal – the policies of the District are essentially the constitution of the district.

XII. BOARD OF EDUCATION

- A. Information Requests & Responses
- B. Items for Future Agendas
- C. Board of Education Reports/Communications

- Director Vanderwert provided an update on the Saint Paul Children's Collaborative. Mayor Carter joined the group and talked about plans for college education fund, as well as the relationship and how his team and SPCC can work together. As an outgrowth, our work on universal 3K program, the steering committee met. One of the things they decided was to issue an RFP for a design team for this project. Another discussion involved the funding of this position, and the work is moving forward.

- Superintendent Gothard also recapped the meeting between board members, the Mayor, and members of the Mayor's team. They had a meeting to give updates and talk about future collaborations, including the partnership on an enrollment campaign with SPFT, as well as the SPPS strategic plan, and referendum feasibility study. They also talked about the college savings account plan task force, and Superintendent Gothard's involvement in the task force. They also discussed MELT, SPCC, and other methods to work together.
- Director Vanderwert also recapped her experience at the Humphrey Institute at the Two Generations Summit, and talked about the importance of supporting parents in their work.
- Director Marchese also acknowledged the recognitions and gradations in the upcoming weeks. He also reviewed the State of the City summit with Mayor Carter and the experience of being in community with others within the city, as well as other elected officials to discuss topics such as the college savings plan.
- Chair Ellis also noted that she sat in on the subgroups on public safety and fair housing at the Mayors Summit. There was a lot of good conversations there.
- She was also at the capital with Mary Gilbert when the pension bill passed. She mentioned her time the previous week at the board meeting for the Saint Paul Teachers Retirement Fund. It was great to see it unfold in the last half hour of the session. Having been on the retirement board for the past few years, and seeing all the hard work pay off was wonderful to see. It will also help us as a district.

XIII. FUTURE MEETING SCHEDULE

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

- June 12 | Special Meeting | Non-Renewals
- June 19
- July 17
- August 21
- September 18
- October 23
- November 13
- December 18

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

- June 12
- August 14
- September 11
- October 9
- November 7
- December 4

XIV. ADJOURNMENT

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

The meeting adjourned at 9:14 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