

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

March 20, 2018

I. CALL TO ORDER

The meeting was called to order at 6:07 p.m.

II. ROLL CALL

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

Mr. Brodrick joined at 6:09 p.m.

SEAB Member(s): M. Omar, T. Htoo

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Chair Ellis noted that due to timing for SEAB members to respond to the Old Business agenda item of the Resolution to Address Gun Violence in Our School Community, that it be moved to immediately follow the Committee Report in the order of the main agenda.

MOTION: Ms. Ellis and Ms. Foster moved approval of the Order of the Main Agenda with one change – to move Old Business to immediately follow the Committee Reports. The motion was seconded by Mr. Schumacher and Mr. Marchese.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31227 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

1. Highland Park Middle School – The girls' basketball team was middle school city champion.
2. Highland Park Middle School – The boys' basketball team was middle school city champion.
3. Washington Technology Magnet – The wrestling team was middle school city champion.
4. Washington Technology Magnet – The wrestling team was city champion.
5. Humboldt High School – The wrestling team had a state tournament qualifier.
6. Harding Senior High School – The wrestling team had a state tournament qualifier.
7. Central Senior High School – The girls' Nordic ski team had three state tournament qualifiers.
8. Central Senior High School – The boys' Nordic ski team had two state tournament qualifiers.
9. Central Senior High School – The boys' swim team had one state tournament qualifier.
10. Johnson Senior High School – The wrestling team had two state tournament qualifiers.

11. Johnson Senior High School – The boys’ basketball team were city champions.
12. Johnson Senior High School – The boys’ swimming team had a state tournament qualifier.
13. Como Park Senior High School – The girls’ basketball team were city champions.
14. Como Park Senior High School - The wrestling team had a state tournament qualifier.
15. Como Park Senior High School – The boys’ swimming team had four state tournament qualifiers.
16. Highland Park Senior High School – The boys’ Nordic ski team was city champion and qualified for the state tournament.
17. Highland Park Senior High School – The girls’ Nordic ski team was city champion and qualified for the state tournament.
18. Highland Park Senior High School/SPA – The boys’ co-op swim team was city champion.
19. Highland Park Senior High School – The girls’ gymnastics team were city champions and had one state tournament qualifier.
20. Highland Park Senior High School – The alpine ski team had one state tournament qualifier.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Foster moved approval of the Order of the Consent Agenda. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

MOTION: Mr. Schumacher moved to pull F8 – Bid No. A213552-A District-Wide Facilities Planning Moving Services for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of February 20, 2018
- B. Minutes of the Special Meeting of the Board of Education of February 22, 2018

MOTION: Mr. Schumacher moved approval of the Minutes of the Regular Meeting of the Board of Education of February 20, 2018 and the Minutes of the Special Meeting of the Board of Education of February 22, 2018 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

Mr. Schumacher
Mr. Marchese

Yes
Yes

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of March 6, 2018

At the March 6th Committee of the Board meeting, Superintendent Gothard began with an introduction to a presentation on the 2017 graduation results. This information led to discussion with the Board that focused on the data analysis leading to college and career pathways and readiness, support programs within high schools, the factors that play a role in individual school graduation rates, tracking students after graduation, and the value and importance of graduating from a SPPS high school.

A brief recap of the strategic plan development was also discussed. Community input sessions were a main topic, with the district-wide session scheduled for March 21st at Harding High School. Smaller meetings can also be requested with a trained facilitator. This sparked conversation on outreach within the district to ensure everyone's authentic voices can be shared in the strategic plan.

The Legislative Update included information on the current session, the budget forecast, legislation for schools and school safety, and TRA and Saint Paul Teacher Pension information.

The report from SEAB stated that they are currently looking at the lack of diversity in AP and IB classes, and beginning their research into the students in those classes and the racial gap. In addition to their support of the demonstrations against gun violence, SEAB is also collaborating with the Board and staff to draft a resolution against gun violence. Discussion on the resolution involved the importance of the statements that teachers should not be asked to carry weapons, as well as the crucial role of mental health counselors in schools. Board members noted that the context of the resolution related to our concerns within schools, learning environments, and the well-being of our students.

Lastly, three presentations from our Finance department were shown. The first was the Fiscal Year 2019 General Fund Budget Update. The current general fund numbers have not changed yet, but the budget timeline has been extended to allow more time for schools to submit their budgets. School budget presentations will allow principals to give their families an informational, overall financial picture of the schools. These conversations will be framed in a way to show how it will affect our students and families, but also about who we are as a school community.

The First FY2017-2018 Budget Revision was presented, which included the changes to the adopted budget. Examples of encumbered expenses carried over were reviewed, as well as information on carryover dollars and discretionary funds, which are mindfully and purposefully planned by principals. The Board then approved the revised budget for fiscal year 2017-2018.

Third, the December 2017 Quarterly Budget Report was shown. It is an update to the Board on the current fiscal year 2017-2018 budget, and one of the highlights showed the unassigned fund balance amount, which is required to be at least 5% per Board policy – we are currently at 5.5%. The Board also approved the acceptance of this report as presented.

Finally, the Board conducted a work session on the joint powers agreement with SPPS and Ramsey County.

MOTION: Mr. Marchese moved the Board accept the report on the March 6, 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:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard went on to note the impassioned discussion on gun violence. It is great to see our students so comfortable in engaging with us, and says a lot the model and importance for student voice. He commended both the Board and SEAB for their work in this resolution. The pride from SEAB for representing our student body is evident.

He also mentioned that many staff and board members also participated in National Walk-Out Day last week. He thanked each of the school buildings; each was given the task of being supportive to students who chose to participate, and they did. The reports from schools presented that they were supportive, and created spaces and opportunities for students to participate if they chose. We showed students that we are listening, compassionate, and caring. In providing them that environment, we are showing them that they can achieve amazing results in coming together. In speaking to students, they are demanding actions and to be heard. The resolution speaks to that, but also ongoing conversations. Students will be doing more than speaking; they will also be listening with their eyes. This generation is interested in being part of the solution, and they also want to see change and feel change. They want to be proud of change in their environments and with their peers. Laws aside, we need to continue to engage SEAB and all students and stakeholders, and have deep conversations about not only school safety, but also student safety, including mental health and other aspects they bring. Each day is complex and an opportunity to engage in new ways and to direct students in ways to succeed. Our staff did an amazing job to be present, while also giving space for 17 minutes to allow students to express how they feel about recent activities across country. To the schools affected by gun violence, our hearts go out to them. As a community, we will work together. He noted the deep appreciation to the Board for their support, and to our schools buildings for supporting our students and allowing them to speak their voice on this issue.

He then when on to introduce the 2017 Senior Survey Results, which are highlights of a very comprehensive report from seniors who graduated in 2017 and were distributed to schools by the Office of College and Career Readiness, as well as Office of Research, Evaluation, and Assessment. He went on to introduce the presenters, Dr. Kate Wilcox-Harris, Darren Ginther, Dr. Theresa Battle, and Dr. Stacy Gray-Akyea.

(Topics will be presented at each BOE and COB meeting to ensure we are presenting on our achievement focus topics. These will be opportunities to learn more and ask questions about this important work.)

A. 2017 Senior Survey Results

Senior Survey

- SPPS-created
- Perceptions from our SPPS Seniors
 - High school experiences
 - Learning
 - Relationships and support for post-secondary
- 68 questions
- Process
 - Seniors take the survey at the end of the year
 - Online via Naviance
- Results
 - District-Wide: with student group disaggregation
 - School Level: no student group disaggregation

(Interpretation for the survey results was then reviewed. Disaggregation by racial group will be shown at the top, with the district summary included near the bottom of each slide.)

SPPS College and Career Readiness Framework

Each of these pillars must be in place for a student to experience post-secondary success.

- The five pillars include:
 - Academic
 - Admissions
 - Career
 - Financial
 - Personal/Social

Senior Survey: Responses

- Number of seniors as of June 1, 2017: 2,497 eligible
- Number of senior survey responses: 2,091
 - 93% response rate
 - Alaskan/Native American: 2%
 - Asian/Pacific Islander: 43%
 - Black, not Hispanic: 23%
 - Hispanic: 11%
 - White: 21%
- Naviance tool allows us to see data from 9th-12th grade. It has been in place for at least the past 10 years.

Senior Survey: Academic

- The ability to succeed in first year classes that earn credit at a technical college, community college, or four-year college or university
- Seniors agreed across all groups that they took classes that challenged them (91% of all seniors).
- The data showing the responses since 2004 was also presented, with an increase over time.
- 89% of all seniors agreed their teacher stimulated their thinking and interest in learning.
 - The Board noted that this is a wonderful response for our teaching staff.
- 46% (nearly half) of seniors reported earning some college credit in high school.
 - One student group did not follow the pattern – white students reported earning college rates at a higher percentage than other racial groups. It's good news that we have a student group that is achieving above 50% of earning college credit in high school, but also illustrates a need to create proportionality so that all student groups are above that 50% rate of earning college credit in high school.
 - Our students earned \$3.8M in college credits last year.

Senior Survey: Career

- The ability to identify careers that match personal, financial, and other goals, along with an understanding of the skills, credentials, and experiences required to succeed in those careers.
- More than half of seniors reported their classes prepared them for 2-year or 4-year college.

Senior Survey: Admissions

- The ability to meet admission requirements at a range of postsecondary institutions
- There were 4,701 college acceptances at the time of survey administration. Students are prepared for an education across the United States, as well as abroad.
 - It averages out to 2.5/student, and one student could get 12 acceptances. Is that information broken out separately, and by demographics? Answer: It is disaggregated by school within the full report. It was also reported that this topic is one of the hot topics within the report. It is an intense place that schools go to, and feel ownership for those schools.
- Seniors' agreement to receiving assistance with post-secondary plans has increased over time.
 - There is now a college and career component of the curriculum starting in kindergarten.
 - For Naviance, we had 94.73% of 12th grader completing final learning objective, which is applying to a post-secondary option.

- Our counselors do an amazing job of both looking at the aggregate, as well as the individual sessions with students and families to achieve their goals.
- Mary Gannon, from AGAPE High School, then shared her experiences as a school counselor.

Senior Survey: Financial

- The ability to cover the cost of the first semester of study at a postsecondary institution
- An overwhelming percentage of seniors reported knowing about financial support for post-secondary plans.
- Seniors have applied for scholarships more than loans or grants.

Senior Survey: Personal/Social

- The ability to set educational goals, make and monitor progress toward goals, and create relationships with peers and adults that support success.
- Parents and school counselors are primary sources of help for seniors when discussing classes to take for college and career.
 - Rebecca Schmitz then shared her experience as a school counselor at Washington Tech.
 - White students reported parents as their primary source, while all other student groups reported school counselor as their primary source.
- Seniors who report feeling safe has increased over time.
 - It was noted that while this is a student's interpretation, we do know how school culture, school climate, initiatives and projects, and restorative practices that cultivate that belief.

QUESTIONS/DISCUSSION:

- Staff noted that they will point out those trends where the ethnic background of the responders were different from the district-wide response.
- Who runs the high school and career resources centers? If it is not the career counselor, would that fall under the 'other' category? Answer: The 'other' category could mean a family member, or coach, or all of the above. It may mean that they received help outside of school; it could be a mentor. At the vast majority of our schools, the counselor does run the Early College Counselors. We are aiming to be proactive to go out and engage students, especially those who may be underrepresented. EAs also assist in the Early College Counseling centers. Our college access partners also assist in the centers.
- Are our college and career counselors also dealing with social and emotional counseling? Answer: Yes, they are licensed school counselors.
- How is the Naviance tool administered to students? Is it during class, or by a certain date? Answer: At Washington Tech, the counselor goes into a classroom to introduce the survey and how the data will be used. Then, the students take the survey in class. It's also included in the 'check-out process' for seniors. While it can be a challenge sometimes, students like to do tasks related to graduation.
- Our students have to have a post-secondary career or education plan. Is that mandatory? Does every senior have that? Answer: Our plan is that 100% of students have it. Some schools have a paper format, whereas others use Naviance. We send progress letters home about the academic information for students, and within that letter, it directs families to Naviance. Legislation says that incoming 9th graders need to have started their plan – we start it in 6th grade. In Naviance, they select their post-secondary plan as a senior.
 - The legislature passed that several years back. Are we able to sufficiently satisfy the state on this across the board in all schools? Answer: Yes, we are. We can also do better. We continue to work on that with counseling leadership and counselors to be practical. Two big pieces of the legislation are to start their plan in the 9th grade, and then document that process in our transcripts.
 - The Board noted that sometimes the legislative mandates can be sometimes cumbersome, and another "hoop to jump through." The way we're handling it, are we doing a better job to give kids the idea that they should have a plan? Yes, the K-12

capstone – that we know there is a plan, and we have that plan in place, they are applying, and they know what they need to do to get to their final plan. In the K-12 core curriculum, college and career readiness are an aspect. The requirement of the state is to track a student's plan from 9th-12th grade, whereas we start Naviance in 6th grade, knowing that the final plan won't happen until 12th grade when students know more about where they'd like to go and what they'd like to do. We want to do what's best for our students and families, where it is a working plan, and a 'two-way street' plan where students can interact with their plan and work with counselors.

- We want to make that distinction between simply doing this for legislation, and take it a step further so that it is not simple checking a box. Answer: Correct.
- What is the process for using the data from the senior survey, and how has it changed our practice over time? Answer: For some of the bigger topics, schools change their scope based on this data. Additionally, the school counselors analyze the data for key takeaways, and how to improve our practice. It is an ongoing conversation; if we are going to measure it, what will we do with it?
- If we start Naviance in the 6th grade, do we survey them at that time as well as an entry point for college and career readiness, so that we are able to compare the data? Answer: Yes, in the 6th grade, it is About Me. It looks into interests, values, who they are, what they are about. In the 9th grade, it filters it to a career cluster, and what kinds of careers align with that student. In 10th grade it is the resume; 11th grade is college maps; and the 12th grade milestone is the application process, whether it be a college, military, etc. It is about helping that evolution and discovery for students about their plan.
- Parents receive a lot of information, and how do we filter it to parents in different venues and stress the importance of this information? A lot of our parents may not be familiar with the college application process. There is that importance parent education part.
- How does this fit into academic advising and course selection, so that our students are able compete with admission and scholarships. It seems like the college and career pathway that a student is on, that might indicate classes, levels, or coursework and electives that they should take. Is there is a tie-in with these things? Answer: Yes, there is. At a macro level, we are working to increase credit-earning classes to align with post-secondary education to match with that progress for the degree. One important aspect is getting proportionality of students who may be underrepresented in those more rigorous classes. One example may be counselors calling parents to tell them about how their child may excel in an AP or IB class, and how impactful that would be as a parent.
 - It seems that will require intervention from staff to tell students that they can do AP, or IB, even before PSEO. That path will require steps along the way, and if there are courses that we are advising students to take, the burden may fall onto staff to complete that reach-out. What is the counselor to student ratio to complete that work and to ensure it is accomplishable? Answer: At Washington Tech, there are 7 grade-level counselors. In the 12th grade, counselors go into each classroom to speak about registration, and current students in those early college programs also speak to students about options. In reference to career and interest inventories, teachers and counselors can look into that data. Students' schedules are then built around those interests to take classes relevant to their college and career pathway, as well as applications to colleges.
 - In comprehensive high schools, it will require more individual attention to the students because there is not the institutional pathway. Do we have the resources to help students get to that place? Answer: The pathways course is an important topic. We are developing pathways at all schools.
 - How is the accessibility to different pathways? Given the current system, there is limitation to where students can go and transportation. At the high school level, there may be reasons to move to a pathway focus high school system, and then we need to change the way we are rooting students throughout the system with access to that depending on where they live. As we think about high schools we have, and what makes them appealing, and meeting need to for students, if it is a pathway program or more comprehensive program, we

need to think about the supports for those schools because the burden will fall back to counselors and others to fill in gap. Answer: Yes – we are building it right now. The model is based on the career pathways academy, where students start their day at their high school, and then go to Saint Paul College to be part of Career Pathways Academy. A student at Central might start out at Central, and then go to another school based on their interest. We need to be deliberate to connect kids to pathway most interested. Some pathways may be more challenging than others, but we are working through that.

- There is also the belief that students should not go so far deep into a career pathway that they cannot explore other careers. This is liberal arts versus a technical education debate. It is the intentionality that we bring to that planning process that becomes part of this issue. Everyone changes their mind, and we give students that framework for what they'd like to explore.
- Superintendent Gothard also noted the college and career pathways are included in the draft of the strategic plan. Visibility is a major part – for staff to see learning opportunities for students; we partner with the community in many ways; we have a thriving work force that claims there is a gap and we need to find a way to fill that. Most important is the visibility of our student to know that they matter, they have an impact on the community, and possess so many great skills and assets. Our job is to provide and show these unique pathways to them to thrive. Our team is on to some great work, and we have a great team of people working on this to build upon system wide.
- How many counselors do we have in our system? Answer: 116 individuals. In our high schools, it's around 40 and includes early college counselors, which may be split positions. From a social/emotional standpoint, there are also over 100 social workers. That combination of college access programs, and that system to provide support for school, and how they collaborate to work together to provide support for our students.
- A board member also noted that he feels our schools are safe, and may even be refuges for our students. If we look at the data, we see that a little over 90% responded that they feel safe in school. How can we use this data to identify students in their earlier years that are experiencing a feeling of insecurity? Who are they, and how can we make them safe? Answer: With an increase of counselors and social workers, there has been a prevalence of concerning behavior at the elementary level. While it's challenging to see at that level, it's also a benefit to catch it early before it manifests itself to the upper level grades. They are our kids, and we need to serve them. It's a thanks to those service providers at the elementary level to serve those kids. It is not a short-term goal; it will be intense, and hard work, and work that needs to be done. We do need to find ways to find those kids, and their issues.
 - A board member also noted that while this is a senior survey, it may not capture those kids who maybe didn't make it to their senior year because of their insecurities. In going back to the resolution discussion, we need to spend money on detecting that kids are having problems instead of metal detectors.
 - We did take a look a little deeper, and those racial groups that looked into groups that agreed and strongly agreed on this topic. The racial group that agreed the strongest was the Hispanic students at 94%, followed by White students and Asian students at 93.7%. Black students reported in at 91.5%. American Indian students reported feeling safe (strongly agree or agree) at 87.1%. We can look at that information to determine next steps, or to phrase questions to dig a little deeper into the next survey.

B. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period February 1, 2018 through February 28, 2018. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with the exception of item F8 – Bid No. A213552-A District-Wide Facilities Planning Moving Services, which was pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31228 February 2018 Central P.A.C. Donation

That the Board of Education authorize the Superintendent (designee) to accept the \$5,830 gift from the Central P.A.C. and provide a letter of expressing appreciation for the gift.

B. Grants

BF 31229 Request for Permission to Submit Two Grants to AAA Minnesota/Iowa

That the Board of Education authorize the Superintendent (designee) to submit two grants to AAA Minnesota/Iowa for funds to support a one-day Safety Camp and Capitol Hill Magnet School's Bike to School Day; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 31230 Request for Permission to Submit a Grant to ERIK'S Bike Shop Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to ERIK'S Bike Shop for funds to support Project Bike Tech; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31231 Request for Permission to Submit a Grant Application to the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the FACE Foundation for funds to support French immersion at Central Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31232 Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to provide literacy coaching and supplies to provide a literacy rich environment; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31233 Request for Permission to Submit a Grant to Travelers Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to Travelers Foundation to support academy programming in SPPS; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31234 Request for Permission to Accept a Grant from the Women's Foundation of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept funds from the Women's Foundation of Minnesota to promote healthy attitudes toward gender equality in the district; and to implement the project as specified in the award documents.

C. Contracts

BF 31235 MN Computers for Schools

That the Board of Education approves the services of MCFS and collaboration with Humboldt High School.

BF 31236 Request for Proposal (RFP) – No.A213690-AA – Firewall

That the Board of Education authorize award of RFP No. A213690-A to DirSec, for the purchase of a Firewall system not to exceed \$769,000.

D. Agreements

BF 31237 Approval to Enter Into a Partnership with '18 Online' and MetroECSU Statewide Partnership' for Teacher Credentialing

That the Board of Education authorize the Superintendent (designee) to approve the partnership with '18 Online' and MetroECSU 'Statewide Partnership'.

BF 31238 SPPS Supplemental Literacy Support

The Board of Education authorize the use of funds to provide literacy materials to support district literacy goals.

E. Administrative Items

BF 31239 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective March 29, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31240 Monthly Operating Authority

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

(a)	General Account	#687815-689287	\$54,725,719.66
		#0002821-0002867	
		#7002631-7002683	
		#0002076-0002155	
(b)	Debt Service	-0-	\$29,673,524.86
(c)	Construction	-0-	\$10,468,641.43
			\$94,867,885.95

Included in the above disbursements are 2 payrolls in the amount of \$37,051,405.12 and overtime of \$120,717.15 or 0.33% of payroll.

(d) Collateral Changes

Released:
None

Additions:
None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending June 30, 2018.

BF 31241 Land Under Transit-Way Bridge South of Como Lease Agreement Extension with the University of Minnesota

That the Board of Education authorize the Superintendent to execute a license agreement extension between the Regents of the University of Minnesota and Independent School District No. 625 allowing the district to lease land under the University of Minnesota transit-way bridge for 1930 Como Avenue material and equipment storage and subject to all other terms and conditions of said license agreement.

BF 31242 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for Educational Assistants

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those educational assistant employees in this District for whom the Saint Paul Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2017 through June 30, 2019.

BF 31243 Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for School and Community Service Professionals

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those School and Community Service Professional employees in this school district for whom the Saint Paul

Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2017 through June 30, 2019.

BF 31244 Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers, Local 28, Exclusive Representative for Teachers, for 2017-2019

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for teachers in this school district for whom Saint Paul Federation of Teachers, Local 28 is the exclusive representative; duration of said Agreement is for the period of July 1, 2017 through June 30, 2019; and approve and adopt the related Memoranda of Agreement.

F. Bids

BF 31245 Bid No. A211302-A St. Anthony Park Elementary Addition & Building Renovation – Food Service Equipment/WS-11F

That the Board of Education authorize the award of Bid No. A211302-A St. Anthony Park Elementary Addition & Renovation to Rapids Food Service for the lump sum base bid for \$150,008.00.

BF 31246 Bid No. A213788-A Highland Park Elementary Building Renovation – Concrete & Masonry/WS-3A

That the Board of Education authorize the award of Bid No. A213788-A Highland Park Elementary Building Renovation to Steenburg Watrud for the lump sum base bid for \$199,300.00.

BF 31247 Bid No. A213790-A Highland Park Elementary Building Renovation – Carpentry & Demo/WS-6A

That the Board of Education authorize the award of Bid No. A213790-A Highland Park Elementary Building Renovation to Meisinger Construction for the lump sum base bid for \$412,000.00.

BF 31248 Bid No. A213792-A Highland Park Elementary Building Renovation – Roofing & Metal Panels/WS-7H

That the Board of Education authorize the award of Bid No. A213792-A Highland Park Elementary Building Renovation to Burwald Roofing for the lump sum base bid for \$454,770.00.

BF 31249 Bid No. A213798-A Highland Park Elementary Building Renovation – Flooring/WS-9D

That the Board of Education authorize the award of Bid No. A213798-A Highland Park Elementary Building Renovation to Grazzini Brothers for the lump sum base bid for \$185,875.00.

BF 31250 Bid No. A213802-A Highland Park Elementary Building Renovation – Electrical & Tech/WS-26A

That the Board of Education authorize the award of Bid No. A213802-A Highland Park Elementary Building Renovation to B&B Electric for the lump sum base bid for \$420,000.00.

BF 31251 Bid No. A213803-A Highland Park Elementary Building Renovation –
Excavation & Site Work/WS-31A

That the Board of Education authorize the award of Bid No. A213803-A Highland Park Elementary Building Renovation to Urban Companies for the lump sum base bid for \$109,500.00.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31252 Bid No. A213552-A District-Wide Facilities Planning Moving Services

Director Brodrick requested more information on this item, as well as more information on the balance between our own staff and external contracted partners. Jackie Turner, Chief Operations Officer, introduced this item. It is for approval in a proactive manner as we are anticipating the moving of furniture for the upcoming summer. We have a limited number of full-time moving staff and we will be using their resources to help in these projects. Our distribution team, who is on a 10-month cycle, will also be involved in this process. Because of their 10-month cycle, we work around their time-off requests. Finally, we reach out to our contracted community partners in the event that we will need to increase our capacity for our summer moves. This is a three-prong approach to ensure that all furniture is moved by the end of the summer in preparation for students in the fall.

- How has the whole furniture operation evolved over the years? What will this look like? How are we going to work with our own people, and the opportunity for the bargaining unit to input how this will affect them? Answer: Over the last decade, our distribution operating team has undergone some changes. We did offer a much more robust and full service operation from our Johnson Parkway storehouse. Over the past 7 years, we have had a lean distribution force with 4-5 year-round individuals, and about 10 10-month employees who are usually focused on delivering food during the school year. During our summer pushes to relocate programs and realign needs around the district. Our core strategy is the 4-5 employees who are with us year-round who are our core staff, and incredibly important staff members. As demands flex, we offer elongated employment time for our 10-month staff members, who are also delivering S-Term food and helping in moving furniture and supplies. Summers, such as the upcoming summer, with significant and unmovable schedule demands from construction and programmatic changes require extra staff to complete the process within the allocated timeframe. Three years ago, we got out of our warehouse space on Prior Avenue, which was primarily furniture storage. Without that, we are without that flexibility to triage furniture, and have a more strategic and surgical operation. In the upcoming work plan, it will tell us more about our staff and their plans. It is a high-volume summer for us, and this contract will allow us to accomplish this moving process.

MOTION: Mr. Brodrick moved that the Board of Education authorize the award of Bid No. A213552-A District-Wide Furniture Moving to All Furniture for the lump sum base bid for \$150,000.00. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

Director Schumacher introduced a resolution for consideration by the Board in response to the increased incidents involving gun violence that have caused injuries and deaths in schools across the nation. These tragic events have heightened our awareness for school safety and have caused our school communities to reflect on what can be done to fulfill our responsibility to protect our students, staff, and families from harm. Students across the country have responded to these acts of violence. Their determination to take meaningful steps to prevent further trauma from gun violence has struck a chord locally and nationally. Several new measures have been passed in other states to address this issue of gun safety. Our students in Saint Paul and across the Metro have also taken the lead to advocate for gun safety measures in Minnesota. In support of their leadership and the safety concerns of our community members, we have worked with SEAB to create a resolution to fulfill our Board obligation to do everything in our power to advocate for a safe learning environment for all of our students, families, and staff. Out of respect for our students and their collaboration in this work, they led in the reading of the resolution.

BF 31253 Resolution to Address Gun Violence in Our School Community

RESOLUTION TO ADDRESS GUN VIOLENCE IN OUR SCHOOL COMMUNITY

WHEREAS, there is a need for the nation's school systems to express their positions on school safety matters that affect students and the children residing in its cities; and

WHEREAS, the Board of Education of the Saint Paul Public School District is accountable to the community for constantly monitoring the conditions affecting the district as a whole and especially the health and welfare of our 42,000 staff and students; and

WHEREAS, our students, staff and families have the right to expect our federal, state and local officials and their agencies to ensure a safe and supportive learning environment free from violence and trauma; and

WHEREAS, our students are publicly expressing concern for their well-being and safety and have demanded for policymakers and elected officials to act immediately to protect them while in school and out; and

WHEREAS, the multiple school shootings, injuries and deaths that the nation has witnessed over the years have complex causes requiring multiple solutions; and

WHEREAS, many of these outcomes could have been changed with common sense laws that prevent gun violence; and

WHEREAS, many schools lack the mental health counselors, psychologists, and social workers they need to identify and work with students showing warning signs for violence; and

WHEREAS, schools across the country also need considerable additional resources to plan for the possibility of such acts of violence, coordinate with law enforcement, and secure their buildings from intruders; and

WHEREAS, there is no viable research to suggest that adding guns into a school setting or arming teachers would prevent these acts of violence; and

WHEREAS, teachers should not be asked or encouraged to keep weapons accessible in their classrooms; and

WHEREAS, the nation's data collection on gun violence and gun ownership is inadequate to monitor, understand, or prevent these events from happening; and

WHEREAS, the Student Engagement and Advancement Board has worked with the Board of Education of the Saint Paul Public Schools to create this resolution reflecting a student's perspective on this issue; therefore

BE IT RESOLVED THAT the Board of Education of the Saint Paul Public Schools calls on our federal, state and local elected officials and agencies to take effective and comprehensive action to protect school children from gun violence, including:

- Enacting laws, policies and procedures that prevent individuals who pose a threat to themselves or others from possessing guns;
- Enacting a ban on assault weapons, bump stocks and raising the minimum age to purchase a firearm to 21;
- Requiring universal background checks in order to possess any type of firearm;
- Extending the perimeter of Gun-Free School Zones;
- Appropriating adequate new funds to increase the numbers of counselors, mental health staff, psychologists, and social workers in our schools to address mental health and trauma experienced by our students;
- Appropriating adequate funds to proactively build school climates where everyone thrives;
- Expanding funding to make building alterations that may be necessary to protect students, teachers, and staff;
- Requiring that states and the federal government collect necessary data to track, monitor, understand, and prevent violence in America.

BE IT FURTHER RESOLVED THAT the Board of Education of the Saint Paul Public Schools is opposed to arming teachers to protect schools and children, as well as any attempts to weaken current gun control laws either in Minnesota or nationally.

MOTION: Mr. Schumacher moved that the Board of Education approve the Resolution to Address Gun Violence in Our School Community as presented. The motion was seconded by Ms. Xiong.

QUESTIONS/DISCUSSION:

- Director Marchese noted that he supports and is pleased the Board is considering this resolution. He also addressed a few items pertaining to this topic. With two sons in high school, they have had to walk out of their building twice to gain the attention and inform people that gun violence is unacceptable to them – and we need to think about that. We have rhetoric being discussed at the legislature about “hardening the target”. Our schools are places of learning – they are not fortresses or prisons. It is concerning that the rhetoric of response is to normalize this issue for our schools and community. We need to recognize that this is not normal in our schools, and not how they should be run. There are concerns that the conversation has been reactive; that the funding for safety has not been appropriated at the state or federal legislative level for teachers, mental health supports, and psychologists – all of which have been documented as need for our special education and ELL students, and all of which require funding. The legislature can find money for metal detectors, but cannot find funding for special education teachers. This is a terrible message to send to our children. The budget we have is limited by the resources we have, and we can use that money to improve the safety of our schools, which is one of the primary responsibilities, but cannot put EAs and TAs in our classrooms. The burden of gun ownership also will be borne of our students and staff. That is the reason that students are in the community speaking for their lives and speaking to all of us. There is a lot at stake for them. Every right stated in the Bill of Rights is subject to reasonable regulation. We have the opportunity to have reasonable regulations for the ownerships of guns - those should be borne of the people who own the guns; not our students or teachers. It is not the job of the District to introduce gun control when the legislature will not do it for itself. We need to have an honest conversation with our elected leaders and to have them do their job to safeguard our schools. Our legislatures need to stop being tied to

organizations such as the NRA, and start being an advocate for our kids that they deserve and need.

- Director Foster spoke in response to the public inquiries asking the Board to not put political values within the school system and our decisions of the Board. We each hold different values around gun laws and gun reform, our role here is to the students, families, and staff in our District. It is our responsibility to listen to the voices and concerns of each and every individual and to create policy and action around that so our children can feel supported and know they have leadership that will stand by them and ensure their safety. This decisions is not about political views; it is about the voices of the children, families and staff within Saint Paul that we have a duty and obligation to serve.
- SEAB notes that they support the national student movement for increased gun control policies. They believe people of all ages are problem solvers to contribute to our society. Students need to know they have a voice and need to feel empowered to share that voice. The only way to know their power is to teach them. Therefore, we feel strongly that SPPS should teach students how to be a good citizen and engaged in civil affairs.
- SEAB also noted that there is one challenge with this movement and that we are not acknowledging that gun violence has been a prevalent problem in communities of color making this movement overall non-intersectional. They also noted that statement 8 within with the resolution that calls for additional resources to plan for possible acts, coordinate with law enforcement, and secure their buildings. They noted their confusion on what it means to coordinate with law enforcement – if that means more SROs in schools, that, personally, may be a problem since they believe SROs are a problem and that we don't need more. They stated that the demographics of the high schools determine SROs, and that it is an important point to make.
 - The Board responded that the coordination with law enforcement pertains to these acts of violence. There have been a number of conversations on what makes our schools safe. This does not change the direction on the current conversations with our SROs and police department on training. However, we do understand the concern and appreciate that point.
- Lastly, SEAB members noted that they are happy to incorporate their student voice with the resolution, as well as on behalf of students who are excited to speak out more. They are very glad they had this opportunity.
 - The Board noted that they appreciate the leadership that students and SEAB have taken on this. Adults have been working on this for a long time with nothing happening. The perspective of students has helped all of us to personalize it, and understand the point of view of our students who go to school every day with anxiety, fear, and disruption this issue causes for safety in our schools. Ultimately, this perspective is most effective in helping us to think about this in a more effective and productive way. We really appreciate the work of SEAB and their conversations.
- Director Vanderwert also seconded the comments made. She also wanted to state how proud she is of our students who are taking the lead and taking the risk to raise their voice on this issue. They are showing us how to lead, and other generations have not taken this lead. She is heartened by their actions and their challenge about how we are as a community. This is a point in all communities about who we are and what we will define as acceptable and not. While we need to deal with this horrible time in history, we can take this time and chart our course in a more positive way, or one that takes us down the route of fear and anger. I believe we will that this world in a stronger direction.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS

BF 31254 Resolution Establishing Procedures Relating to Compliance with Reimbursement Bond Regulations Under the Internal Revenue Code for the Purchase of the Former Crosswinds School Property

Brian Kinder, Accountant, and Kelly Smith of Springstedt, introduced this resolution. It is before the Board on recommendation of our bond counsel in consult with Springstedt. It is an item that needs to go before the Board because of the gap between the time that we purchased Crosswinds and the time that we will be issuing bonds.

MOTION: Mr. Schumacher moved that the Board of Education approve the Resolution Establishing Procedures Relating to Compliance with Reimbursement Bond Regulations Under the Internal Revenue Code for the Purchase of the Former Crosswinds School Property as presented. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses - None

B. Items for Future Agendas

- In the discussion on college and career pathways, Director Foster noted that she would like a public discussion on unions, internships, and external partners who work with our students for different opportunities. She believes that our community needs to hear that work that is happening. Director Brodrick also noted that he echoes that topic. We need to do a better job in this area, and particularly with some students who need early-on, hands-on education. College may not be the pathway for all our students.

C. Board of Education Reports/Communications

- Director Vanderwert provided an update on the Saint Paul Children's Collaborative. They have reaffirmed their mission. They also approved their guiding principles. They discussed what that means, and what they will focus on. There have been six goals in the past, which they are also working on, with kindergarten readiness as a priority. They also interested in ensuring that kids are reading by 3rd grade. They also combined a couple goals in connecting kids to caring adults and ensuring that they are safe and free of abuse and neglect. Next steps will be to determine strategies to use, how to report those, and who else will need to be at the table to address those needs. A subcommittee on the 3K efforts have established a steering committee that consists of folks to make decisions. It will meet next week to get started to give direction to the design team.
- Director Foster noted that the NEAT Advisory did meet and details will be shared at the next meeting.
- Chair Ellis provided a recap of MSBA's Day at the Capital and the MSBA board meeting. While the focus of the delegate assembly was the special education cross-subsidy, the focus of the Day at the Capital instead revolved around school safety. There were mixed feelings on this because the special education cross-subsidy is a priority for schools, but legislatures did not focus on that topic.
- Several board members did attend walk-out events at area high schools, including Harding and Central. It was amazing to watch students and listen to them, while allowing them that space without entering it. In speaking with students, they were very happy that the District

is supporting their actions and taking this issue very seriously, as well as the role of SEAB in this matter. They also made it clear that the role of the Board is still to work on this topic.

- Chair Ellis also provided an update on the pension issue.
- MSBA school board members took the special education cross-subsidy resolution to Washington, D.C. SPPS was one of the first districts to pass this resolution after the Delegate Assembly in December.
- Several board members attended events during the Gordon Parks Anniversary Week, as well as the celebration gala.
- Chair Ellis and Superintendent Gothard attending the Beat the Odds Scholarship Event. It was beautiful to watch our students receive these scholarships, as well as student across the state. There were amazing stories about overcoming so much to get to that point.
- While we didn't pull them from the consent agenda, the Board did approve the contracts with SPFT. This is the first step in moving forward to benefit our students in the district.
- The conversations on the strategic plan are a good place for us to be. Thanks to the Board and staff for their support in this process. We show up in amazing ways for our students, and we see you and appreciate you.
- Director Brodrick thanked Chair Ellis for her remarks. We need to continue to ask our legislatures at the state and national level to make good on their promise to us for the special education cross-subsidy. He also harkened back to Director Marchese's remarks on spending money earlier for school safety, instead of reactively. We need to look out for those kids.

XIII. FUTURE MEETING SCHEDULE

MOTION: Mr. Schumacher moved that the Board of Education schedule a Special Meeting of the Board of Education for the purpose of a Board Retreat on Saturday, April 14, 2018, and a Special (Closed) Meeting of the Board of Education for the purpose of discussing school safety information on Thursday, April 19, 2018. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

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

- April 24
- May 22
- 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)

- April 10
- May 8
- June 12

- August 14
- 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 9:31 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