

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

February 20, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

Ms. Vanderwert joined immediately following roll call.

SEAB Member(s): M. Raymond

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Chair Ellis began the meeting with a statement on the successful labor negotiation contracts between SPPS and SPFT.

MOTION: Mr. Marchese moved approval of the Order of the Main Agenda as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31194 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Christy McCoy, a social worker at **AGAPE**, was honored with the Minnesota School Social Workers Association's (MSSWA) 2018 Career Achievement Award. McCoy has worked for SPPS for 20 years. She currently works at AGAPE High School where she uses her voice to mentor, guide and empower pregnant and parenting teens to achieve their goals.

Christy will be honored for her award at MSSWA's Spring Conference during the luncheon on April 11.

Molly Keenan, a social studies teacher at **Harding Senior High School**, has been selected as Minnesota Council for the Social Studies Board, (MCSS) 2018 High School Social Studies

Teacher of the Year. The awards committee was impressed with Molly's dedication to her students, excellence in teaching Social Studies content, and her impact on colleagues.

Ms. Keenan will be honored with three other educators at the 2018 MCSS Awards Dinner on Sunday, March 4 at the James J. Hill House in Saint Paul. At the Awards Dinner, they will formally recognize the teachers' excellence and contributions to Social Studies education.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Mr. Marchese moved approval of the Order of the Consent Agenda with the exception of items B3 – Request for Permission to Accept Two Grants from Generation Next, E5 – Purchase of Former Crosswinds School Property, 600 Weir Drive, and F1 – Seeking Permission to Submit a Request for Proposal (RFP) to Invite Licensed Child Care Providers to Submit a Bid to Manage and Staff Child Care at Harding High School, which were pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of January 30, 2018

MOTION: Ms. Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of January 30, 2018 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of February 13, 2018

At the February 13th Committee of the Board meeting, the Board and Superintendent Gothard started the meeting thanking everyone for their collaborative work in the recent negotiations in reaching a tentative agreement with SPFT.

SEAB provided an update on their recent projects, including exploring the lack of diversity in AP and IB classes and expanding student voice. A survey was sent to schools, and SEAB is currently using that information in their proposed recommendations in the project to expand student voice. School staff responses stated that in order to expand student voice, they will

need time, training and support, consistency, and most importantly, flexibility. Their update sparked questions from the Board including details on the survey responses, staff involvement, and the next steps.

Next, the joint task force with SPPS and SPFT presented a school integration report including their work, findings, and recommendations. Their full report can be found on the Board website. Their presentation led to discussion that involved the vision of SPPS if all recommendations were implemented, as well as the crucial role of family engagement in this process. The role and importance of multiple student voices on this topic was discussed. Superintendent Gothard noted that the upcoming strategic plan will incorporate this data and work to address this very important issue both within our district, as well as our city, county, and other partnerships.

Chief Financial Officer, Marie Schrul, then went on to present both the 2018-2019 budget guidelines, as well as a high-level overview of the fiscal year 2019 general fund budget update. The Board approved the recommended motion to accept the guidelines for 2018-2019 as presented. While the projected fiscal year 2019 shortfall is \$17.2 million, that number will likely decrease throughout the budget cycle as the projected enrollment data is compiled. The Board requested the comparison of these shortfall figures to previous years. Some of the contributing factors to increased expenditures include the rising cost of healthcare and the increased employer contributions to retirement funds. Lastly, the Budget and Finance Advisory Committee was discussed, including the make-up of the committee and its purpose.

Finally, a work session was conducted for the Board to determine assignments to external partnerships, internal committees, and school areas.

MOTION: Mr. Marchese moved the Board accept the report on the February 13, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Superintendent's Update

Superintendent Gothard began his update with words of appreciation to the school board members in celebration of MSBA's School Board Recognition Week.

Next, he provided an update on his discovery events and information that he has learned during his time as Superintendent, including where we are, and where we are heading.

- The three main themes covered are:
 - Culture
 - Partnership
 - Planning

The numbers:

- In the last 8 months, Superintendent Gothard has visited 65 schools so far.
- Participated in 15 Listen and Learn Sessions, with other informal events
- Attended 100+ community meetings

He reflected on his visits to schools, and the community within those schools. He noted the students, teachers, staff, custodians, and administrative support in each school that help to create the identity of each building.

- Culture
 - Our actions, thoughts, words, purpose, relationships, and motivations need to be done in a way to articulate our shared sense of authentic purpose.
 - We need to continually improve upon this, and direct where we want to lead
 - We need to come together and direct where we want to lead our culture
 - We need to remove the culture of fear in our district.
 - Trust is a big element in our district and relationships in a shared interest.
 - Fear should not hinder what we need to do for our students. We need everyone to be present in SPPS with their best efforts.
 - Culture of Innovation
 - Innovation is critical to the 21st century. Our students are begging for innovation and different ways to learn and be creative.
 - Culture of Pride
 - SPPS can be the center of pride in Saint Paul.
 - Tell stories, share success to improve pride
 - As students grow, leave it better than what it was. Take the legacy that has been created and make it better.
 - Culture of Achievement
 - We measure greatness in many ways; not a single score or class
 - It is the effort by students that is put forth to become excellent; to help build a successful future; to be a great peer, classmate, and collaborator.
 - There are many ways to embrace a culture of achievement, and let our students can know they can achieve greatness. It can be measured in many ways.
 - How students feel about themselves when they graduate
 - We need to cultivate the years of culture and pride as early as possible for students.
 - Culture of Believing in Students and Each Other
 - Important value, and very powerful to students
 - Videos of staff and students discussing culture were then shown.
- Partnerships
 - We have so many giving partners, and we want to ensure we are aligned to where we want to go, and how our partners can help to accelerate our work.
 - We need to have meaningful discussions on what we can do together, set outcomes, and goals, and reconvene and reflect to evaluate.
 - We are thankful for partners we have, and we know that when we can partner together, we can create a culture of community within our schools.
 - We also need to seek additional partnerships. We need to work with our lawmakers to ensure funding public education is a top priority, especially in the start of this new legislative session.
- Planning
 - We are engaged in our strategic planning. The timeline was then presented, with the mention of the leadership team session, and the excitement to begin the bulk of this work.
 - We have the opportunity to create and expand PreK programs, create strongest K-5 programs, define middle school model for students both socially and academically, as well as create pathways for high school students.
 - We can re-write next iteration of SPPS for the community. It will be with everyone's best ideas, and focus intently on greatest needs of our students that are different than they have been in the past.

QUESTIONS/DISCUSSION: None

B. Results of the FAST Assessment

Hans Ott, Dr. Lori Erickson, and Sue Braithwaite, from the Office of Teaching and Learning and Office of Early Learning, provided an update on the FAST assessment and work in literacy in helping teachers create stronger understanding of students' needs, plan instruction and progress monitor better, and meet the needs of students. We have worked hard to shift assessments to be more valid and reliable. We have seen positive energy created with teachers on their work and wanting to know more through the literacy screener, and other tools. The screening tools lead to more tools and digging deeper into student information to progress monitor and close the achievement gap.

- One common theme from teachers is that they need useful data to make instructional decisions to help students grow.
- Our work is done in different stages depending on grade level. PreK utilizes ECIP and Early Childhood Workshop. Elementary, Middle, and High School use 2010 Common Core Standards Driven, with Elementary and Middle also using Readers and Writers Workshop and High School using Universal Themes. All grade levels use student voice, use of technology, and cultural proficiency.

PreK Literacy

- PreK Literacy Proficiency for half day and full day PreK was presented.
- In PreK, the data is divided into three groups. Red is "not yet", yellow is "in process", and green is "proficient."
- It is important to note that in the Fall, 50%+ of children entered with significant growth areas. The decline in red was great, but the increase in green is important.
- Full day is a 6-hour day, whereas half day is 2.5 hours.
- 41% of students are proficient. We are pleased, but not satisfied.
- In looking at growth, our target goal is 70%. Last year, we made 80% with hopes to grow even more this year.
- Next Steps:
 - Using data to plan differentiated small groups
 - Focus on skills embedded into all components of Early Childhood Workshop
 - Progress monitoring on a daily basis
 - Bi-weekly coaching
 - SeeSaw

Proficiency and Growth

- It is important to take the data and use it to structure our instruction to close the achievement gap.
- We are excited to be using a program that will not only show proficiency, but also growth.
- FAST is being used to screen, to plan, and to monitor. It is a screener, and a place to start. It's also a place to plan from and determine instructional needs. We are also able to progress monitor and support teachers.
- Assessments:
 - earlyReading | Grades K-1 | 13 early reading subtests (4 test administered each screening window)
 - aReading | Grades 2-8 | Online adaptive reading test 20-30 minutes in length (optional for K-1)
 - CBM | Grades 1-5 | Measure of oral reading fluency with comprehension
- The FAST reports are full of information that teachers can use right away.
- **FAST earlyReading (K-1) Results:**
 - FAST earlyReading Proficiency
 - 30% of SPPS students in grades K-1 are near grade level standards
 - We are not satisfied, and it is alarming. We are dedicated and extremely thoughtful in planning to meet their needs moving forward.
 - FAST earlyReading Growth
 - 31% of SPPS students in grades K-1 made aggressive growth
 - We have students making growth, but not enough to close the achievement gap.

- What does the earlyReading data tell us?
 - Need to focus on early reading skills
 - Planning for small group instruction with all students in texts
 - Students talking about their reading
- **FAST aReading (2-8) Results:**
 - FAST aReading Proficiency
 - 46% of SPPS students in grades 2-5 are near grade level standards
 - FAST aReading Growth
 - 32% of SPPS students in Grade 2-8 made aggressive growth
- In looking at the data, many of our students are making growth, however they are not making adequate growth to close the achievement gap. We have been digging into data, including at the student level, with teachers and staff to determine what students need.
- **FAST CBM (2-5) Results**
 - FAST CBM Proficiency
 - 41% of SPPS students in grades 2-5 are near grade level standards
 - FAST CBM Growth
 - 24% of SPPS students in grades 2-5 made aggressive growth
- Next Steps
 - Link the data to instructional planning
 - Support a district focus on independent reading
 - Progress monitor on a regular basis
 - Deepen the reading and writing connection through authentic learning
 - Make programmatic decisions around curriculum, materials and resources
 - Create customized reports
- What We've Learned
 - Easy to administer
 - Shortened testing time for classroom teachers
 - Teachers want more information
 - Intentional use of data to plan instruction
 - Heightened interest in assessments from multiple offices and departments

QUESTIONS/DISCUSSION:

- The board noted their excitement on this data, and that we are making progress is encouraging.
- Are those students who are making aggressive growth reaching grade level standards? Answer: The aggressive growth means they are making adequate growth plus the growth that gets them closer to proficiency. They may not be at proficiency, depending on the student. The adequate growth is that they are on target to become proficient.
- Will we get the information on when students are proficient, and how many? Answer: Yes, those are part of the customizable reports.
- It would also be interesting to break it down by demographics, school, etc. Answer: Currently FAST only breaks it down by demographics by classroom, not by the district. REA is helping to pull that data to break it down further.
- In the comparison between half-day and full day PreK, the numbers are pretty similar. Answer: When you add math data to full day, it is dramatic. This is the prime time of the year for learning. This is the sweet spot for data to take off. In looking at the trend data, it is significantly stronger in our full day than our half. In a two-and-a-half hour day, it is a literacy rich environment with math embedded. With a half-day, there is one opportunity for a small group with a teacher and TA in either a literacy group or a math group. In a full day setting, the morning may be devoted to literacy, and the afternoon to math. The teacher and TA are both doing a small group focus.
- Children develop in all areas. They are collaborators, problem solvers, and approach learning differently. How is that information measured? How we are using that information to inform how we are getting to our literacy and math goals? Answer: In the data dig and coaching, and Early Childhood Workshop, there are 6 defined centers that we require – reading, writing, math, social studies (or dramatic play), science and art. In one day, teachers cannot capture everything separately. It needs to be embedded into everything we do. We need to look at the

intentional planning for active learning and how each child's learning style fits into that intentional planning. Active learning will look differently at each school because the children are different.

- Four year olds know how to learn, and we need to give them the opportunity and be self-directed with intentional planning.
- In looking at students in kindergarten and 1st grade, do you look at those kids that were in our programs and what percentage are within the proficient range? Answer: Yes, that is part of our data. Currently, we are in the process of compiling that information. That will be part of our data analysis of students.
- Can you track kids in HeadStart, childcare, and programming before PreK? Answer: In working with REA, we have been working to transition the Discovering Our World curriculum to be evidence-based. Roughly 75% of PreK students articulate into kindergarten. We know who they are and where they are going. Because FAST is so new, we have not dug into that data yet on the fourth year students. We are looking at ways to figure out students who were in HeadStart – that is a growth area. We know children in early childhood family education and early childhood special education. We do not know yet in a succinct way of students that are in HeadStart who are moving up. We have a way to identify a record in Campus of students who were in HeadStart, but have not made that connection yet.
- It would also be interesting to track those kids through the upper grades to see the early childhood impact, and to see more data.
- The disaggregation of the data is important and critical information on the overall numbers.
- Developing commitments to how to explain community on what to expect and benchmark points will be an important next step.
- How will this inform the level of intervention for students? How do we help both personalize it for the student, but also ensure a level of consistency? Answer: As part of making our recommendations and programmatic decisions that will be part of our data analysis. When the data becomes disaggregated by demographics, we will be able to make decisions to determine the needs of students. Because we are still in the exploration phase of the data, we do not have a data plan yet, but that will be part of the process and vision. Intervention is the next step in our work. In PreK, on the data sheet presented to teachers, a focus group of students is chosen, and an aim line is created to monitor their progress over time. The bi-weekly coaching is incredibly important. We are continually watching growth over time.
- Through the analysis of the day, you may see certain buildings or teachers who have had success, so some intervention can be built upon from previous practices. Answer: That conversation has been started with coach and leads, and principals in the pillars of reading. It has been aligned to:
 - What do students needs to have to read?
 - Where is the gap?
 - What are the interventions that teachers can administer, or Special Education?There are currently 60 research based intervention strategies that have been shared with teachers. We are also being intentional with special education services.
- A board member noted that we can also use this data to maximize potential. That will shift our mindset. We know the children in classroom can do work; our job is to make sure they are performing at the highest potential. There may be indicators that that might not be happening, which is the challenge. Answer: Yes. We are using this as a strength-based model to determine what they know, and to help them grow.
- Is there a Spring assessment? Answer: Yes.
- A board member noted that it will be interesting to see the strategies working in classrooms with high-growth numbers. How can we share that information horizontally across grade levels, and schools? It will be interesting data to collect as students progress. What are the success stories with schools and how do we share that information? Answer: We have been looking at schools and classrooms, and where do we see growth. One of the main predictors is small group instruction and what are they doing to differentiate instruction. The beauty of FAST is that the results will move with students as they progress, including monitoring that was done. Teachers will know what have students received, and what growth have they made in schools.

We have worked to help teachers know when they are doing well, including monthly meetings. We have tried to build high levels of trust in Lead Meetings, and to talk about how we are doing our work well. We are using Schoology to create training clips to share those success stories and build trust and respect in our school culture. We also have students telling what helps them to learn, and they are building capacity amongst the adults.

- A board member commented on how the tenor of the conversations are changing since her time on the Board. We are accepting our responsibility in improving achievement for outcomes. Through these intentional and purposeful actions, we are making those hard changes through check-ins with teachers. We are listening to our students and parent voices, and using the data and instructional practices in classrooms. We are in the process of building SPPS for our students today. As we move forward, we can be honest, accept no excuses, and make those changes, we are constantly improving for our students to be the best and the brightest.
- Another board member noted the challenge on focusing on literacy. They need to be able to read, and be proficient at math and science. However, we also want our students to be creative, collaborative, take responsibility for their learning, and communicate well. We need to address these other areas of development as well.
- Another board member noted that while we focus on “red students” and “green students”, we must also remember the “yellow students”. Growth is important, but we also need to see progress and movement of our “yellow students”. Answer: Absolutely. In looking at PreK students, the small groups are compiled based on intentional design of the group. It is the skill and the art of the educators to engage each child during active learning and to be fully engaged, and to meet in the center of the data. The instructional leader will match each student to the type of instruction. There are other ways to learn depending on the child. The heart of Early Childhood workshop is being who you are, expressing it, and learning it.

C. FY2018-2019 Preliminary General Fund Budget Update

Chief Schrul provided a high level, preliminary review of the FY2018-2019 general fund budget and timeline.

FY2018-2019 General Fund Preliminary Big Picture

- As a reminder, this is general fund only. The other non-general funds will be presented in future presentations. We are using revenue current law assumptions for these figures.

	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)	

FY2018-2019 General Fund Projected Revenue

Projected Revenue Changes:	Amount \$M
General Fund Levy Increase (revenue restricted to specific levy items)	\$ 5.3

State Aid Increase (mostly due to increase in per pupil funding amount)	\$ 2.1
Compensatory Education Decrease (based on 10/1/17 Free & Reduced lunch count)	\$ (0.8)
Total FY19 Projected Revenue Increase	\$ 6.6

- Many of the free lunch count changed to reduced lunch.
- The majority of dollars for revenue are strictly tied to the levy; most will be driven to the LTFM.

FY2018-2019 General Fund Projected Expenditures

Projected Expenditure Changes:	Amount \$M
Inflationary impact of "rolling over" the FY 2017-18 Adopted salary & benefits budget	\$ 23.4
Inflationary impact of "rolling over" the FY 2017-18 Adopted non-salary budget	\$ 0.4
Total FY19 Projected Expenditure Increase*	\$ 23.8

*Assuming all FY2017-18 budgeted expenditures are rolled forward to FY2018-19.

In the budget planning, we fund the school side first based on needs of enrollment, meeting classroom need, and allocations. Then we get into the program side, including district departments.

The majority of the inflation for expenditures is due to salary and benefits. We account for steps and trends in lane changes. We also assume 1% COLA that we have planned for in FY19 budget.

We do know items in budget could be one time only, and this is assuming we are rolling everything over in current FY18 budget as is. The compensatory education decrease in revenue is due to the October 1st count, which is always lagging a year behind and fund the FY19 budget. We are seeing more reduced lunch rates compared to free lunch rates, which means Saint Paul is seeing a change in economy. There will be a deep dive of the budget in March; the numbers presented are high-level for now.

The FY2018-19 budget timeline was then reviewed. A community engagement event on budget presentations where school principals would present their information to their school community has been added to the calendar for March-June 2018. On March 30, 2018, school budgets and program budgets will be returned, as well as HR staffing worksheets. On June 19, 2018, the budget will be brought before the Board of Education for adoption.

These numbers will continue to be refined. These numbers will change. Right now, it is very high level. As we know more information, updated numbers will be presented.

QUESTIONS/DISCUSSION:

- With the state aid increase, we get a 2% increase. This is not a 2% increase ratio. How was this calculated? Answer: It was a combination of things. In looking at state aid, this was the net state aid increase overall. There are formulas within state aid, and also funds for declining enrollment. When enrollment is increasing, and our projections are that enrollment will increase

slightly, we do not receive the declining enrollment allocation. There are a lot of factors in the state aid overall. There is a detailed revenue projection that can be provided in the future.

- A board member then noted that the community may question the state aid, and the reasoning behind that number not adding up to the 2% increase; it is important for all to be aware of the state aid number and the reasoning and calculation for it.
- In looking at the expenditure side and the \$23.4 million, what percentage is related to health insurance and benefits changes? Answer: There is an overall change for health insurance of around 5%. Salary is going to be the majority of the increase. We do have a split in our fiscal year, so we know the rate for half the year. For the open enrollment from January 2019-June 2019, that we need to assume the half a year increase with assumptions.

D. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: **Ms. Foster moved approval of all items within the Consent Agenda with the exception of items B3 – Request for Permission to Accept Two Grants from Generation Next, E5 – Purchase of Former Crosswinds School Property, 600 Weir Drive, and F1 – Seeking Permission to Submit a Request for Proposal (RFP) to Invite Licensed Child Care Providers to Submit a Bid to Manage and Staff Child Care at Harding High School, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31195 Request for Permission to Accept an Anonymous Gift

That the Board of Education authorize the Superintendent (designee) to accept an anonymous gift of stock investments to support SPPS Urban Teacher Residency program; and to implement the project as specified in the gift documents.

BF 31196 Ecolab Foundation Gift to Humboldt High School 2018

That the Board of Education authorize the Superintendent (designee) to accept the \$17,000 from the Ecolab Foundation and provide a letter expressing appreciation for the gift.

BF 31197 Acceptance of Gift from Jill Johnson

That the Board of Education authorize the Superintendent (designee) to accept a gift from Jill Johnson. This gift is to be deposited in the intraschool fund, 19-230-291-000-5096-0000.

BF 31198 Request for Permission to Accept a Gift from West St. Paul Commercial Club for Humboldt High School

That the Board of Education authorize the Superintendent (designee) to accept the \$12,000 gift from the West St. Paul Commercial Club and provide a letter of expressing appreciation for the gift.

BF 31199 PAC Donation to Central High School, \$6,155.95

That the Board of Education authorize the Superintendent (designee) to accept this gift from Central's PAC.

B. Grants

BF 31200 Request for Permission to Submit a Grant Application to the Confucius Institute

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Confucius Institute to support academic and professional development activities in Mandarin language classes; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31201 Request for Permission to Accept Two Grants from Ecolab

That the Board of Education authorize the Superintendent (designee) to accept funds from Ecolab Foundation to support the Principals Funds and FIRST Robotics at Humboldt High School; and to implement the projects as specified in the award documents.

BF 31202 Request for Permission to Accept Four Grants from the Kopp Family Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Kopp Family Foundation to help meet student's emergency needs in SPPS; and to implement the project as specified in the award documents.

BF 31203 Request for Permission to Accept a Grant from Minnesota Agriculture in the Classroom Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Agriculture in the Classroom Foundation to support a field trip to Oliver Kelley Farm for Linwood Monroe Arts Plus; and to implement the project as specified in the award documents.

BF 31204 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 increase participation and success of students of color in STEM IB courses at Highland Park Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31205 Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for funds to build a pilot program to train EL adults for careers in building maintenance; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31206 Request for Permission to Submit Multiple Grants to the Minnesota Department of Health's Asthma Friendly Schools Mini-Grant Program

That the Board of Education authorize the Superintendent (designee) to submit grants to the Minnesota Department of Health for funds to support schools in becoming more asthma friendly; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31207 Request for Permission to Submit a Grant to the National Endowment for the Arts

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Endowment for the Arts for funds to train elementary arts specialists and classroom teachers on folk arts integration; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31208 Request for Permission to Accept a Grant from the National Society of High School Scholars

That the Board of Education authorize the Superintendent (designee) to accept funds from the National Society of High School Scholars to purchase DSLR cameras for SPPS; and to implement the project as specified in the award documents.

BF 31209 Request for Permission to Accept Multiple Grants from the Target Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Target Foundation to support field trip costs; and to implement the projects as specified in the award documents.

BF 31210 Request for Permission to Accept a Grant from the Twin Cities Opera Guild for Capitol Hill Gifted and Talented Magnet

That the Board of Education authorize the Superintendent (designee) to accept funds from the Twin Cities Opera Guild for Capitol Hill Magnet School's production of Disney's High School Musical; and to implement the project as specified in the award documents.

BF 31211 Request for Permission to Submit Grant Applications to Wells Fargo

That the Board of Education authorize the Superintendent (designee) to submit grant applications to Wells Fargo for funds to support school based projects; to accept funds, if awarded; and to implement the projects as specified in the award documents.

C. Contracts - None

D. Agreements

BF 31212 Approval to Enter into an Agreement between Saint Paul Independent School District #625 and Helen Keller International (HKI)

That the Board of Education authorize the Superintendent to enter into an agreement with Helen Keller International (HKI) to provide school-based vision services from March 1, 2018, and renew annually until either SPPS or HKI terminate this Agreement.

BF 31213 District Rooftop Lease (Cell Tower) at L'Etoile Du Nord Upper Campus & Farnsworth Aerospace PreK-4 Campus

That the Board of Education authorize the Superintendent or Designee to execute the two (2) Lease Agreement between the District and Sprint Spectrum L.P. for the term January 1, 2018 through December 31, 2027, with annual rent for the first year of Two Thousand Four Hundred Sixteen Dollars (\$2,416.00) for each lease, subject to all other terms and conditions of said agreement.

BF 31214 Request for Permission to Enter into a Memorandum of Understanding (MOU) with the Amherst H. Wilder Foundation for Saint Paul Promise Neighborhood

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding with the Amherst H. Wilder Foundation for Saint Paul Promise Neighborhood.

E. Administrative Items

BF 31215 Facilities Department FY18 Purchases over \$100,000

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

BF 31216 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2017 – December 31, 2017.

(a)	General Account	#686522-687814	\$51,707,074.34
		#0002798-0002820	
		#7002595-7002630	
		#0002002-0002075	
(b)	Debt Service	-0-	\$128,832.15
(c)	Construction	-0-	<u>\$9,283,424.98</u>
			\$61,119,331.47

Included in the above disbursements are 2 payrolls in the amount of \$36,641,266.55 and overtime of \$183,605.31 or 0.50% 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 May 31, 2018.

BF 31217 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 1, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31218 Settlement of Partially Insured Claim (C.E.)

That the Board of Education approve the payment in the above referenced suit and authorize School District administration to issue payment.

BF 31219 Discharge of J.W.

That the Board of Education finds, concludes and directs:

1. That J.W. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of J.W.;
2. That such conduct by J.W. constitutes conduct unbecoming a teacher as set forth in the Superintendent's recommendation to the Board of Education for the discharge of J.W.;
3. That the Superintendent's recommendation for the discharge of J.W. is adopted by the Board of Education;
4. That J.W. be discharged from School District employment as a teacher;
5. That the Clerk of the Board of Education provide J.W. with a written statement of the causes of such discharge;
6. That J.W.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides J.W. with a written statement of the causes of such discharge; and
7. That J.W. remain on administrative leave with pay until the effective date of her discharge.

F. Bids

BF 31220 Request for Bid: MacBooks

That the Board of Education authorize the Offices of Teaching and Learning and Technology Services to post a request for bid for the sale of Apple MacBook inventory.

BF 31221 Bid No. A213591-A Como Park Senior High Addition and Renovation

That the Board of Education authorize the award of Bid No. A213591-A Como Park Senior High Addition and Renovation to Schreiber Mullaney Construction for the lump sum base bid for \$199,907.00.

BF 31222 Bid No. [~~A213646-A~~] A213634-A Homecroft School Renovation for Jie Ming Mandarin Immersion Academy [Amended Bid No.]

That the Board of Education authorize the award of Bid No. [~~A213646-A~~] A213634-A Homecroft School Renovation for Jie Ming Mandarin Immersion Academy to Frerichs Construction for the lump sum base bid plus alternate no. 1 for \$1,348,520.00.

BF 31223 Rondo Chiller Replacement

That the Board of Education authorize award of the Rondo Chiller Replacement bid to SVL Service Corporation for the lump sum base bid for \$140,274.00.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31224 Purchase of Former Crosswinds School Property, 600 Weir Drive

A board member reiterated her concerns on the benefits and timing of purchasing the former Crosswinds property, which many would say is not in Saint Paul. Superintendent Gothard then invited Director of Facilities, Tom Parent, to engage in this conversation as well.

The Crosswinds building is a property that SPPS has long considered a part of our portfolio, since we were instrumental in the initial creation design of the building in the late 1990s and early 2000s. With the dissolution of EMID, we have been actively trying to maintain this building as part of our portfolio because of the value we see in this building. One of the key outputs of the FMP in 2015 is the challenge we have in our middle grades with alignment between enrollment, capacity, programming opportunities, family choice, and equitable access. Crosswinds is a great fit in that we are about 600 student spaces short in grades 6-8, and Crosswinds will have space for about 600 students. However it is not aligned in other ways, such as not being in the city proper is a challenge, and could be a potential limitation. Due to this, we have engaged with our FMP governance committee and our community to discuss on what it means to have this building be a part of our portfolio in a way to recognize the benefits to families, while having limitations of the location.

A board member also questioned a point brought up in Public Comment – that this school will target suburban students. Director Parent went on to note that the intent of the program is to serve the kids of Saint Paul. There will probably be some families from outside the District that will want to join the school, but it is not our intent.

A board member also questioned that in looking at middle school enrollment, if SPPS is looking ahead in terms of capacity, or if we are losing students as a result currently. Director Parent explained that in capacity, we talk about the right learning environments for our students. Beginning in 2014, we were at capacity for our middle school students. We are about 600 spaces short to have the right learning environment for them. It's not about the spaces or seats available, capacity depends on the environment for learning. It created challenges for our programming, and middle school of choice for families. This is an issue we need to fix, and fast. This is an issue that we have today, and issue that we will continue to have.

Another board member explained that it was difficult to understand the potential of the building. When we started to have conversations about the new middle school in Area A, we said we wanted community to have input, discussion on transportation issue, after school programming. We wanted to make sure this school was in our community, and that our community was able to weigh in on it. There are concerns on this building in that it is not in our backyard, and in that we are not quite sure what we are going to do with it. We know we want it to be a middle school, but what does that look like, feel like, and how are we going to get students there. These are all conversations we still need to have. It becomes about access, for both our students and families, and after school programs. There are still concerns on location.

Another board member asked about the ideas for the building. The building is an opportunity if it matches a need in our community. Assistant Superintendent Lisa Sayles-Adams provided further information. There has been a robust cross-collaboration discussion, and to leverage the site, the main idea would be to have a comprehensive middle school with a STEM science

opportunity. We want to engage the community in that feedback to find what spaces and learning opportunities that our families want. In a STEM focus, we can leverage the National Science Standards, but also to maximize partnerships with businesses that also focus on STEM subjects that are close to our community. We should also ask our staff and students what they want this building to look like as we deepen our commitment to our middle school grades and philosophy. It is important that we are being inclusive in the design of the school. A board member also noted that we have a building that is less expensive as a new middle school in the long-run, and at a site that brings some advantages. Critical thinking will be important as we design the space and use. If we don't buy the building, it will go to someone else, and at some point here will be a need to build a new middle school. That cost would be significantly higher. There are still concerns about the accessibility of the site, and the strain it will put on the Transportation department as we change school start times. There are also worries about the timing in terms of strategic planning. It was also noted that the finances to buy this property are different from the general operating fund budget. The opportunity that could draw from inside the district and outside the district is revenue to us. The priority is children in Saint Paul. If we can draw students from other districts who see opportunity with SPPS, and the revenue will follow.

Chief Operations Officer Jackie Turner also reminded the Board that the District we have been operating citywide magnets, which are a choice by families and they are not required to live in that area. Crosswinds will still allow us to be able to increase capacity with offerings. Also, as with our other citywide magnets, families are still making that choice to send their children to a school that may be in another part of the city. Families are aware that the bus ride may be longer for their investment in a particular magnet program at another school. We would like to target this program to eastern portion of the city, and as we looked at routes, we are currently on par with costs of transportation with any other magnet within the area. It will be offered to everyone in the city and open enrollment, however for busing and transportation, we would like to target the East Side to use our buses most efficiently. As a reminder, when this building was under EMID, over half of the students were Saint Paul residents and we provided transportation for them.

A board member noted his time with EMID, and the loyalty of the parents of students of the former Crosswinds school. It is imperative that we have a program where SPPS demonstrates that we can use this building for an attractive site; it's possible that it could also be attractive for suburban students, which would then circle back to the original spirit of EMID. We are up to the task of incorporating this school into the strategic plan and portfolio of other great schools.

MOTION: Mr. Brodrick moved the Board of Education approve a Purchase Agreement, to be executed by the Superintendent, for the purchase of the real property located at 600 Weir Drive, Woodbury, Minnesota and authorize the Superintendent to execute, on behalf of the District, any and all documents necessary for said purchase. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Mr. Marchese	Yes
Ms. Ellis	No
Ms. Foster	No
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes

BF 31225 Request for Permission to Accept Two Grants from Generation Next

The Board requested more information on the services that Generation Next will provide and the history around the screening efforts.

Chief Academic Officer, Kate Wilcox-Harris, provided more information on this item. In 2016-2017, we saw an increase in the number of children being screened. In order to support those efforts, these dollars will go towards the infrastructure to support the evaluation to increase and expand screenings. We will be able to target 3 year olds as well as Birth-3 students to gain information on special education needs they may have. The infrastructure will support analyst resources to improve equity, follow-up, and support.

The Board also questioned the time study included in the agenda item. Dr. Gray-Akyea, Director of the Office of Research, Evaluation, and Analysis, offered more information. The time study was a study of the age at which students were screened, and with the assumption that the earlier screenings would lead to better outcomes and readiness for kindergarten.

- Are we using the Help Me Grow system for the Birth-3 students for referrals? Answer: We can find out that information and report back to the Board.

A board member also noted the possibility of adding oral health to the screening protocol, which can affect development.

MOTION: Ms. Vanderwert moved the Board of Education to authorize the Superintendent (designee) to accept funds from Generation Next to support Focus on Freshmen and Early Childhood Screening Evaluation in the district; and to implement the project as specified in the award documents. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31226 Seeking Permission to Submit a Request for Proposal (RFP) to Invite Licensed Child Care Providers to Submit a Bid to Manage and Staff Child Care at Harding High School

A board member requested more information on the rationale and how the District plans to use family childcare providers. Chief Operations Officer Jackie Turner provided more information. This RFP for a provider to come into the high school is a good thing. As a city, we have seen teen pregnancy decrease. We do not have as great of a need for the seats and space at Harding. This is an opportunity to partner with a community-based childcare provider to come in and provide organizational structure and staffing of an actual childcare center, whereas we currently operate it. This opportunity would also be open for community members. There is a childcare desert on the East Side with an increased need for high-quality childcare. This agenda item to ask permission to seek a request for proposal to go out into the community to see vendors/partners to come into our school and partner with us on childcare physically within the Harding building. Harding student parents would be prioritized for those spaces, as well as other student parents in the District. Other remaining spaces would be open to the community. We have capacity for 35 children, and we currently have about 10. Any provider who meets the criteria for running childcare is open to apply. They currently have 3 classrooms. The RFP has not been written yet, as we are still getting input and including the importance of parent involvement and child development in the center.

A board member also noted that if we can incorporate the characteristics of high-quality childcare, including parent involvement, health and nutrition. She also noted the importance of kids from community to bring our schools closer to the community around them.

MOTION: Ms. Vanderwert moved the Board of Education to authorize the Superintendent to allow Student Health and Wellness and Purchasing to create an RFP seeking licensed child care

providers to submit bids for managing and staffing child care at Harding High School effective August 1, 2018. The motion was seconded by Mr. Marchese

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS - None

XI. NEW BUSINESS

A. Board of Education External Partnerships, Internal Committees, and School Area Assignments Update

Chair Ellis reviewed the board member participation in external partnerships, internal committees, and school area assignments, as well as timing of each of the meetings.

Board members will report on updates from each of these partnerships and committees.

B. Future Resolution on Gun Violence

Director Marchese also noted a discussion within the Board on a potential resolution on gun violence, especially due to the recent events in Florida. We have been discussing how to make a public statement on the prospect of gun violence in schools, related to both gun violence and to talk about need for gun control and gun safety. There will be a resolution likely presented at the Board of Education Meeting in March. There is some draft work done, and will need to be vetted with others.

There have been conversations between SEAB and the Board on this topic, and will continue to be a part of the conversation.

XII. BOARD OF EDUCATION

A. Information Requests & Responses - None

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

- AMSD is working on the legislative agenda. Some of the issues brought to the legislature include the special education cross subsidy and the formula, as well as overall funding. As presented in the budget presentation and from contract negotiations, funding is inadequate and much of it needs to happen at the legislature. AMSD and MSBA will be there with our legislature, but we also ask our community to advocate for adequate/additional funding.
- The Children's Collaborative is in the midst of a strategic plan. This month, they worked on their guiding principles. Next month will set the stage for what they want to accomplish in the next years.
- Several board members attended the Legislative Breakfast on February 15th. Thanks to Mary Gilbert, our lobbyist, for organizing. It was a meeting with the City of Saint Paul, Ramsey County, Chamber of Commerce, Small Business Association, and Building Trades to meet with the legislative representatives for Ramsey County to hear from each group on their platform and raise issues for the legislative year. Some of the topics include the cross subsidy and fully funding special education and ELL.

services. Funding for other important topics was also discussed. It was a great opportunity to speak to the legislatures one on one, and educate them on important topics. It will be a collaborative event with others to work with the legislature. There are statewide issues that affect schools across Minnesota, such as the cross-subsidy. We are going into the legislative session with momentum and our eyes wide open at the topics that need to be addressed.

XIII. FUTURE MEETING SCHEDULE

Chair Ellis reminded the Board and community about the Special Meeting of the Board of Education scheduled for Thursday, February 22, 2018. It will commence at 4:30pm in conference room 5A of the Administration Building. The Board, Administration, and Greenway Strategy Group will discuss the draft long-term outcomes and draft strategic priority areas of the strategic plan.

The final outcomes and final strategic priority areas will be presented at a future regular Board of Education meeting.

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

- March 20
- April 24
- May 22
- June 12 | Special Meeting | Non-Renewals
- June 19
- July 17
- August 21

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

- March 6
- April 10
- May 8
- June 12
- August 14

XIV. ADJOURNMENT

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

The meeting adjourned at 8:49 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