

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

**January 30, 2018**

**I. CALL TO ORDER**

The meeting was called to order at 6:12 p.m.

**II. ROLL CALL**

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

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

**MOTION:** Mr. Brodrick 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. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes

**IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

**MOTION:** Ms. Foster moved approval of the Order of the Consent Agenda with the exception of items B2 – Request for Permission to Accept a Grant from the Minnesota Historical Society, E3 – Petition Request for Rezoning of Property at 900 Albion, Saint Paul, MN, E5 – Petition Request for Private Property at 1672 Grand Avenue, and G1 – Change Order #4 for Weber, Inc. at Highland Park Elementary Expansion & Renovation, which were pulled for separate consideration. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

**V. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of December 19, 2017
- B. Minutes of the Annual Meeting of January 9, 2018

**MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of December 19, 2017 as published and the Minutes of the Annual Meeting of the Board of Education of January 9, 2018 as published. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

## **VI. COMMITTEE REPORTS**

### **A. Committee of the Board Meeting of January 9, 2018**

At the Committee of the Board Meeting on January 9th, Superintendent Gothard started the meeting with a recap of the Listen and Learn session for students held at Highland Park Middle and High School, as well as the Inauguration Ceremony at Central High School for our new Mayor of St. Paul, Melvin Carter. Both events were successful and meaningful opportunities to connect with our students, families, and community. He also clarified questions from the Enrollment Report presented at the December Board of Education meeting.

SEAB members presented their research, findings, and recommendations on their project – Expanding Student Voice. Their proposal aims to ensure the concerns of all students are heard by creating a new structure of student engagement. Board members requested further information on the process for elementary student engagement and supports. SEAB responded that they believe all students have a voice, and it is important to amplify their voice to determine their vision for their school. The structures and support systems will need to be tailored to each school in order to best serve their students. Authentic student voice will create an environment where students feel a sense of community and belonging.

The 2017 Audit Report was then presented to the Board. Representatives from the accounting firm MMKR issued an unmodified, or clean, opinion on the financial statements and four comments on the internal control and compliance reports. The General Education Aid basic formula, fund balances, and Adjusted Daily Membership and Pupil Units Served were reviewed. The recap of the special revenue funds in food service and community service sparked questions from the Board, including the median range, and investments of those funds. The Business Office determines investments of those funds based on past trends and projections.

**MOTION: Mr. Marchese moved the Board accept the report on the January 9, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

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

## VII. SUPERINTENDENT'S REPORT

### A. Update on Strategic Planning Process

Assistant Director of Strategic Planning and Policy, Jackie Statum Allen, provided an update on the strategic planning process.

- The strategy development process overview was presented, with the seven steps throughout the three phases. Step 1 of the environmental scan and organizational assessment, along with Step 2 of analyzing the implications comprise Phase 1: Analysis with a timeline of November-January. Step 3 of defining desired future of long-term outcomes, Step 4 of developing strategic themes, objectives, and measures, and Step 5 of defining strategic initiatives make up Phase 2: Strategy Development with a timeline of February-June. Step 6 of creating action plans, and Step 7 develop monitoring and review process comprise Phase 3: Action Planning with a timeline of July-December.
- Update on Phase 1: Analysis
  - Greenway Strategy Group (GSG) conducted an environmental scan, where they reviewed district data, met with key informants, and conducted a survey with SPPS community.
  - GSG will present synthesized findings
- Looking Ahead – Phase 2: Strategy Development
  - Greenway Strategy Group (GSG) will facilitate work sessions with senior leadership to develop draft long term outcomes and strategic themes
  - GSG will present findings and draft strategy components at the Committee of the Board meeting on 2/13/2018
  - SPPS will engage community in a comprehensive tour to seek input on the long term outcomes and strategic themes

QUESTIONS/DISCUSSION: None

### B. School Start Times 2019-20: Implementation Planning Update

Assistant Director Allen presented an updated on the planning underway for the school start times change in September 2019.

- A recap of the topic was provided
  - SPPS is preparing to restructure school start times beginning September 2019
  - Board voted for the restructure in October 2017
  - The change allows for more secondary schools to start later
- Four committees are preparing to implement the start times change
  - District Committee for Start Times Implementation
  - Three subcommittees to address key challenges:
    - Childcare
    - Safety
    - Athletics
- Childcare Subcommittee
  - Identify childcare options for elementary students at schools that will transition to a new 2:00 p.m. dismissal time
  - Analyze current childcare locations and capacity of existing providers
  - Make recommendations to support students and families
  - Members include representatives from SPPS Discovery Club, Extended Day Learning, and Family Engagement, Saint Paul Parks and Rec, Sprockets Saint Paul, and private and non-profit childcare providers
- Safety Subcommittee
  - Support elementary students and families at schools that will transition to a new 7:30 a.m. start time
  - Study the safety of bus stops and travel paths
  - Make recommendations to support students and families
  - Members include representatives from SPPS Transportation and Facilities, Saint Paul Police Department, Saint Paul Public Works, and community partners

- Athletics Subcommittee
  - Assess scheduling challenges resulting from later dismissal of secondary schools
  - Identify game and practice space for all sports teams
  - Propose guidelines for scheduling that reduces early dismissals for student athletes
  - Members include representatives from SPPS Athletics and Facilities, and Saint Paul Parks and Rec
- District Committee for Implementation
  - Advising the work of the subcommittees
  - Providing a comprehensive support system for changing school start times
  - Members include leads from each of the subcommittees, Office of Communications, Office of Family Engagement, and Assistant Superintendents
- The timing and next steps were then reviewed.

#### QUESTIONS/DISCUSSION:

- In looking at the subcommittees, they address some of the major concerns. Where are we with transportation concerns, and how is that going to be addressed through this process? In previous conversations, there has been encouragement to think of creative solutions to transportation issues. Answer: The work is continuing as we proposed as last fall, where a restructure where tiers 1 and 2 would swap. This would allow for middle and high schools to begin at 8:30, and elementary schools to begin at 7:30. It was appreciated that the Board accepted the proposal to delay the start time change to the 2019-2020 school year so that if there were changes to restructured plan due to the strategic plan, we would be able to incorporate those changes and not impact schools twice.
- The Board also noted their hopes that this process would also give opportunity to think of creative solutions and alternatives with Metro Transit, etc. There is a level of specificity in the planning process involving transportation. This is an item that the Board would like to see thoroughly discussed within the process.
- Another concern are venues for parents to have input into the process. Parents may have a perspective on these guidelines, and they need to be included so that when the changes happen, everyone is onboard and aware. Answer: These subcommittees are including parent and community engagement within their discussions. That information is being pulled together into recommendations and ideas. This information is being presented to school communities so that they are not starting from scratch with those conversations.
  - So there will be engagement opportunities at buildings? Answer: Yes, with the subcommittees, there are opportunities for engagement. One is conducting a survey for schools that will be most impacted. There is work happening to engage.
  - The Board also noted that the engagement information is important to report on and make known to the community on the website or forums. It is important to have families in the mix for them to give feedback to the Board, and for the Board to be able to direct them to further information on this process to be successful.
- Another board member recapped the previous meeting where action was taken on school start times and commended the board and former chair on the deliberation and discussion at that meeting. He also commented that at that meeting and with the vote, the Board wanted to convey a clear message to the public, and he is concerned the community may not be clear on the process and if school start times changes will absolutely happen. He wants to ensure that we make every effort to convey to the public this change in a decisive manner. Is this a done deal? On the timeline, we have that school start times finalized and announced in October 2018. Answer: Yes, when the action was taken the it was to delay the change to address the concerns for those subcommittees. That work is happening now. We know that by October 2018 there are several things that need to happen. We need to ensure that the strategic plan incorporates those schools that may fall between categories. The additional time is necessary to vet those concerns and questions. Most importantly, anything that we do differently that deviates from our current transportation system, we can change. We need to ensure that through this work now, that by October 2018 we know what the plan is. The direction that staff received is that there is a high priority for secondary schools to

have a later start time. Our direction was through these committees come back to the Board with action and plans how to implement for the 2019-2020 school year.

- There may be members of the community that may be convinced that we will possibly back away from decision. Answer: The Board made the decision and voted that by October 2018 the District will be clearly communicating times to the community. The website states the changes. The vote at the previous meeting involved the framework and timing.
- Another board member questioned childcare. There will be more children not in school at 2:00. How are you approaching that extra need, especially since high school students won't be available. How are you addressing the quality of where those children will be? How is the subcommittee working with those providers, and those funding sources? Answer: The lead for the childcare subcommittee is currently immersed in this work. They have begun to look at the current capacity that exists. They are working on the current belief that those families that need childcare at 3:00, will also need childcare at 2:00. There is that assumption, but as well as engagement with the community. A big part of the work is making sure our partners are prepared to accept children an hour earlier than before – including staffing. A big part is awareness, and staffing is prepared to adjust to that transition. In terms of funding, there is a mix of fee-based programs and others are free to families. With those free programs, they have ability to accept more children in a way that is cost-advantageous and sustainable for them. For fee-based programs, there are grants through Ramsey County to support families. We ensure that we increase efforts to make sure families are aware of those options to help with fee-based programs. We support families through those opportunities.

#### C. Early College in Saint Paul Public Schools

The mission of Early College in SPPS is to empower each SPPS student by expanding opportunities and eliminating barrier for career and college success. The vision is a strategic PreK-16 system-wide alignment designer to expand college credit-earning opportunities and career pathways for high schools students by increasing supports that will better prepare our scholars for achieving post-secondary success in college and/or career.

- Benefits to Early College
  - Focus on increasing access and opportunity to earn college credit in high school for all students
  - Improved support and preparation for traditionally underrepresented students in college credit earning opportunities
  - Success leads to increased belief in one's potential to succeed in post-secondary or training after high school
  - Courses offer preparation for the rigor of a college course and may eliminate the need for remedial courses in college
  - Opportunities to earn free college credit while in high school, leading to financial savings
  - Students can explore careers, earn industry certifications for career
- Early College programs by school were presented.
- **Advanced Placement** – offers college-level courses, taught by certified AP teachers. Students take an end of course AP exam, where based on their scores, they can earn free transferable college credit or course placement. Advantages include allowing students with passing scores to place out of introductory college courses and/or earn college credit, school districts retain state and federal funding; classes are taught at high school by certified AP teachers, courses offer the rigor of a college course, and non-passing grades are not part of the college transcript.
- **Career and Technical Education** – includes Career Pathways Academy, Career Pathways, and Project Lead the Way, and articulated college credit in individual CTE courses.
  - Provide high school students the opportunity to explore careers in a hands-on learning environment
  - The list of programs in SPPS was also presented.
- **Career Pathways Academy** – provides 10<sup>th</sup>-12<sup>th</sup> grade students the opportunity to take free, college courses at Saint Paul College. Transportation is provided to students. Courses include Business, Computer Repair, Computer Fundamentals, Nursing Assistant, and Web Design.

Advantages include that students can earn free, transcribed Saint Paul College credit, some courses provide industry certification, courses occur both during and outside of the regular school day, available to all SPPS students, and prepares students for high wage, high demand careers.

- **Academy of Finance at Como Park and Academy of Information Technology at Humboldt** - These career academy programs increase college and career readiness through learning opportunities, internships, mentorships, and work experiences in the fields of IT and Finance. Advantages include that students can earn up to 16 articulates and concurrent college credits at Saint Paul College, Academy of Finance students can earn a business certifications from Saint Paul College, students are part of a smaller learning community through all 4 years of high school, classes occur at high school and school districts retain state and federal funding, they prepare students for high wage, high demand careers, and are currently funded by Federal YCC grant.
- **Construction Pathway at Central and Welding Pathway at Humboldt** – these pathway programs increase college and career readiness through hands-on learning opportunities, internships, mentorships, and work experiences. Advantages include that students can earn free, articulated Saint Paul College credit, each Pathway provides industry certification, classes occur at high school, so districts retain state and federal funding, students are part of a smaller learning community, students are prepared for high wage, high demand careers, and it is currently funded by United Way grant.
  - New pathways under development are Agriculture Science at Highland Park and Medical Pathway at Humboldt
- **Project Lead the Way** – offers courses where students learn about engineering before starting their post-secondary education or career. End of course exams may lead to free college credit or preferred admittance at a limited number of institutions (determined by the individual post-secondary institution). Advantages include that these are high rigor courses offering students the opportunity to take college-level courses, “non-passing” test scores are not part of the college transcript, taught at high school by PLTW teachers, and districts retain state and federal funding.
- **College-Level Examination Program** – provides students the opportunity to earn free college credit by earning a “passing score” on a 90-minute exam. Exams are offered in 33 subject areas to allow students with passing scores to place out of introductory level college courses. Advantages include that MNSCU schools are required to give college credit for passing scores, teachers do not need to be credentialed to prepare students for the exam, SPPS has 2 approved testing centers, and non-passing scores are not part of the college transcript.
- **Concurrent Enrollment/Saint Paul College** – allows eligible SPPS students the opportunity to take free college courses on their high school campus. Students earn both high school and college credit in their courses. Advantages include that students can earn free, transcribed credit with partner institutions, classes occur at the high school, classes are taught by SPPS teachers who are approved by the partner institution, credits can transfer, and a flat fee of \$3,000 per teacher who teaches Concurrent Enrollment courses (a portion of this is reimbursed.)
- **Concurrent Enrollment/College in the Schools** – allows students to take free college level classes at the University of Minnesota through Concurrent Enrollment. Students earn both high school and college credit in their courses. Advantages include that students can earn free, transcribed University of Minnesota credit, school districts retain state and federal funding, credits can transfer, and courses are taught by SPPS teachers who are approved by the U of M.
  - The list of concurrent enrollment courses offered in SPPS was presented.
- **Gateway to College** – allows students who have dropped out of high school or who are off-track to graduation an opportunity to earn their high school diploma while concurrently beginning their college experience. Students spend their entire day at Saint Paul College where they take high school classes taught by SPPS staff, and college courses taught by SPC faculty. Advantages include that students earn their high school diploma while earning free

Saint Paul College credit, the program provides students with thoughtful supports behind academics, students scoring below college-ready can access developmental college courses, students do not pay for tuition, fees, required books, or supplies, and learning environment is on a college campus.

- **International Baccalaureate** – offers students pre-college courses designed to challenge students thinking about their community and world. Students take an end of course IB exam, which may lead to earning free college credit or course placement based on the exam score. Students can also earn an IB diploma by taking end of course exams paired with presentations and projects. Advantages include the IB courses offer students preparation for the rigor of a college course, non passing scores are not part of the college transcript, classes are taught at high schools by certified IB teachers, and districts retain state and federal funding.
- **Post-Secondary Enrollment Options** – allow eligible 10-12<sup>th</sup> grade students to earn both high school and free college credit through successful completion of college-level courses at participating postsecondary schools. Most PSEO courses are offered on the college campus, but some are offered online. Advantages include that students earn free, transferable college credit while in high school, provides students the opportunity to experience college while in high school, and PSEO students do not pay for tuition, fees, required books, or supplies for courses.
- Opportunities for growth of Early College include dedicated and sustained funding for Career Pathways, increase support to ensure students are ready for high rigor courses, increased marketing of SPPS Early College opportunities, continuing to work with MN State and MDE to create increased opportunities for credentialing of high school teachers, and support development of career and college readiness for elementary and middle school students.

#### QUESTIONS/DISCUSSION:

- How many students are taking advantage of this in our high schools? Answer: While we don't have an exact number, there is an estimate that 33%-50% are taking some sort of early college class.
- How widespread is the participation? In terms of recruitment, how well are we doing to encourage students to give this a try? Answer: The 33%-50% was overall in terms of students in high school taking advantageous of at least one Early College opportunity. Of that 33%-50%, there is approximately 10% that are taking every opportunity and graduating with associates degree or similar degree. Our mission is to expand every opportunity to all students in addition to those current 10%.
- In regards to credentialing our teachers and the hurdles and money in order to be certified nationally, where is that at right now? Answer: It is still there. The burden is that teachers need a master's degree plus 18 degree credits in field. Most of our teachers do not have 18 credits in field, whereas they may have credits in education masters. They need to go back to school to take these classes. Right now, the state is offering opportunities for teachers to take these classes, but we need to increase the awareness to the teachers so that they can take these classes. A lot of the time it is not the money, but the time cost of these classes because 18 credits is a lot. For teachers looking to move up, there are advantages, but it is also hard work. We are working to support teachers to achieve this.
- AVID is a great program, but there are a lot of students that are not in AVID and need a pre-AVID boost. Are there pathways and support for that? Is there a district-wide program that helps those kids get to AVID? Answer: Currently there is not a district-wide program, but individual schools do have supports in place. One of the developments is concurrent support – an example is that a student may take a College Algebra class, while taking a math support class at the same time. Those extra classes take funding though, so it is still being worked on and developed.
- The Board requested further information on the demographics of students in AP, including the diversity of students in terms of gender and race, as well as overall amount of students in AP classes. They also requested information in terms of those students enrolled in AP classes, how many opt to take the placement test for college credit. And finally, of those students who

take the test and pass, what is the amount that receive placement in college? How are we doing in terms of diversity and success of those students? Answer: We will work to get those answers. There are other opportunities to get college credit outside of AP or IB, and that's where concurrent enrollment is advantageous. They are taking the class and earn a grade at the end and they are done; they don't need to take an exam for the credit. If they take a concurrent enrollment class, they receive transcribed credit from participating colleges. They need to do well in a class, but it is not based on the AP exam at the end of the class.

- How are we recruiting scholars? How do students learn about these opportunities? Answer: There are assemblies at schools, and there is room for growth in this area. One idea is to expand the information in middle schools, so that those students know about these opportunities when choosing a high school.
- Doug Revsbeck, principal at Harding also explained the acceleration options available to students at Harding instead of the traditional remedial options available to students. Every student should have some sort of support in 9<sup>th</sup> grade for confidence. AVID structure has been incorporated into learning, as well as tutorial focus. Students are realizing this pre-AVID program is beneficial to them. Principals and staff are also learning from each other.
- There is also a MDE grant to increase participation in rigorous classes and AP. There are partnerships within college access programs for students and support. Also, there is upcoming work with SEAB to increase participation in rigorous courses that is welcomed and anticipated.
- Board members noted their excitement for these programs, as well as the data to support this.
- How are we talking to families about these programs, and how are we introducing them to families new the district? Answer: This is a topic that is widely shared at high school open houses. That is the best place for students and families to learn about these programs. There are opportunities for growth at the Student Placement Center where staff can share information about these programs to families who are new to the district.
- How are programs selected for schools? Is it based on funding? Why are some available only at certain schools? Answer: We are trying to have each school specialize in a career pathway. We are also working on the question if a student started at one school and wanted to switch to another school to continue that pathway. An 8<sup>th</sup> or 9<sup>th</sup> grader may not make the right choice for them initially; we don't want them locked into their decision. We are working on those questions.
- How many of these students go to college and complete college? Answer: We are working on that compiling that information. It will be powerful marketing information.
- Board members also noted Superintendent Gothard's experience in pathways.
- How do we get a level of consistency to commit to families that when their child enters high school that there will be a menu of options, with a way of helping to make those choices. How do we let that happen? It should be available in a systematic way. Answer: Yes. This is a process that needs to be a PreK-16 alignment. School counselors are also important in this process. The partnership with Placement needs to be continued to be refined, however school counselors are doing wonderful work with this program. They know their students and families very well. It is also important to create that system of support and how to connect with those partners to ensure we are maximizing those resources with students, and helping students access that information to make those informed decision. We also have 2 early college counselors at the elementary, and how to instill a college-going culture throughout their education at SPPS. The counselors can promote that school-wide, in addition to teachers and administrators.
- A board member also highlighted former board member, Chue Vue's, main priority of student achievement and how Early College programs directly relate to the achievement of all students.
- Superintendent Gothard also noted thanks to all those helping to do this great work, and this right work. It is important to note the beliefs and confidence of the students presenting. They have those beliefs and that identity in themselves because of the beliefs we have provided to them. We know how to guide students to take the opportunities to build their identity. It's amazing that we are doing this is the SPPS community. He recapped Mayor Melvin Carter's

goal to give each child \$50 for a college savings account. The feedback and response that he is getting is that it is not about the money, but the belief that every child is worth the effort it takes for him or her to go to college. Cradle to Career, and a mayor that supports these efforts, this is an incredible time for us. That belief gap is as important as anything that we do as a District. The strategic plan is a roadmap to harness and refine these opportunities, but also to create new pathways. It's a wonderful place for us to be.

- SEAB members also noted how transportation passes are discounted for PSEO students that travel to colleges, however food is not included. A lot of students rely on SPPS for their food. It's important to bring the question of who these opportunities are motivating and who is dissuaded. Not everyone can afford the \$10-\$15 for lunch every day at the U of M.
- Is there a district wide requirement for these opportunities, such as GPA or class ranking? Answer: Most of the requirements are set by the colleges. For juniors and seniors, they need to be in the top third or half for Saint Paul College. Students also need to score accordingly on the Accuplacer in order to be college ready to access PSEO at Saint Paul College or other two-year institutions. We have also been working with SPC to have other options besides the Accuplacer, including based on GPA for those to take concurrent enrollment classes. Those with a lower GPA can still take a concurrent enrollment if they have a support class or program. That opens that door for more students.

D. Human Resource Transactions

**MOTION: Mr. Schumacher moved approval of the HR Transactions for the period December 1, 2017 through December 31, 2017. Mr. Brodrick seconded the motion.**

The motion was approved with the following roll call vote:

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

**VIII. CONSENT AGENDA**

**MOTION: Ms. Foster moved approval of all items within the Consent Agenda with the exception of Items B2 – Request for Permission to Accept a Grant from the Minnesota Historical Society, E3 – Petition Request for Rezoning of Property at 900 Albion, Saint Paul, MN, E5 – Petition Request for Private Property at 1672 Grand Avenue, and G1 – Change Order #4 for Weber, Inc. at Highland Park Elementary Expansion & Renovation, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

A. Gifts

**BF 31172** Gift Acceptance from an Anonymous Donor for Riverview West Side School of

Excellence

That the Board of Education authorize the Superintendent (designee) to allow Riverview West Side School of Excellence to accept this gift from the anonymous donor.

**BF 31173** Gift Acceptance from Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to allow Riverview West Side School of Excellence to accept this gift from the Ecolab Foundation.

**BF 31174** Gift Acceptance from Ecolab for Principal Fund at Cherokee Heights

That the Board of Education authorize the Superintendent to accept the gift from Ecolab to advance and support educational programming, and to support professional teacher development at Cherokee Heights Elementary School.

**BF 31175** Acceptance of Gift from LMAP PTA

That the Board of Education authorize the Superintendent (designee) to accept the gift from Linwood Monroe Arts Plus PTA.

**BF 31176** Acceptance of a Gift from Peacemaker Minnesota

That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Peacemaker Minnesota.

**BF 31177** Acceptance of Gift from St. Anthony Park School Association

That the Board of Education authorize the Superintendent (designee) to accept a gift from the St. Anthony Park School Association to support the school volunteer tutor program and help fund the EA Tech. position. This gift is to be deposited in the intraschool fund, 19-557-999-000-5096-U001.

B. Grants

**BF 31178** 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 flexibility to continue providing services to EL students until age 22; and to implement the project as specified in the award documents, if awarded.

**BF 31179** Request for Permission to Accept ProStart Grants from Hospitality Minnesota Education Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from Hospitality Minnesota Education Foundation; and to implement the projects as specified in the award documents.

C. Contracts

**BF 31180** MOU Between SPPS and the Amherst Wilder Foundation

That the Board of Education authorize the Superintendent to approve and adopt the Memorandum of Understanding between the Saint Paul Public Schools and the Amherst Wilder Foundation.

**BF 31181** New Post-Secondary Contract with North Hennepin Community College for Dave Larson American Indian Research Tour

1. That the Board of Education authorize the Superintendent (designee) to review the contract and enter into an agreement with North Hennepin Community College for the Dave Larson American Indian Research Tour, and;
2. Send a letter of appreciation to North Hennepin Community College President, Dr. Barbara McDonald, 7411 85th Avenue North, Brooklyn Park, MN 55445 for funding the travel, lodging, and meals for our students and staff chaperone to participate in this trip.

D. Agreements

**BF 31182** Children's Defense Fund Freedom Schools

That the Board of Education authorize the Superintendent (designee) to approve the expending of ALC funds in the amount of \$156,850 to provide professional support for overall program operations including training for CDF Freedom Schools staff, according to the CDF model, and also provide for the purchasing of curriculum and books for teachers and students to use for instructional and learning purposes during CDF Freedom Schools Summer Term.

**BF 31183** Request to Sign Articulation Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Articulation Agreement between Saint Paul Public Schools and Saint Paul College.

**BF 31184** Permission to Enter into Lease Agreement with Apple for MacBooks

That the Board of Education authorize the Superintendent (designee) to enter into a sole source Lease Purchase Agreement with Apple, Inc for MacBook's, for a total of \$3,932,700.24 over the life of the lease.

E. Administrative Items

**BF 31185** Crossroads Elementary Flexible Learning Year Application

That the Board of Education sign and authorize the Superintendent (designee) to sign with approval the completion and submission of the Flexible Learning Year (FLY) Application allowing for the continuation of the year-round calendar programming at Crossroads Elementary.

**BF 31186** Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2017 – November 30, 2017.

(a)	General Account	#685081-686521 #0002767-0002797 #7002559-7002594 #0001909-0002001	\$53,350,994.45
(b)	Debt Service	-0-	\$14,175.00
(c)	Construction	-0-	<u>\$15,258,298.91</u>
			<u>\$68,623,468.36</u>

Included in the above disbursements are 2 payrolls in the amount of \$36,614,635.53 and overtime of \$177,957.16 or 0.49% 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 April 30, 2018.

**BF 31187** 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 31188** 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 February 8, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

F. Bids - None

G. Change Orders – pulled for separate consideration

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

**BF 31189** Request for Permission to Accept a Grant from the Minnesota Historical Society

The Board requested more information on this item.

Director of Facilities Tom Parent provided more information on this agenda item. He noted that it is an exciting process for the District. We have 1 million square feet of space that is turning 100 in the next 5 years. That is a significant percentage of our portfolio in a total of 3 million square feet. This grant is the first step of the process with the city's Heritage Preservation Commission. This is a way for us to study how we as SPPS fit into the social and historical fabric of our city. This grant is the background to understand our buildings before we start to look at our buildings. It's a context study to look at how the city of Saint Paul was growing; it creates the context for urban development and demographic patterns of the city. It allows us to look at educational trends across the country at that time so we can understand how our buildings relate to those trends. This is to set the background research, so that when we do the second round for this grant and studying our buildings, we can go through and start studying our buildings against that context. This is step one of a multi-year process for us to get a sense of how to target preservation activities and be good stewards of our buildings as part of historical fabric of the city of Saint Paul.

The Board noted if we would be able to look for press coverage, since some of our old buildings have great character. When we start to look at preservation activities that will be a cause for celebration.

A board member also noted that the new Scheffer Rec Center will have the bell from the old Scheffer school.

**MOTION: Mr. Brodrick moved the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Historical Society for funds to implement Context Study of Historic Saint Paul Public Schools (SPPS), 1890-1978; to accept funds; and to implement the project as specified in the award documents. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

**BF 31190** Petition Request for Rezoning of Property at 900 Albion Avenue, Saint Paul, MN

The Board questioned why we are involved in rezoning it.

Director Parent provided more information. We are still in the process of selling this property, and are currently in the due diligence process phase. In that process, one of the contingency items is for the developer to go through and receive all city entitlements, including the rezoning of the site. Since we are still legally owners of the property, they need our permission to submit rezoning requests. We are a co-applicant until the close of the sale, which will hopefully be in July or August, but we are also adjacent landowners of 1780 West Seventh, which is across the street.

- This is part of the deal, and not a surprise? Answer: Correct.
- In terms of the street interchange that will take place, is that going to become a reality and did it change the size of the lot? Does this have anything to do with it? Answer: Subsequent to us executing the purchase agreement, the city, county, and developer did talk about realigning Lexington Avenue to connect directly to West Seventh, instead of the 5-point intersection as it currently is configured to connect through the property and ultimately to Shepard Road. That is not something we are a part of because that will happen after the close of the property. The developer is going to buy the property as is, but as part of the agreement with the county, ultimately will subdivide that lot into two parcels for the road to go through it. That is part of the developer's plan in that they plan to build two buildings with Lexington Avenue cutting straight through.
- Did that make the buyer uneasy that they may be actually buying less land after the road construction is complete? Or are we washing our hands of it? Answer: It was a curveball we weren't initially anticipating. However, we are selling the buyer the same piece of triangular property that we put on the market two years ago. Anything after that they do in terms of giving right of way to the county is outside of Saint Paul Public Schools. They are still willing to buy it and pay what was originally agreed upon.

**MOTION: Mr. Brodrick moved the Board of Education to approve the recommendation that in accordance with Board of Education policy 802.02, that the Board of Education:**

1. **Consent to J.A. Wedum Foundation's petition request for the rezoning of property at 900 Albion Avenue, Saint Paul, MN from R4 to T3; and**
2. **Direct the Board Clerk to sign the petition.**

**The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

**BF 31191** Petition Request for Private Property at 1672 Grand Avenue

The Board requested more information on this item.

Chief Operations Officer Jackie Turner provided more information, including that this item involves a property across from Ramsey Middle School that is a restaurant that currently serves beer and wine. In order for them to consider selling alcoholic drinks with hard liquor, they must work with the school and petition the school for support. This business has done that and had those discussions. Ramsey has traditionally worked really well with business in their community. Principal Vilar has worked with this business and has approved the signing of the petition; she does not feel there will be a negative effect on the school community. She wants the school community to support the local businesses in the area. It is a legislative code for businesses to petition schools and churches within a 3-mile radius if they'd like to sell hard alcohol.

The District is supporting this effort because the school is supporting it. This is an opportunity for the Board to have further discussions on this topic, so that decisions like this are not made only at the building-level, and in order to be more equitable in making decisions, and not placing pressure on the principal.

- What is the ask? Answer: It is to approve and sign the petition. It is a letter the school provides to the business, who then takes it to the zoning commissioner.
- Have we ever granted one like this before? Answer: Yes, we have. It has not always been as easy as this one. There was a similar situation in the same area about a year ago. In another situation in the Frogtown area, the school community did have concerns. The outcome was not the same, and the principal of the school was put in an awkward position in that as a community we weren't supporting it. This is the third instance of a situation like this. We should look at this as a policy issue.
- Superintendent Gothard noted that partnering with our community is important. Sometimes there are outcomes from partnerships, but other times it is simply about being a good neighbor. He sees this as a part of the community within that neighborhood.

**MOTION: Mr. Marchese moved the Board of Education to authorize the Board of Education to:**

- 1. Consent to 1672 Grand LLC's petition/application request for an intoxicating liquor license at 1672 Grand Avenue; and**
- 2. Direct the Board Clerk to sign the petition/application.**

**The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

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

**BF 31192** Change Order #4 for Weber, Inc. at the Highland Park Elementary Expansion & Renovation

The Board requested more information on this change order since it was a little over \$1,000,000, as well as a review of the process, and if we can anticipate that we will see a lot of these.

Director Parent provided more information on this item. This change order is unique in that it is a culmination of 6 months of working with architect, engineers, and contractor at the site to make owner-directed improvements to the building. As we were going through the bidding process, there was a decision made to start construction to create an enhanced front entry and making it right for the community, and changed some materials to create vibrant, transparent spaces. This is atypical in that these things are done before the bidding process begins. However, in order to stay within the timeframe for the construction sequence to start in the spring of 2017, we deemed this to be in the best interest to have that happen concurrently with construction.

Over the last six months, we have driven cost of changes down 36% because of our diligent process to ensure we are receiving the value that we want. Ultimately, these changes significantly improve the overall design of the building and will meet our long-term needs. We wouldn't expect to have a recurring event like this.

- Would you think our vision and dream for this building that we were not grand enough to begin with? And as we began the work, we decided we wanted to design a better building? One of the great things about the FMP has been trying to give our kids first class buildings. Answer: The aspiration was there. My commitment to the Board and school community is that if we are going to do this, we want to do it as well as possible – including revisiting decisions and making changes as needed. It was a reaffirmation of how we do this right.

**MOTION: Mr. Brodrick moved the Board of Education to authorize the Superintendent to sign Change Order #4 for Weber, Inc. for the Highland Park Elementary Expansion & Renovation for a lump sum of \$1,112,308.05. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

**IX. OLD BUSINESS - None**

**X. NEW BUSINESS - None**

**XI. BOARD OF EDUCATION**

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Vanderwert provided a report from the Saint Paul Children's Collaborative. We have embarked on a strategic plan, similar to what is happening in SPPS. The mission statement and guiding principles have been established so far, and will be moving into the next phase of strategy development. There will be further updates as it develops.

- Director Schumacher provided an update on a meeting that he and Superintendent Gothard attended with our bus drivers. He wanted to relay to the Board how appreciative the drivers were for taking the time to talk to them. One driver at Groveland said that a board member coming out to talk to them was very important, and that board member was Chair Ellis. Other members stopped at schools with small gifts to elementary schools. The response was two-fold – one was good suggestions shared, and the other was an appreciation for all support in spite of the difficult situation. Dr. Gothard gave strong remarks about the importance of our bus drivers, and they appreciated that response.
- Director Marchese also mentioned the AMSD Legislative Breakfast on February 2, 2018 where the Board will meet with colleagues from across the metropolitan area and the legislative agenda and priorities will be discussed. It is an opportunity to learn and make common cause in knowing we are working together, including discussing the Special Education cross-subsidy, and other funding as well. This is an opportunity to meet with legislatures and discuss policy issues. Director Vanderwert noted that at least four legislatures will be in attendance and will be a great opportunity to talk with them.

### XIII. FUTURE MEETING SCHEDULE

**MOTION: Ms. Ellis moved the Board to approve the cancellation of the February 6, 2018 Committee of the Board meeting and reschedule it to February 13, 2018, due to the primary caucus on the night of February 6<sup>th</sup>. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

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

- February 20, 2018
- 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)

- February 13, 2018
- March 6
- April 10
- May 8
- June 12
- August 14

### XIII. ADJOURNMENT

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

The meeting adjourned at 8:40 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