

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

**October 17, 2017**

**I. CALL TO ORDER**

The meeting was called to order at 6:08 p.m.

**II. ROLL CALL**

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

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

**MOTION:** Mr. Schumacher moved approval of the Order of the Main Agenda as published. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

**IV. RECOGNITIONS**

**BF 31084**                      Acknowledgement of Good Work Provided by Outstanding District Employees

**Jill Johnson**, a manufacturing and engineering teacher at Johnson Senior High, was named the Association for Career and Technical Education's (ACTE) 2017 Region III Teacher of the Year. The award recognizes the finest career and technical teachers at the secondary school level who demonstrate innovation in the classroom, commitment to their students and dedication to improving Career and Technical Education in their school and community. This item is submitted by Jackie Turner, Chief Operations Officer

**BF 31085**                      Acknowledgement of Good Work Provided by Outstanding District Schools

**St. Anthony Park Elementary School** has been named one of the best in the nation by the U.S. Department of Education. St. Anthony Park was named a National Blue Ribbon School for 2017, one of the highest honors a public or private school can receive in the United States. The program honors public and private elementary, middle and high schools where students achieve extraordinarily high learning standards or are making notable improvements in closing the achievement gap. St. Anthony Park is one of only eight schools in Minnesota recognized by U.S. Secretary of Education Betsy DeVos. Nationwide, 342 schools received this honor. This item is

submitted by Jackie Turner, Chief Operations Officer.

**BF 31086**

Acknowledgement of Apple Distinguished Schools recognition for Frost Lake Elementary School and Washington Technology Magnet School

**Frost Lake Elementary School** and **Washington Technology Magnet** have been selected as Apple Distinguished Schools for 2017–2019. Apple Distinguished Schools are centers of innovation, leadership, and educational excellence that use technology to inspire creativity, collaboration, and critical thinking. They showcase innovative uses of technology in learning, teaching, and the school environment and have documented results of academic accomplishment. At Frost Lake technology integration is a means to change the climate, culture, and mindset of the school in order to maximize achievement and minimize racially predictable gaps. Students collaborate using Seesaw, Schoology, and other technology to give and receive feedback on their work. Work focuses on using creation apps, like Keynote or Book Creator, to help students access content and show what they have learned in ways that make sense to each student. Teachers at Washington use technology in every content area, from eBooks in literacy to graphing programs in math to music creation software to design software in Engineering. The school's goal is that all classrooms are student-centered, customizable and technology enriched in order to address the diverse needs of all students. This honor recognizes the work of these two schools in implementing the 1:1 iPad learning environment provided through the Saint Paul Public Schools referendum and certifies them as sites for other programs to visit. This item is submitted by Hans Ott, Assistant Superintendent for Teaching and Learning.

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

**MOTION:** Mr. Schumacher moved approval of the Order of the Consent Agenda with the exception of Items C2 -- Strategy Consultant to Assist in Development of District Strategic Plan, G1 -- Change Order #1 for Adams Addition & Renovation, and G2 -- Change Order #3 for Adams Addition & Renovation which were pulled for separate consideration. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

**VI. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of September 19, 2017

**MOTION:** Mr. Schumacher moved approval of the Minutes of the Regular Meeting of the Board of Education of September 19, 2017 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

Mr. Schumacher  
Mr. Marchese

Yes  
Yes

## VII. COMMITTEE REPORTS

### A. Committee of the Board Meeting of October 3, 2017

At the Committee of the Board Meeting on October 3rd, Superintendent Gothard started the meeting with a brief update on the District Wide Administrator's Meeting, as well as the RFPs for the strategic plan that have been received and will be vetted by staff. Then, SEAB Members reviewed the role of SEAB within the District, and their current project progress. This year, they are working on 4 projects – 2 of which are already completed. They include the suggestions for renaming Ramsey Middle School, increasing diversity in advanced classes, and increasing student voice in elementary and middle schools. The Board looks forward to connecting with SEAB on district issues and projects.

Three policies were brought forth for revision. The first two policies, one regarding students with IEPs and the other, regarding wellness, were accepted as proposed. The last policy concerning identity adornments to be worn at graduation sparked conversations within the Board. They discussed the effects of the revision to the graduation policy to principals, staff, families, and most importantly, the students. Concern was noted that this revision may distract from the standard traditions and school spirit that is woven into the solemnity of graduation ceremonies. Others noted that the focus of graduation should be the students, and if they want to implement this change in a respectful and valuable way for each to show their uniqueness, then it should be the direction of the District to support this change.

The next topic of the meeting was a review of SPPS investments by Wells Fargo and US Bank. High level summaries were presented, as well as specific information on funds. Both the OPEB Trust Investment Report and the Short Term Investment reports showed strong numbers.

An update on school start times was provided, with the recommended motion for the October 17th Board of Education meeting. The Board and staff examined the plan for safety measures and a communication strategy for these changes to be implemented by the district, as well as the reasoning on the timing, planning, and alignment with the new strategic plan.

Finally, the SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council was presented with a plan of action to the parents and families. The Board proposed the idea to “grow your own” in the district’s plan to strengthen this program and results by creating post-secondary and career pathways for current students. They were informed about outreach programs for families in the community, which led to the LCD PAC and Board-proposed idea of trained parent ambassadors. Staff also elaborated on the role of the district in helping families to meet the required criteria in order to contribute to the LCD program.

**MOTION: Ms. Ellis moved the Board accept the report on the October 3, 2017 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

## VIII. SUPERINTENDENT'S REPORT

Before reviewing the agenda items, Superintendent Gothard gave a brief update on MEA, parent-teacher conferences, and thanking the staff, students, and families for their help and support to move forward. He noted the use of data in schools on daily basis to determine students' needs and making adjustments to help them receive the support they need. The precision and teamwork around the needs of our students and their great work in helping to achieve success. He also mentioned the great school spirit that occurs in this time of the year with celebrations, sports, and activities. Finally, Listening and Learning is happening all the time, both formally and informally, in the schools and in the community. He thanked everyone for their engagement.

### A. School Start Times

Superintendent Gothard started the topic with an overview and history for this change. When he started in July 2017, he realized there was an expectation to change school start times as it aligns with research on sleep habits of our adolescent students. He will accept this charge and lead staff to continue to finalize a plan. He reviewed the December 2016 motion and the timing for the plan from that meeting, along with the reasoning for the revised timing and plan presented at tonight's meeting.

### **BF 31087**      Restructuring School Start Times

- A. SPPS Plan for Restructuring School Start Times
  - a. The plan includes:
    - i. Elementary schools that currently start at 8:30am will move to Tier 1: 7:30am start time; end time will be 2:00pm
    - ii. All secondary schools will move to Tier 2: 8:30am start time; end time will be 3:00pm
    - iii. Elementary schools that currently start at 9:30pm will not change; end time will be 4:00pm
  - b. The cost change implications are neutral if Washington no longer has an extra hour; there will be a cost increase of approximately \$2 million if Washington keeps the extra hour
  - c. Timing to implement this change will be in the 2019-2020 school year to align with the next strategic plan
- B. Key challenges and responses for possible solutions were presented regarding childcare, early morning bus times, and athletics.
- C. Proposed motion:
  - a. In December 2016, the SPPS Board of Education directed administration to prepare a plan to change school start times for the 2018-19 school year. The SPPS Board adopts the administration's recommendation to change school start times, including moving secondary schools to a later start time. This is done with the understanding there may be exceptions needed to align with changes under the district's next strategic plan. The Board also accepts that implementation of this plan will begin in the 2019-20 school year. This will allow ample time for SPPS to inform and support families and staff, as well as work with community partners, through the transition. Administration will finalize the list of schools with their respective start times by October 2018 through the strategic planning process.

### QUESTIONS/DISCUSSION:

- There is a lot of data about the benefits to secondary students for later school start times. Could you share more information on the data for earlier school start times for elementary students? Answer: There is a large body of research on the impacts of school start times for adolescents, but not the same body of research on elementary students. One possibility for this is the research of sleep science on issues for adolescents and young adults is very specific for that time period and age.

There is research that shows that is not the case for younger students and older adults. One can assume that is less initiative or reason for conducting those studies on younger students. With recommendations from the American Pediatrics Association and Sleep Foundation, we have learned a key component for young students is to establish routines. Consistency is key for families as they transition their younger students to an earlier start time and routines will need to be followed.

- To follow-up on the consistency and routine, do we have data to support how families adjust to routines in similar communities with high poverty numbers and ethnic diversity? Answer: We do not have that data, so we cannot say one way or another if we will be giving families challenges or obstacles; there is not one way or another to address those hardships.
- In conversations, the concern of safety in the morning is a strong one. Do we know how many students are walking to school by themselves, with a sibling, or with a parent? Do we know how many will be impacted? Answer: There is no data on walkers specifically, but there is data on transportation overall. There are approximately 3304 students not on buses, so a combination of walkers and rides from families.
- To follow-up on childcare expenses, given that about 75% of students are eligible for free and reduced lunch, what will happen to those families that are not able to afford those care options like Discovery Club? Answer: Discovery Club is a fee-based program, and the additional time for that service could be up to \$2000 per family. However, programs like Rec Check are free. We would need to have creative innovative programs to backfill that gap. We know we will not be able to promise solutions for all families' childcare needs. We will need to ensure there are more options than currently available and those current options will be ready to adjust to those changes.
- Do we know what the potential loss will be for the district if families choose to leave to go to private or charter schools? Answer: We are not able to estimate the number of families that would actually leave the district, or the number of families that may join the district for the restricted start times. There are two dozen charter and non-public schools in the area that offer start times around 8:00am.
- How many students will be affected by this? Answer: There will be about 14,000 students in elementary that will move to a 7:30am start time; 17,000 students at the secondary level will move to an 8:30am start times, including the 1,200 students at Johnson who are already at the new time.
- Based on the pilot program at Johnson for a later start time, is there any data on attendance or achievement changes during this time so far that they have been at the 8:30am start time? Answer: There is currently no data on achievement; research states that there wouldn't necessarily be a change in achievement based on an 8:30am start time – it would need to be even later at 9:30 or 10:30am to see those results in achievement. Instead this later start time would have more social and mental benefits for the students. They do report feeling less tired and using less caffeine to stay awake. Anecdotally, in the first year of implementation at the pilot program, schools were calmer, and a lot of that was due to the fact that students were well-rested and able to make better decisions. As a data point, there was a 15-point to 20-point decrease in those students who reported they felt tired in the first class in the fall of the pilot program, versus the spring when the change had not occurred yet.
- Was there an effect on attendance and tardiness? Answer: We can provide that data with a comparison of attendance numbers.
- The Board also noted the partnership with Metro Transit. It would be helpful to recount on the progression and updates of those conversations. Answer: Since Fall 2015, when the pilot program at Johnson was launched, and even earlier since Fall 2013, we have had conversations with Metro Transit and their partnership with SPPS. We were excited about the pilot program at Johnson, and it launched and was successful. The pilot was expanded to Creative Arts in 2016. Recently, Metro Transit has had financial challenges, and they are unable to expand the partnership. For each high schools that partners with Metro Transit, there would need to be 15-20 additional buses dedicated to serving that school; there will be 1,000-2,000 students trying to get to the same place at the same time. They do not have the capacity on those existing buses. Currently, they do not have the buses, the garage space, nor the operating dollars for the drivers. It is an inefficient strategy for their business, because there is no other demand for those additional buses in the city – only in our schools. We have been in conversations and collaborations with the city and the county to support transportation bills at the legislature. In 2017, there was a bill specifically for SPPS to expand the partnership, but there was a fiscal note of \$23 million attached, and it did not pass. We will continue

to work with Metro Transit and try to expand the partnerships, but all indicators say it is not likely in the near future given their financial situation.

- The Board then followed-up with the question of using their existing capacity, with a change for some of our high schools. There was a discussion about some proportions of schools using Metro Transit buses. Where are those discussions? Answer: Those options were discussed. One of the options proposed was to allow a proportion of the schools to ride Metro Transit, perhaps the upperclassmen, because it would be a smaller number of students needing to get to the same place at the same time. That would not be advantageous to SPPS because we would still be purchasing bus passes for those upperclassmen, while the yellow school buses would still need to go out to pick up the other students at those same bus stops. There would not be a cost benefit to this option.
- The Board expanded on this subject. They do think it is important to consider that we have Metro Transit bus lines with frequent stops to certain areas. Why not use those existing bus lines for students who live close to a bus stop, and only run the yellow buses for students who are not able to walk to a Metro Transit bus line? We could then reallocate the busing resources to increase the Metro Transit partnership. They encourage staff to think of creative ways to partner with Metro Transit to increase our ability to meet the need of our students, even if it is incremental. Answer: We have looked at those scenarios. For all the changes, we are using existing bus stops; additional bus stops have not been added for SPPS. The challenge is the capacity with a large number of students on any specific bus route to get to the same place at the same time. There would still be a need for more buses, since there will still be other commuters on those bus routes. Through working with the Transportation Department, we have a more attractive option would be to have options for those students who live farther away and their need for busing; that would be an easier change to make. Another challenge is equity because it is not just a ride to school, it's the opportunity for freedom of flexibility and those students with a bus pass are able to use it in the evening and weekend as well. It would only be a portion of those students that have that benefit and it is based on their home location. The cost implications of Metro Transit bus passes for secondary students were also presented, as well the number of buses currently serving Washington Tech and the effect on transportation if that school stays at the current start time. There are 900 bus runs in the morning. It's also important to note that Metro Transit is only available to high school students, not middle school students.
- The Board requested more information on the three-tier model and the use of city buses. Answer: Currently, with the three-tier system, there are 300 buses with 900 individual pieces. Johnson is out of the puzzle right now. The question of school times is a topic across the nation, and how to best utilize transportation resources and timing.
- What would be the barriers of moving to a different model? What would a two-tier model look like, and why or why not? Answer: Currently, we contract with 300 buses that do 3 runs, for a total of 900 runs. The tiers would adjust accordingly. If it was a one-tier model, there would be 900 buses with 900 drivers; a two-tier model would require 450 buses. That is the difficulty in squeezing down the times.
- Other districts across the nation have struggled with this. Are there other possibilities? Have we exhausted every other potential possibility to regroup the tier system? Answer: We continuously look to be more efficient; in the last 4 years, we have taken off 43 buses. We are constantly looking at numbers and to our computerized routing system to run as efficiently as possible, and under the current parameters. To add to that, the start times committee looked at 26 scenarios, and there were always reasons why those ideas were less efficient, costlier, and not serving our families in the best way possible as our current three-tier system.
- Could we look at different time starts for those three-tiers? Sometimes a 15-minute change can make a difference – for example a 7:45, 8:45, and 9:45 start time. There are complicated transportation systems, but even with the current motion and three-tier system, we still have the opportunity to look at things like changing the start times by 15 minutes, could we make a difference for different aspects? Answer: We have looked at those options. A 9:30 start time is already pretty late, and a 9:45 start time may be more problematic for elementary schools than the 7:30 time; surveys have not been conducted surveys on that topic yet.

- The Board went on to say that we could use the planning time for clarity on the subject of start time options. There may be other options for families, and we need to look at those permutations and look at the process with the superintendent. If this motion passes, the timing will allow for that.
- The Board then asked the Superintendent if he felt confident that this resolution will allow the time and support needed to address these challenges in the most effective way. Answer: If we look at the challenges that were presented, it does allow for timing and support. Schedules are not short-term plans; schedules are already made for next year, and this resolution will allow for a timely way to help us in the future, and our collaboration with our partners in the community. It does give us time to have discussions, and make recommendations and decisions. There are other issues, such as start times for Washington, that will need more time for discussion. There is more clarity to generate, and this resolution allows us that time to have those discussions and to have them in a strategic way to **create structure, to support and to sustain**. We want to ensure we can stand behind this plan with confidence and in order to build a culture around achievement for all students.
  - The Board followed-up on this question. In thinking in terms of the creation of the strategic plan, if the proposal is passed to set the start times change for secondary schools in motion, will that influence the flexibility as the new strategic plan is created? Are we passing a part of the new strategic plan before we have the entire plan? Answer: The impetus is behind the research on the effects of school start times for students and one that was set as a priority. The flexibility will need to come through the strategic planning process and what it will look like for schools. We will work with staff on options for the District, and those are the planning inputs to seriously consider. It is structure, support, and sustain. We cannot create a model we cannot afford, and we do have limited parameters in how we can do this.
  - A Board member noted that he wants to ensure there is time and flexibility to create a new strategic plan. He cannot help but think school start times will be an automatic influence on what we want to do because it will be a restraint. The plan should be to have the strategic plan first, and the start times decision second – is that erroneous? Answer: Those views are respected. Given the resolution and having that be a fixed parameter in the plan, it is part of the guiding principle in what we value. The plan could have the cloud of school start times looming above, but administration and staff knows that there are also so many other things on which to focus within that plan.
- Any change will have a high value of responsibility on administration to be focused, proactive, and creative in the way it handles the adaption of the system. In understanding how the project will be able to be managed by the staff, so members of the community will have a level of confidence and their concerns will be addressed in a thoughtful and proactive way. Part of the benefit of a new superintendent as the district leader is the capacity to bring a different perspective to lead the team and the community forward. Do you see that as a challenge that you feel comfortable to lead as we proceed? Answer: It is one of many challenges as we look to a five-year plan for the district, and how we want our children to be excellent, and our staff to be supportive in creating excellence. I am comfortable with the decision being made tonight to move forward. It's important to define the look of the next five years and have those parameters in place to plan.
- A Board Member stated that he agreed this proposal may be “putting the cart before the horse” in terms of the next strategic plan. This Board has agreed to own the next strategic plan and how to move forward. We have recently talked about how to be student achievement focused, and currently there is little data related to achievement for later start times for secondary students. Given the variables with the district on families, students, and capacity, we may not know the impact of start times on the elementary students. Are you saying you are comfortable, before we start the strategic planning discussion, to move school start times, and how do we move from there? Will this constrain the strategic planning process and the effects on student achievement? Answer: There are a few things – one is that we cannot rely on a single story to impact families, schools, or community. With all of the different opinions and stories, there is not a clear consensus yet from the people and places that this plan pertains to. Having gone through many strategic plans, there is not a time where school start times has been the heart of the plan. The plan could include eliminating barriers for families and students, and that's where start times would come into play. We are confident that we can

achieve that from the charge in December 2016. We will partner with families to build on students achieving excellence.

- You are comfortable moving schools start times to a later time for secondary schools? This issue has been inherited, but it will depend on the support from the superintendent. Answer: Our team has brought this proposal through careful thought and dialogue.
- Of students that have left the district, what is the percentage of elementary students that are making choices outside of the district? Answer: It was looked at a year ago, there was a greater increase elementary students, particularly in kindergarten, that were leaving the district. The data showed students in secondary grades were staying.
- Is the achievement impact positive or negative for earlier start times for elementary students? Answer: We are not aware of any research on that topic.
- We know elementary students need more sleep than adolescents. We also want to ensure adolescents had adequate sleep, and there is plenty of data that shows the impacts on inadequate sleep for them. What are the impacts for elementary students if they do not receive enough sleep? Answer: We are not aware of any studies; however, we do have more anecdotal research. When young children are tired and have a difficult time making decisions and focusing.
  - There is a study that says children have more issues and act out more if they do not have adequate sleep – is that correct? Answer: Yes – that sounds correct in that poor decisions lead to challenging behavior. Principals in Minneapolis say the 7:45am start time is advantageous for elementary schools since younger children naturally wake earlier; they are more focused early in the day, and become tired in the afternoon. Early hours are better hours for younger students. At a 7:30am start time, they are unlikely to need to transition from a child care center or relative's house to school, where school will be the first start to the day and best for the student.
- We talked about continuing to work with partners – how is that being communicated to families and the community? As things progress, it would be nice to communicate that information as we receive it. We need to be purposeful about how this is being communicated. Answer: Similar to other large initiatives in that we will communicate often and in several different ways. **Frequent communication** to families that we hear them, we understand their challenges, and this is how we're going to address them and move forward.
- A Board Member also noted the point on communication to families on tips for safety. Families are already concerned that their student will need to be out earlier than they'd like, and to say we're going to communicate tips for safety are not genuine. There is a larger discussion that needs to happen about how it feels for families, not just as a system within the district. It is insensitive to just have it as a bullet.

**MOTION:** Mr. Schumacher moved that the Board of Education adopt the motion set forth as follows: In December 2016, the SPPS Board of Education directed administration to prepare a plan to change school start times for the 2018-19 school year. The SPPS Board adopts the administration's recommendation to change school start times, including moving secondary schools to a later start time. This is done with the understanding there may be exceptions needed to align with changes under the district's next strategic plan. The Board also accepts that implementation of this plan will begin in the 2019-20 school year. This will allow ample time for SPPS to inform and support families and staff, as well as work with community partners, through the transition. Administration will finalize the list of schools with their respective start times by October 2018 through the strategic planning process. Mr. Marchese seconded the motion.

#### INDIVIDUAL COMMENTS FROM BOARD MEMBERS

It was noted on the order for individual comments. Names were drawn for order prior to the meeting by the Chair. The order of voting continually rotates each meeting.

Director Vanderwert noted that she will be voting yes. She believes the research is overwhelming for student health and safety; it will allow students to be alive, awake, and enthusiastic, and be better at school.



She went on to note her observations at a high school the first week of school, and the students were only walking and doing the motions of being in schools, while mentally, they did not seem present. The research is there, and the experience is there for this change. Change can be difficult, and elementary students will be affected; some more so than others. Regarding childcare, some students are often at the center by 6:30am and then need to transition to school. Some families will be able to go right to school without that transition time. For others, it will be a stretch and will be difficult. We can address those concerns as a community to solve problems, increase childcare opportunities for students and school communities. She will be voting yes for another year to look at the issues and for everyone to feel comfortable with these changes.

Director Vue echoed Director Vanderwert's remarks on the impact to adolescent students and the social and emotional benefits for them. However, he does believe there are unknowns on the impacts to the younger students. He appreciates the steering committees research on this subject. He did note, however, that if this will be the one of the cornerstones of the new strategic plan, then it would be better for the district to go into the strategic planning process without constraints and limits. The district should instead dive into how to serve our students with the given limitations and efficiencies of the past, think of the new plan, and then prioritize how to move forward. This change will cause disruptions, and before this change is made, we should really be confident that this is what we want and plan what we're going to do. It makes sense for us to not adopt this motions yet, but to go into the strategic planning process without limits. If we want to build achievement around start times, that is great, but we must first do the strategic plan because doing so beforehand is premature due to the decisiveness, complexity of the issue, and the impact on families and the community. He notes that students are resilient and will adjust, but we may be adding an obstacle in what we want them to achieve; we may be cultivating a culture of elementary students not receiving enough sleep. If this is the plan, achievement, equity, and expenses need to be factored into the strategic plan. He noted that he will be voting no with asking to amend the motion. He asks that the implementation not be in the 2019-2020 school year, but leave it open ended for the superintendent to have time to align with the strategic plan which has not been completed yet.

Director Ellis noted that at the December 2016 meeting, she believed more students would be moving to the 8:30am start time, including elementary and secondary students. She worries what we will be doing to the future of the district when only secondary students move to the 8:30am start time. She noted that while there will be a 7:30am option and a 9:30am option, to not have that 8:30am option for elementary, what the impact will be for the district. This is not pitting one group of students against another; it is not saying the well-being of one group is more important than the other. She noted that she still believes that high school students need the best opportunity for adequate sleep. But the concern on timing and not having the 8:30 start time option for elementary will have an impact on the district, and it may be one that is not foreseen yet. She hoped for proposals with some elementary schools at 8:30 and not only high schools. As a district, we need to make sure we have choices for families, and eliminating that time is not good for us. As we're talking about a strategic plan, which is so important to the future, we need to talk about eliminating 8:30 start times for elementary schools and the impacts of that decision. Concerning families, there have been a lot of responses from them; it's a fear of change, but also what it means for them. The District needs to realize the impact will be on our families; this is a large district change that with rippling effects to athletics and after school programs. In talking about how we are going to create those systems and implement those changes, we need to have time to do that. We should not be setting ourselves up for failure; we need to be thoughtful and processed. To say "we are working on" and "we are having conversation on" does not sound like a solid plan. We need a solid plan for our students, our families, and the community. Families want a solid plan for this change on what we are going to do, and how we are going to accomplish that. Currently, it does not feel like a solid plan for this issue.

Director Brodrick complimented the Board and staff for their diligent work on this issue. He noted that it appears the Board is divided on the merits and consequences of the current proposal. He simply stated that his vote remains the same, and he will be voting no on tonight's proposal.

Director Foster noted that students, families, and the community comprise the District. In the spirit of equality for all students, she voted no on the proposal in December 2016; not because she doesn't believe in the research, but that she does not think moving forward with the plan will be equitable for all learners

and equitable access. Staff has worked hard on this issue, and families have communicated their feelings on this issue. As a Board Member, she wants to ensure all voices are heard. She has seen the impact of change in the organization on the community. Our kids bring to schools what is happening in their home and the community every day. We have families that do not have options for child care or flexible schedules; those are aspects that we constantly need to be monitoring. It's not only families, but also staff that will be affected by this change. This is not about the operating budget or about money; there is a lot of information brought forth by the staff about the capacity of the community, and she is not sure what will change in a year. There is work to do with the mayor and the legislature, but that work takes a long time. In talking about the systems and how the impacts, there is no concrete plan for moving forward. We are asking for the faith of our families. Before we move forward, there needs to be a concrete plan with actions, so that everyone knows the next steps and how to prepare. In terms of communication, how will this be communicated out to families? If this proposal does pass, there is concern on the impact of the strategic plan. We need to think critically and creatively to find solutions for that support all students, all families, and the community. She will be voting no for tonight's motion, because there are voices that have not been heard and have been impacted by the December 2016 decision.

Director Schumacher noted his appreciation and thanks to the Board. Education is based on science and research; we look to experts and best practices from major institutions and organizations on this research. We can hear anecdotal evidence, but with almost 38,000 students, we hear from a small percentage of that number. When we hear from our major institutions, we follow their lead on curriculum, organizational structure, and a host of other subjects. Their research on sleep deprivation on adolescents and the results needs to have an impact on our decision making, and there is compelling evidence. It will be challenging at times, but there will be extra time for mitigation and alignment with the strategic plan. The evidence on the impacts to mental health, behavior, achievement, driving accidents, crime, unplanned pregnancies, is clear. We look to the staff and superintendent and staff if they have confidence in this plan, and the answer has been yes – it can be delivered as part of a strategic plan and prioritize later start times for secondary students. Do we go with how we make all other decisions and a plan that is backed by the confidence of the staff and superintendent? And do we go with removing obstacles for older students that we know will have dramatic impacts on our students lives?

Director Marchese noted that we are waiting for the perfect. In the process of waiting for the perfect, we lose sight of who is impacted every day. Of our high school students, 80% are students of color; 75% receive free and reduced lunch. Every day students go to school with inadequate sleep. The research is very clear. We live in a world where we follow the facts; the facts state that later start times make a difference for adolescent learners in their health and opportunities to be successful. We need to look at this as an opportunity to make a change in a strategic way. Tonight's motion sets in place a way to filter through the strategic planning process with results in a change for secondary start times. We need to look at the thousands of secondary students; we cannot assume they receive adequate sleep because they do have jobs, and do have athletics, and do care for siblings. We need to think strategically across the district. We need to look at the data and the research, and experience. We have an obligation to look at all students through the equity lens and tell them that we are willing to wait, and we don't know when we will get to them or align with the best practices. We need to trust the superintendent and staff to take the research from organizations, families, and the community and base their recommendations on data that we can support. We asked for the research, and listened to it to put the process into motion. We know the District is going into a time of change. In this context of change, we need to hold onto parameters that are important, and need to prioritize the health and well-being of adolescent students.

SEAB Members noted that while it is personal opinion, based on what they have read, observed, and heard, it is complicated to change the school start time system. The complications and challenges should not prevent the change to school start times. It may not be easy to adapt to change, but we eventually manage to adapt when we constantly need to engage and be a part of the change. Later start times will be a benefit to middle schools and high school students. How can we view the challenges as an obstacle when others are adopting change in school start times when we haven't even tried yet?

**With the motion moved by Chair Schumacher, and seconded by Director Marchese, the motion then moved to the following roll call vote.**

The motion was approved with the following roll call vote:

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

**B. SPPS Urban Teacher Residency (SUTR)**

- Mission of SUTR
  - create and implement an innovative program that is a pathway for recruiting, preparing, supporting, and retaining effective teachers from underrepresented backgrounds
  - a model for school-university partnerships that enhances the ability of both schools and universities to continually improve upon their cultural competence while eliminating racial disparities
- SUTR is a teacher residency program, where it is clinical-focused, whereas traditional preparation is primarily content-focused.
- SUTR is a 15-month graduate level teacher preparation program, where residents earn a teaching license and a master's degree from the University of St. Thomas. Residents are paid a stipend to participate, and they pay tuition to UST. Residents co-teach for an entire academic school year.
- Residents offered their perspectives and stories on the program and their experience; as well as the impact of the program on their lives.
- SUTR Programming includes intentional coaching and evaluation aligned with SPPS Standards of Effective Teaching, culturally-relevant rigorous coursework grounded in the SPPS Racial Equity policy and work, removal of time and money barriers whenever possible, and intentional Induction Support
  - Support systems for residents include SUTR coordinators, SPPS leaders, instructors, the cohort model, and mentor teachers and university supervisors.
  - Monthly professional development on a variety of topics, and additional support
- Partnerships perspectives included the design to reduce barriers, rigorous selection process, integrated evaluation process, university supervisors and mentor teachers intentionally collaborating to "grow" the residents into teachers for SPPS, quarterly instructor retreats, integration of curriculum to meet the needs of the district, and professional development on racial equity for all stakeholders.
- Cohort statistics were presented.
- Residents also presented their stories and experience on how SUTR prepared them to be an effective teacher, and how they saw themselves as a change agent in SPPS.
- The financial implications were also discussed, including the current program funding, tuition, scholarship opportunities, the stipend, health and dental benefits, financial aid, and qualifiers for federal student loan forgiveness programs.

**QUESTIONS/DISCUSSION**

- When is the funding done? Answer: The program is partially funded by the state, and it is not definite. The federal grant from NCTR is done at the end of this year. A requirement for the grant is a 3<sup>rd</sup> year of cohort, and the recruiting has started.

- Do you actively recruit to look for candidates and help through application process? Answer: Yes, there are scheduled information sessions. The application process is different from the traditional application. Sessions are offered to help with the application process; it is a rigorous selection process. Recruiting happens in all ways possible. Residents from Cohort 1 and Cohort 2 are always recruiting because they believe in the program.
- Is this program available to early childhood educators? Answer: There have been requests for early childhood special education services; we are not currently approved by the Board of Teaching to do that. One of the reasons is that in order for this to be financially viable, there needs to be a cohort of 10 to run it; there also needs to be a need in SPPS and openings for at least 10. There have been conversations with Minneapolis to collaborate across the two districts to fill those 10 spots, so it is on the radar, but it is not currently happening. There will, however, be a need for those early childhood educators.
- Because there are fewer credits to be able to graduate, how do you make up for those missing classes? Answer: The Board of Teaching has several ways to be approved for a teaching license. A non-conventional pathway is to have a reduced number of credits, but the same amount of hours of a course. A master's degree requires a minimum of 30 credits, so we wanted to ensure the residents met that minimum.
- Do they get credit for the time spent student teachings? Answer: Yes, they do receive credit for time spent student teaching. St. Thomas has also changed their traditional courses. They review the essential assignments, and which ones can be done in a classroom. One example is an IEP assignment, where the residents are in the classroom doing this real work already. They weigh the practical and real-life experience with the assignment workload.
- In terms of retention, is there data on how long teachers stay teaching after they graduate? Answer: In traditional models, the retention rate is around 50%, but as a result of the residency program, we see about an 85%-90% retention rate in teaching in 3-5 years. There are also grants available to help pay for resident costs. The program is off to a great start with 100% completion rate.
- What are the qualifications for applicants? Answer: Residents do need to have a bachelor's degree, as well as a strong interest in wanting to stay in SPPS and serve our students. That is identified in the interview process. Those with experience in SPPS are prioritized.
- Do we incentivize SUTR residents to stay in SPPS, or are they free to go wherever? Answer: We do ask them to commit to a three-year commitment. We have invested in them, and we ask them to invest in us as well.
- For those that have their masters, are they coming in above other applicants? Answer: Yes, we place them at a higher level on the salary schedule according to the master's degree. They are slightly above the starting salary for those new hires without a master's degree.

A. Human Resource Transactions

**MOTION: Mr. Schumacher moved approval of the HR Transactions for the period September 1, 2017 through September 30, 2017. Ms. Vanderwert seconded the motion.**

The motion was approved with the following roll call vote:

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

**IX. CONSENT AGENDA**

**MOTION: Mr. Schumacher moved approval of all items within the Consent Agenda with the exception of Items C2 -- Strategy Consultant to Assist in Development of District Strategic Plan, G1 -- Change Order #1 for Adams Addition & Renovation, and G2 -- Change Order #3 for Adams**

**Addition & Renovation which were pulled for separate consideration. The motion was seconded by Ms. Ellis.**

The motion was approved with the following roll call vote:

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

A. Gifts - none

B. Grants

**BF 31088** Request for Permission to Submit a Grant to the Bush Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Bush Foundation for funds to support Galtier Community School's Individualized Learning School Design; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31089** Request for Permission to Accept a Grant from the Capitol Region Watershed District

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Capitol Region Watershed District for a cooperative construction agreement to make improvements to the school property and athletic field; and to implement the project as specified in the award documents.

**BF 31090** Request for Permission to Submit a Grant Application to the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Association for College Admission Counseling to fund transportation services for students to visit college campuses; and to implement the project as specified in the award documents.

**BF 31091** Request for Permission to Submit a Grant to the H.B. Fuller Company Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the H.B. Fuller Company Foundation for funds to support STEM education at Capitol Hill Gifted and Talented Magnet; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31092** Request for Permission to Accept a Grant from the Midwest Dairy Council

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Midwest Dairy Council to purchase equipment for Nutritional Services; and to implement the project as specified in the award documents.

**BF 31093** Request for Permission to Accept a Grant from Minnesota Department of Agriculture's Minnesota Grown Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from Minnesota Department of Agriculture's Minnesota Grown Program to sponsor an Apple Crunch Day event in celebration of Farm to School Month in SPPS; and to implement the project as specified in the award documents.

**BF 31094** Request for Permission to Submit a Grant to the Minnesota Zoo School Bus Fund

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Zoo School Bus Fund for funds to provide transportation for a Harding Senior High School field trip to the MN Zoo; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31095** Request for Permission to Submit a Grant Application to the Otto Bremer Trust

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Otto Bremer Trust for funds to expand Innocent Classroom to three additional SPPS schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31096** Request for Permission to Submit Grant Application to The Target Foundation from Capitol Hill Magnet

That the Board of Education authorize the Superintendent (designee) to submit a grant to The Target Foundation for funds to support a field trip for Capitol Hill 5th graders; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31097** Request for Permission to Submit Grant Application to Toshiba America Foundation from Capitol Hill Magnet

That the Board of Education authorize the Superintendent (designee) to submit a grant to Toshiba America Foundation for funds to support STEAM at Capitol Hill; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31098** Request for Permission to Submit a Grant to the Trillium Family Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Trillium Family Foundation for funds to support the Pilot One-on-One Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 31099** RFP #A-212562-A | Prime Vendor for Produce

That the Board of Education authorize the award of RFP# A-212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of January 1, 2018 through August 31, 2018, for the estimated value of \$1,200,000 and \$800,000 respectively.

D. Agreements

**BF 31100** Lease Agreement with the Saint Paul Public Library Agency at the Baker Center

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and the Saint Paul Public Library to lease space at the Baker Center, 209

West Page Street, Saint Paul, MN 55107 for the term July 1, 2017 through June 30, 2019, with monthly rent of Six Hundred Twenty-Six and 70/100 Dollars (\$626.70) subject to all other terms and conditions of said agreement.

**BF 31101** Memorandum of Understanding, Saint Paul Public Schools and Saint Paul Public Library Regarding Library Go

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

**BF 31102** Enter into a Partnership with Youth Farm

That the Board of Education authorize the Superintendent (designee) to accept the partnership with Youth Farm.

E. Administrative Items

**BF 31103** 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 October 26, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 31104** Monthly Operating Authority

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

(a) General Account	#681178-682242	\$45,163,114.24
	#0002653-0002693	
	#7002440-7002472	
	#0001706-0001760	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$8,509,418.25</u>
		<u>\$53,672,532.49</u>

Included in the above disbursements are 2 payrolls in the amount of \$17,237,511.82 and overtime of \$42,282.66 or 0.25% of payroll.

(d) Collateral Changes

**Released:**  
**None**

**Additions:**  
**None**

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending January 31, 2018.

F. Bids - None

G. Change Orders – Both pulled for separate consideration

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

**BF 31105** Strategy Consultant to Assist in Development of District Strategic Plan

More information was requested on this item, as well as be valuable for the public to hear about what is planned and envisioned, as well as the fiscal questions. Jackie Allen, Assistant Director of Strategic Planning and Policy, provided more information on this agenda item.

Superintendent Gothard noted that this strategic plan is to truly join the team together to focus on plans for student achievement for the district. It is important for a strategic plan and alignment. There are many things that make this an exciting time for us. The Council of the Great City Schools will provide us with high-level organizational feedback. The consultant selected has experience in aligning the feedback and research to the strategic plan. It is a true opportunity to align every inch of the organization to support this plan.

In terms of envisioning the strategic plan process, it will be developed to set the path for the SPPS community to improve student achievement and improve outcomes for all students. It will be a collaborative process for all stakeholders, including students, school and district staff, families, corporate partners. The development process and timeline will be set in collaboration with the consultant, including the planning for the design, the timing, building strong and inclusive engagement, information gathering, meeting with individuals, and synthesis for the data. Then a plan will be formed for goals, activities, and metrics. Communication will be a crucial part of this plan.

In the selection process, there were proposals from seven consulting forms, where we shared the scope of work and evaluations. The selection team reviewed them and supported that with a score-based rubric. This strategy group obtained the highest score, it had strong references, and they have developed plans in the past for other districts comparable to SPPS.

- Can you talk about the scope of the work of what the consultant will do versus SPPS? Throughout the process, it will be a truly collaborative effort. SPPS will be leading the work, while the consultant will be advising on the work. Internal staff will manage the relationship with the consultant. We will ensure the process works for our community, and we will develop and finalize the strategic initiatives, while facilitating engagement sessions with the community. The primary role of the consultant will be to advise and design based on past experience, while we customize for SPPS. They will build internal capacity and collaborate with staff to develop a plan.
- Will multiple people be working on the consultant side, or how will that work? Answer: With the Greenway Strategy Group, there are about six people we will be working with, but the primary lead will be Martha Greenway. She is very highly recommended, and will be the primary lead, but supported by others who specialize in different aspects of the strategy development.
- One of the important aspects is that there is a strong commitment for active opportunities for families to have the Board and other stakeholders to be able to participate. Does the consultant have experience in that design? Answer: Yes, it was very clear in the RFP process that community engagement was a key aspect and ranked high on the rubric. The strategy group recommended a comprehensive engagement plan with various modes of communication, while working with the Family Engagement Office.
- Regarding the cost of the contract, how was that incorporated into the budget for 2017 or 2018? Answer: That money was included in the transition budget for the Superintendent, which will be utilized for this contract.
- How soon will the Board have access to the report from the Council of the Great City Schools? Answer: Currently, it is very high-level data. We hope to have the first draft by the end of October or early November.



- When can we start with strategic planning process? Who are the participants in the first meetings? Answer: We plan to begin in early November. The first meeting will be a kick-off meeting with concentrated time for the strategic development team to meet and set up the design of the process. Leadership and the Board will also be involved, and at that point, more specific details will be provided.

**MOTION: Mr. Marchese moved the Board of Education authorize the Superintendent (or designee) to enter into a contract with Greenway Strategy Group for strategic planning services. The motion was seconded by Ms. Ellis.**

The motion was approved with the following roll call vote:

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

**BF 31106** Change Order #1 for Adams Addition & Renovation

The Board had general questions on both change orders within the consent agenda. Both G1 and G2 contain information on items that were remedied within projects – could these things have been foreseen? Is there culpability from the previous owner of that site?

Tom Parent, Director of Facilities, provided further explanation on the two change orders.

When there is an unforeseen condition, we ensure we validate that:

- a. it has not already been paid for in the bidding process
- b. it was not reasonably expected by a contractor
- c. controls are in place to ensure we are getting a good value in changes for work

When these changes come about, there is a process for issuing a proposal request which leads to a formalized change order. There are multiple steps to validate the change in construction and to ensure there are controls in place for a good value.

For the change order G1-Change Order #1 for Adams Addition & Renovation, it involved geotechnical work for storm water infiltration systems. We work with the city of Saint Paul and the watershed district to design a system that we are managing the storm water so that we will not overtax the sewer system. These are items that are in process during bidding; in this case we received comment back from the regulatory agency after we had gone to bid.

- Is there any expectation that either we or the bidding company should have had an idea and we could have been forewarned? The other change order item, G2-Change Order #3 for Adams Addition & Renovation, is an example of lessons learned and is part of our validation process. There are questions asked when we receive a change order. A process is in place to anticipate that there may be issues, but not how to quantify it before the bidding process. We have learned from previous experience the further steps that we could do before the bidding process, but it's only once we start to dig that we really know.
- Who is the owner? Answer: The owner is us.
- Is there any way for us to ensure ourselves against these kinds of surprises? Answer: That is something Facilities does every day and takes very seriously as stewards of our buildings. We have the best ability to understand issues we may encounter. Our buildings span 120 years of construction practices. Everything we do in Facilities help us to inoculate the District, but there is no cure-all. Limiting the amount of unforeseen changes is one of the key performance indicators of the department.

**MOTION: Mr. Brodrick moved the Board of Education authorize the Superintendent to sign Change Order #1 for the Adams Addition & Renovation for the lump sum of \$187,553.55. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

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

**BF 31107** Change Order #3 for Adams Addition & Renovation

The Board requested more information related to the sentence, "Removal and replacement of contaminated soils uncovered as part of site preparation earthwork. Existing fills were removed from the site per Owner's Environmental Consultant, with quantities logged and monitored by Owner and Owner's Construction Manager as Advisor, and Civil Engineer." This is our property, it's contaminated, and we didn't know about it. Answer: Yes, these are contaminants as we go through we go back and review historic record. One of the struggles in urban cities is that school districts are given the land that is least developable. Frequently, this means we get land that have issues and is true across the district. We knew the site had been built up and there was fill; historically, they used construction debris to build it up. In this instance, there was natural debris and contaminated soil. There was no ability for us to anticipate this contamination.

- Could the contamination at this site be traced back to natural contaminants? Answer: This is man-made. A large percentage of the contaminants are coal ash byproducts. As coal was burned to heat the buildings, the waste was thrown into the field to help build it up.

**MOTION: Mr. Brodrick moved the Board of Education authorize the Superintendent to sign Change Order #3 for the Adams Addition & Renovation for the lump sum of \$616,460.00. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

**X. OLD BUSINESS - None**

**XI. NEW BUSINESS**

A. Board Policy Updates

1. FIRST READING: Board Policy 508.00 - Students with Individualized Education Plans (IEPs)

This policy update included a complete rescind and revision of the policy. It was developed in collaboration with Special Education Advisory Council and the Office of Specialized Services. It has been reformatted for improved understanding by adding a purpose

statement, an added definitions section, organized into District, School, and Parent/Guardian sections, and use of plain language throughout.

2. FIRST READING: Board Policy 533.00 - Wellness

The update for this policy included amendments required in order to meet new requirement of the USDA's Healthy and Hunger Free Kids Act. In 2013, the policy was overhauled in an extensive and collaborative process. This revision adds statement for new areas that must be covered. It was developed with SPPS nursing and wellness staff. The summary of amendments includes additional guidance on food and beverages in our schools, updates to the PE and Health education sections, and smaller revisions throughout.

QUESTION/DISCUSSION

- A Board Member noted the possibility of including more updates to the wellness policy, such as mental and oral health. A lot of factors contribute to wellness, and she would like to see more included in the policy update and the strategic plan.

3. FIRST READING: Board Policy 510.00 - Graduation

This policy update involves an amendment to allow identity adornments to be work at graduation ceremonies. It was a SEAB recommendation at their inclusivity presentation at the December 2016 Board of Education meeting. The Board directed a pilot program be established to trail the process. Guidelines were developed with specific details for what is allowed and a process for pre-approval. Humboldt and Creative Arts were selected as pilot sites with great results.

QUESTION/DISCUSSION

- SEAB members noted that they are excited the Board has decided to take the step forward. It has reiterated the importance of diversity within the district and celebrating that diversity. It is important to take the next step and implement this program to all schools this year.
- The Board recognized SEAB members for their excellent work on this proposal and appreciate their commitment to the inclusivity of student voice.
- The Board also noted the discussion at the Committee of the Board meeting, where it was suggested to suggested to reach out to the principals and class advisors for the other schools. Have those people at the other schools been able to discuss this with those at the pilot programs? How much input have we had from staff who will be involved in graduation ceremonies? Answer: In November of 2016, feedback from graduation coordinators was shared with the Board and policy work group last winter. All principals and graduation coordinators have been notified that this was moving to the three-reading process and the procedure that supports the policy was also shared. They were invited to share their concerns and feedback and there were 2 suggestions to include within the policy. Graduation coordinators will also be meeting in November/December, and that will also be an opportunity for their feedback.
- The Board also noted the importance of the pre-approval process. A comprehensive report with feedback from all class advisors and principals and their comfort level of the total procedure would be helpful. The procedure that implements and reinforces this policy is important. The implementation is crucial to the success of this procedure. The Board does ask for a commitment to receive more definitive response from the people working directly with this policy.
- Superintendent Gothard noted that he will work with staff to gather that additional feedback. In looking at the policy, it does give individual schools the opportunity to work with their students to meet the policy requirements, and also honor the students. Communication will be very important to ensure the procedures are in place.
- As noted in the COB Meeting as well, every school has a uniformity in terms of policy, every high school does have a unique culture and a unique personality. Consequently, as this change is adopted in schools, there's hope that those changes will reflect the personality and culture of the school. The

students reflect a difference in culture and personality of each school, as we apply this change we need to ensure we are being respectful of every school and their differences.

- Do we know if SPPS is unique in doing this? Are other comparable districts also doing this? There is excitement to celebrate accomplishment for students, but also display diversity and pride of all students. Answer: Identity adornments and personalization are more common at the college level, but some high schools do allow for personalization. We are unique, specifically, in focusing on cultural identity. We are encouraging identity as opposed to simply decoration.

## B. FMP Update

### **BF 31108**      Motion to Adopt the RESOLUTION on the 2017 Five-Year Facilities Maintenance and Capital Implementation Plan, Covering Fiscal Years 2018-2022

The Facilities Maintenance plan is an investment to bring buildings into the 21<sup>st</sup> century. Projects are underway that will improve the learning environments of 8,750 students. The role of the FMP Governance Committee was reviewed, as well as the process outcomes from the committee and the meetings. Proposed project highlights for the five-year plan include continuation of FY2017 projects, the support of program relocations, make progress on modernizing buildings and learning environments, aligning square footage with building enrollment and program needs. Of the total FMP vision, 37% will be complete by FY2022. For the next 5 years, the proposed facilities investments equals about \$587 million, including new construction, major repair/replacement, abatement, and renovation. Building construction funds and sourcing were reviewed. Adjustments from last year's five-year plan include the re-prioritization of work based on FMP-GC guidance, the balance of cash flow, funding source opportunity, and taxpayer impact, and adding a new 5<sup>th</sup> year to continue to make long term commitments. The next steps are to start multi-year design and exploration with our communities at American Indian Magnet, Bruce Vento, Frost Lake, and Barack and Michelle Obama schools; implement the next wave of asset preservation projects; and to continue multi-year improvement projects.

#### QUESTION/DISCUSSION

- How much has been allocated so far of the \$587 million? Answer: Currently, \$234 million has been obligated.
- Are we on track in terms of what we have already spent, but also what we have obligated ourselves to spend, are we on track in moving along in a manner and means to fulfill our vision? Answer: Yes, we are always in a state of evolution. There is a strong commitment as an organization to provide data on a project-by-project basis, and recognizing the impact of change orders. Our commitment to the amount of work we get done, the impact to the taxpayers and the pervasiveness to make our way through the district have been met through this process.
- Director Parent noted that they are always looking for ways to widely share information and for the information to be digestible by the community in order to understand the amount and the importance of the work being done for the FMP. He also reinforced that the funding sources for the FMP are statutorily dedicated to building construction. They do not directly correlate to impacts on the general fund. These are funding sources used since the early 90s for us to be able to maintain our learning environments.
- The levy and referendum relation to property taxes was also discussed. Every year, we try to balance our levy with the debt that is currently expiring. We are constantly looking at the levy every year to ensure it is in the best interest of the taxpayers.
- The Board noted the importance of monitoring the expenditures of the FMP or indirectly, it can influence our ability to generate funds for our general fund. Answer: Yes.
- The evolution from last year's FMP and documents sharing information with a high level summary and what has been changed are being distributed to the community.
- If we need to cut back on project costs due to a change order, how do we prioritize on that? What happens is that we say we can do a specific project, but then we come back and say we no longer can due to the changes. How do we work on that? Answer: The vehicle of the 5-year plan inoculates to a great extent. In past examples, it is largely because projects are taken in isolation. The ability to have a five-year plan allows us to have multi years of budgetary balancing across programs, not only project. There is always the opportunity for if mass change is needed, the governance committee is

the process by which we can understand in that broad context. That is power in ourselves as dealing with the system as a whole in its entirety.

**MOTION:** Mr. Schumacher moved the Board of Education adopt the Resolution “2017 Five-Year Facilities Maintenance and Capital Implementation Plan, Covering Fiscal Years 2018-2022”. The motion was seconded by Ms. Ellis.

**2017 Five-Year Facilities Maintenance and Capital Implementation Plan,  
Covering Fiscal Years 2018-2022**

**WHEREAS, on December 15, 2015, the Board of Education (BOE) established a rolling Five-Year Facilities Maintenance and Capital Implementation Plan (hereinafter “Five-Year Plan”) to implement the approved 10-year Facilities Master Plan (FMP) and otherwise meet the strategic facility needs for the District; and**

**WHEREAS, the BOE has resolved to approve a rolling Five-Year Plan annually; and**

**WHEREAS, District administration has developed a FY2018-2022 Five-Year Facilities Maintenance and Capital Implementation Plan, with the involvement of a broad cross-section of District stakeholders and the guidance of the FMP Committee; and**

**WHEREAS, District administration proposes that the BOE approve the FY2018-2022 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A; and**

**WHEREAS, the Board of Education will have continued input into the planning and budgeting process to implement specific projects in the FY2018-2022 Five-Year Facilities Maintenance and Capital Implementation Plan;**

**NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:  
Commits to and approves the FY2018-2022 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A, subject to the BOE’s future funding of specific projects.**

The motion was approved with the following roll call vote:

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

**C. Resolution Providing for the Competitive Negotiated Sale of \$57,530,000 Certificates of Participation, Series 2017C**

**BF 31109**

**Resolution Providing for the Competitive Negotiated Sale of \$57,530,000 Certificates of Participation, Series 2017C**

A representative from Springstedt presented the resolutions to deal with following items. The resolutions essentially provide direction on the next steps of the process. The first is both issues will be sold through a competitive process and bids will be received by Springstedt until November 14<sup>th</sup> at 10am. The acceptance of the bid by the district will occur at the November 14<sup>th</sup> Board of Education meeting, with proceeds from the sale available on December 21<sup>st</sup>.

This issue for 2017C is for differed maintenance and repairs across three buildings designated in the Desegregation Plan which was approved by the Minnesota Department of Education in September.

D. Resolution Providing for the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D

**BF 31110**

Resolution Providing for the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D

The issue is a refunding issue of 2011A bonds; it's a general obligation school building refunding bond. The purpose is for interest cost savings. At this point, we currently estimate savings at just under \$800,000. This is not savings to go into general fund, but savings to the taxpayer. Springstedt will monitor the rates of the sale to ensure there will still be savings.

The District has gone through a rating process for two earlier sales this year, and the rating was AA and AA2. There will be an abbreviated review session, where they will ask for updated financial documents for the district.

Both issues are eligible for Minnesota School District Credit Enhancement Program, which puts the backing of Minnesota's credit behind the sales, and adds guarantee to investors. That will help to receive a lower interest rate.

**MOTION: Mr. Schumacher moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$57,530,000 Certificates of Participation, Series 2017C. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

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

**MOTION: Mr. Schumacher moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D. Ms. Ellis seconded the motion.**

The motion was approved with the following roll call vote:

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

## **XII. BOARD OF EDUCATION**

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Ellis attended a meeting at EXPO Elementary regarding the playground and the plan for its replacement. The discussion involved the process to move forward, the

potential for the community to use additional funds through fundraising, and finding ways to refurbish parts to create a sculpture in honor of the original playground. The history and community significance of the playground was also a point of conversation, as well as the communication for the plan.

- Director Marchese noted the Integration Taskforce, which has been working diligently to collaborate with SPFT. It has been a hardworking, impressive group of people who work together to address concerns of integration, and an analysis of how to continue the work moving forward. It will feed nicely into the strategic planning process. An update on the taskforce should be sent out to Board Members soon. The ultimate goal for the taskforce is to have them report to the Board by the end of the year.
- Chair Schumacher noted that Chief Turner and Director Parent attended a meeting for Linwood Monroe School. Other representatives from different city offices were also in attendance. It was a chance to listen and address the concerns of the community and neighbors. The construction on the school is working towards the goal of serving our children in the best way possible.

### **XIII. FUTURE MEETING SCHEDULE**

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

- November 14
- December 19
- January 9, 2018 | Annual Meeting | 4:30 p.m.
- January 23
- February 20
- 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)**

- November 8
- December 5
- January 9, 2018 | 5:00 p.m.
- February 6
- March 6
- April 10
- May 8
- June 12
- July 17

### **XIV. ADJOURNMENT**

**The Chair moved the meeting adjourn, and Director Foster seconded the motion. It passed by acclaim.**

The meeting adjourned at 10:35 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