

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

December 13, 2016

I. CALL TO ORDER

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

II. ROLL CALL

PRESENT: Ms. Ellis, Ms. Foster, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Superintendent Thein, Ms. Cameron, General Counsel and Ms. Polfuss, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Schumacher moved the Board approve the Order of the Main Agenda as published. The motion was seconded by Ms. Ellis.

The motion passed 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 30669 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **John Bobolink**, Supervisor of the Indian Education Program, has received the 2016 award for *Outstanding American Indian Administrator by the Minnesota Indian Education Association (MIEA)*. MIEA establishes and maintains communications and the promotion of quality education and unity for American Indians for the express purpose of continuity of communications and on-going awareness of local and statewide educational activities.

John is an enrolled member of the Leech Lake Band of Ojibwa Indians and has worked for Saint Paul Public Schools for 16 years. His first role was as the lead teacher for the Indian Education Program and for the last two years as its supervisor.

2. **Josh Leonard**, Director of Belwin Outdoor Science, was named Non-Formal Environmental Teacher of the Year on November 6 by the Minnesota Association for Environmental Education. Josh leads outdoor science programming for 10,000 students in SPPS each year. He works to provide students with quality environmental education and teachers with professional development to help them strengthen their environmental education instruction.

Prior to working at Belwin, Josh taught AP environmental science and biology at Como Park Senior High School. He has worked as a guide in the Boundary Waters Canoe Area

Wilderness, an interpreter at the Bell Museum, a Spanish instructor in a Waldorf School and a biology teacher in Costa Rica.

3. **Jennifer Nordstrand, resource nurse for students with disabilities, has been named 2016 Minnesota School Nurse of the Year** by the School Nurse Organization of Minnesota. The honor recognizes one licensed school nurse annually who exemplifies the profession of school nursing. She was nominated for this award by her peers. Jennifer has worked for Saint Paul Public Schools since 2003 and has participated in efforts to influence public policy for the practice of nursing within third party reimbursement.
4. Staff also noted that last week a social media movement began to pay off the school lunch debt owed by families in Minneapolis Public Schools. SPPS has received calls about the situation in its district. In response, SPPS has established the Food for Thought campaign on GiveMN.org.

In its first four days, the Food for Thought Campaign has raised 436 gifts totaling \$21,834, of a \$28,000 goal. The average gift is just under \$50.

SPPS expressed its gratitude for this outpouring of generosity and expressed heartfelt thanks to everyone who has supported the campaign so far.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION **Mr. Schumacher moved the Board approve the Order of the Consent Agenda as published. The motion was seconded by Mr. Marchese.**

The motion passed 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 November 15, 2016
- B. Minutes of the Special Meeting of the Board of Education of December 6, 2016

MOTION: **Mr. Schumacher moved the Board approve the Minutes of the Regular Meeting of the Board of Education of November 15, 2016 and the Minutes of the Special Meeting of the Board of Education of December 6, 2016 as published. Ms. Vanderwert seconded the motion.**

The motion passed 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

VII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of December 6, 2016

Staff presented an updated version of the Re-Starting School Start Time 2016-17 Presentation. The purpose of the presentation was to re-iterate the draft proposal for start time change, review the proposed next steps for the work and present and refine the Board motion regarding school start times.

The Board's Administrator presented an Update on the Superintendent Search. She reviewed the search firm selection process, the progress made by the Design Team and next steps.

Following completion of these two reports the meeting was adjourned.

MOTION: Ms, Ellis moved the Board of Education accept the Report on the Committee of the Board meeting of December 6 and approved the minutes of this meeting as published. Mr. Marchese seconded the motion.

The motion passed 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

B. SEAB Report - Expanding Inclusivity

The SEAB group presented engagement data on inclusivity, a model for inclusivity and provided recommendations for action. The process involved 10 focus groups with 161 students and 2,568 middle through high school students completed their survey.

Inclusivity include those who might be marginalized. Policy and change.

Some survey data was positive. 75% of students said they always or most of the time felt like staff have high expectations of them and that there are opportunities at school for them to be their best selves. 77% of students said always or most of the time felt safe to be themselves in school. On the negative side, 36% of students said they felt staff abused their power over students one or more times in the last year. Students felt poor communication from schools lead to lack of community. Students indicated they want to be heard. Miscellaneous comments from students included: "the listening locker at my school gives me an anonymous way to share my concerns and for staff to take action on them."

Recommendations coming from SEAB were:

1. Create a comprehensive student communication plan that includes a district-wide mechanism for reporting and taking action on issues important to students. An example was, students indicated dress codes are gendered, objectifying and disproportionately enforced. 81% of male students said dress codes never negatively affect them due to their identity(charts were provided).
2. Require schools to eliminate dress codes that are gendered and/or objectify by updating the Board Dress Code Policy. Only 50% of students of color say their identify is present and accurately portrayed in the curriculum always or most of the time. Indigenous/Native American/American Indian and Black/African American and of African Decent were more heavily impacted. (charts were provided). 171 students said that in this school year they have been asked to speak on behalf of their identity seven or more times. Students shared classroom experiences of unchecked and unchallenged micro-aggressions.
3. Increase staff and student training on micro-aggressions and cultural humility. Creates learning environments where students feel safe to be themselves. 31% of students of color and 55% of students who identify as transgender or gender non-conforming said they have felt like they do not belong in class because of their identity one or more times

this year (charts were provided). Students of color were almost two times as likely as white students to say they have felt excluded from programs, classes, clubs or leadership opportunities due to their identity (charts were again provided).

4. Intentionally build inclusive physical spaces for students to gather and build community.
5. Implement a new Board policy that prohibits and reverses naming SPPS facilities after people who have violated human rights through enslavement, internment or genocide.

Amplify student voices and establish a place where everyone thrives. End institutional racism and oppression.

Questions/Discussion:

- The orientations that start the year at the schools, are there adequate or uniform conversations around gender, expectations, environment, etc.? Response: Not really.
- Cultural humility – what is meant by that? Response: It is about opening discussion with staff – about what is going on, about what is happening between students and staff. It is confronting micro-aggressions and confronting the perpetrator. It is about bringing understanding to staff so they understand the power they hold and how it is important to be more understanding of students in the class.
- What about inclusion of cultures in the curriculum? Response: Staff indicated the racial equity work has turned toward classroom cultural practices and the Equity Department has been moved within the Teaching and Learning Department for better collaboration.
- How can we do better about including cultural identity into curriculum. Response: Staff indicated SPPS is creating more inclusive climates and materials for students but more work needs to be done. In each content area SPPS is working to include more material creating opportunities to address student's cultural identity in the classroom. Personalized learning gives students voice and choice, the open environment allows students to express themselves. Work is being done to move toward purposeful talk in classrooms, this involves strategies for students to share themselves in the classroom, to present who they are in an inclusive environment. There is also systemic work with community through the Multicultural Resource Center. There are ethnic studies classes but these need to be brought into the general classrooms. This is a collaborative effort across the district and with students. Teachers need to be comfortable, educated and familiar with resources available.
- What is your idea for a comprehensive student communication plan? Response: It would be a way for students to say things anonymously to bring them to the school's attention. It should be individually site based in order to share things that need to be addressed. It would allow for multiple communication styles and make it safe for everyone while promoting equity and inclusivity.
- Naming buildings, do you have ideas or are you just raising the issue? Response: We are raising this up as an issue but have not addressed a process yet.
- Which schools are you thinking of in the district? Response: We have not researched all names yet though Ramsey Middle School would be an example since Alexander Ramsey contributed to the American Indian genocide.
- What has been your experience of engagement in the schools with administration? Response: Leadership has not been particularly supportive of SEAB. The student focus groups are a very good way to have conversations in the schools, to engage with people from all different ages, backgrounds and experiences.
- A Board member requested further discussion on the SEAB recommendations be put on into the work sessions in January so the Board can establish direction.
- A Board member indicated she had looked into the process for changing names of schools and it is the Board's responsibility.

VIII. SUPERINTENDENT'S REPORT

A. Re-Starting School Start Times 2016-17 Discussion

The purpose of this presentation was to present updated community feedback, review some of the implications of the draft change proposal and set-up Board vote on motion regarding school start times plan development.

Communications to the SPPS Community included multiple emails to all students, families and staff. Updates in *Happening Now* email newsletter (including translations in four primary languages) that were delivered to over 21,000 email addresses. Invitations to students, families and staff to submit feedback online. The SPPS community was encouraged to participate in Public Comment on October 25, November 15 and December 13. The *Rethinking Start Times* webpage was redesigned and updated.

Community feedback was received from 850 individuals. They self identified as 54% parent of elementary student, 33% parent of secondary student, 11% student, 8% elementary classroom teacher, 7% secondary classroom teacher, 8% other staff, 10% community member and 2% other. Respondents could identify themselves with more than one category.

The feedback form was an open field for comments. While not explicitly asked to "vote," most comments stated if they were for or against the change. 36% supported the draft proposal, 52% opposed the draft proposal and 12% were not clear as to being for or against.

There were several consistent themes from the feedback. 22% agreed with research/teen sleep needs; 16% had concerns regarding childcare needs/costs; 14% had concerns about lack of adequate sleep/early mornings for elementary students; 7% had concerns about early morning bus pick-up/walking for elementary students; 8% has concerns about late end time for secondary students and 7% had concerns about managing changes to the family schedule. Of those in favor, 61% mentioned research and more sleep for teens. Of those opposed, 31% mentioned childcare concerns and 27% mentioned loss of sleep for elementary students.

Implications of the proposed restructure which will need to be considered as plans are finalized and implemented include the following:

- Childcare concerns for elementary families
- Lack of research concerning impacts to elementary students
- Impacts to school choice options for families
- Alignment with other possible future strategic actions
- Increased cost to implement change.

Next steps include:

- Continue analysis of options to develop plan for restructuring school start times
- Work with community partners to prepare for citywide changes and resolve issues
- Identify lessons-learned and best practices from other districts that have implemented similar changes
- Continue community engagement
- Provide regular updates to the Board.

Staff then read the proposed motion:

PROPOSED MOTION: The SPPS Board of Education directs the Superintendent to develop a plan to change school start times, with implementation beginning in the 2018-19 school year. The objective of the change is to align school start times with the health and academic best interests of SPPS students.

The restructured system will impact the entire SPPS system and city; therefore, robust community engagement must be conducted to inform, support, and receive feedback from the SPPS community. Changes to the system must consider the following areas:

- Alignment to research-based recommendations
- Achievement

- Budget implications,
- Expanded childcare needs,
- Student safety,
- Strategic alignment,
- Opportunities for expansion of Metro Transit partnership

Questions/Discussion:

- I know we talked about changing the language but if we are to keep the same language this seems to be stronger. Would like to add one consideration - equity. SPPS does everything around equity so the thought seems to be there is no need to put it in. If equity is that important it needs to be put in there as there will be impacts to many in different ways.

MOTION TO AMEND: Mr. Vue move the proposed motion be amended to include equity as the first bullet point in the bulleted list. Ms. Foster seconded the motion.

The motion passed 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

- It is important to state the current system does not work to the advantage of secondary students based on experience and research. As Board looks to best practices that it wants to foster and encourage they must be research based and experience based. This is an opportunity to vote accordingly. The Board and administration need to address how this will be done, there are a lot of issues needing to be addressed and there is a need to engage the entire community to address an issue important to students. The Board will need to think creatively, question past assumptions and be willing to look at alternatives and participate with staff to help think through ways of achieving this as well as participate with the rest of the SPPS community and partners. We need to align policies and the work of the District for the benefit of the students.
- A restructured system will impact the entire system and city so there needs to be robust engagement from our school community. SPPS must absolutely look strongly at expending its Metro Transit partnership through the legislature, the Met Council, etc.
- This is an issue the whole city needs to look at and combine resources to address (Park and Rec, Sprockets, Headstart, etc.) We need a system that is humane and civilized for all children. We need to decide what we want for the entire city and its future..
- Equity issue – is Board willing to make plan, can set aside issues to move forward with plan to benefit all kids.
- I agree we need to think about older kids and a later start so they are mentally prepared to learn. I also have concerns because of the limited resources and lack of viability of previous proposals, We now have a motion that is directing staff to do this in two years. We need to consider the impact on elementary kids as well, we need to consider families and childcare issues and where we will find additional funds. What about other priorities needing to be addressed? I will vote no so staff realizes this is an important issue in that funds are being taken from other urgencies that are out there. (Mr. Vue)
- Implementation will be beginning in 2018. We are asking to make this important decision thinking about best practices, what we can offer families and how we can support families and students. We will need to tap into the skills of the next superintendent, staff, community, partners, etc. We need to work toward providing education and a system the community needs and desires. We need to bring best practices to families and students and find ways to support that.

- We have to think forward as a district, we need to move forward with process and be equitable across the district and take the time to do this right and well.
- We want to move forward, we have been talking about it for two years and asked staff to come up with recommendation and the most viable is to move elementary to earlier times. We do not have a lot of time to get this done. The recommendations have not changed since October.
- Staff indicated it has been looking at districts in the area who have implemented later start times for secondary. All of these areas have had to move elementary to earlier start times.
- This change is 18 months in the future, we need to make best use of time and be clear about what is going on. We need to take the time to do it right. There may be ideas that will be viable under different circumstances. We need to be creative.
- If impact does not change in 18 months, do we push forward? No answer.

AMENDED MOTION: Mr. Schumacher moved the SPPS Board of Education direct the Superintendent to develop a plan to change school start times, with implementation beginning in the 2018-19 school year. The objective of the change is to align school start times with the health and academic best interests of SPPS students.

The restructured system will impact the entire SPPS system and city; therefore, robust community engagement must be conducted to inform, support, and receive feedback from the SPPS community. Changes to the system must consider the following areas:

- Equity
- Alignment to research-based recommendations
- Achievement
- Budget implications,
- Expanded childcare needs,
- Student safety,
- Strategic alignment,
- Opportunities for expansion of Metro Transit partnership

The motion was seconded by Mr. Marchese.

The motion passed with the following roll call vote of 4 in favor and 3 opposed.:

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

B. Enrollment

The purpose of the presentation was to provide the Board an update on enrollment, share enrollment patterns and discuss timeline and outreach activities.

Projections for SY 2016-17 are K - 3,175, 1st - 3,047, 2nd - 3141, 3rd - 3,100, 4th - 3,014, 5th 2,826, 6th 2,457, 7th 2,430, 8th - 2,441, 9th - 2,642, 10th - 2,743, 11th - 2,780 and 12th 2,856 for a total of 37,447. Total SY 2016-17 enrollment projection was 37,447, actual enrollment as of 10/1/16 was 36,954 or a decrease of 493 students. There were small gains in grades 4 and 7.

Pre-K Enrollment:

Total Spots Available	Current Enrollment	Openings
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Full Day	262	260	2
Half Day	1,631	1,539	92
Pre-K Capacity	1,893	1,799	94

Half day is difficult for families to organize their day around. Working on having more full day classes. Half days are held pretty equally across district. Majority of seats open for special ed students.

Enrollment Patterns:

- Elementary grades (k-5) general increases
- Middle grades (6-8) no noticeable changes
- Senior high grades (9-12) general decrease
- Pre-Kindergarten and Early Childhood Special Ed (ECSE) combined increase

Enrollment timeline for SY 2017-18

- School choice fair - January 7
- Recruiting activities through and into September
- Priority deadline - February 15, 2017
- Budget/projections
- School enrollment meetings
- Staffing
- Adjustment and modifications.

Outreach activities include:

- Informational mailings
- Targeted schools recruitment – tailored support for schools needing help
- Partnerships - Headstart, charter schools to offer continuum of support into middle school
- Early commitment and notification

Other enrollment work involves a demographic study, work with industry experts, community interest, FMP, attendance boundaries and taskforce/workgroups.

Questions/Discussion:

- Is this the second year in the new format limited to Pre-K and K? Will we see how this format is received, will it be evaluated or the parents surveyed? Response: The trend is that the most families come in for Pre-K and K. The least interested in attending were the secondary schools/families. That group wants to physically attend a high school open house so they can see the school, hear about activities, meet administrators, etc. SPPS has also brought the Choice Fair in house and have saved money in doing so. As to the evaluation, ROTC students help with the survey process.
- There is a charter school fair, does SPPS lose out on secondary offerings at SPPS by not participating? Can staff participate in the charter school fair? Response: That is a question for the charter school fair whether they will allow SPPS to participate. The logistics of downtown were overwhelming for our families who appreciate the Washington site much more.
- High school enrollment decreasing if SPPS works on inclusivity in the schools that will potentially increase students coming in and staying at the schools.
- Is SPPS tracking those leaving as well as those entering? Response: Yes we do track families that leave the district as well as continuity in the same school and in the district.
- At middle school are more coming in or leaving? Response: Continuity for this year has just been completed. Monthly enrollment changes of 50 to 100 is normal for coming and going. There has not been a huge increase in middle school. We are seen students who left SPPS in elementary returning for middle school.
- It is important to retain students!
- Early childhood – PreK class size is at 20? Yes.

- Has SPPS considered partnerships with childcare sites for increasing enrollment? Response: We do see some students going to childcare experience and participating in PreK but there is not much incentive to move from childcare for half a day. SPPS needs to increase and get more full time seats as a district.
- What about Headstart? Response: They are in competition because they have a full day program. Where SPPS does have partnerships (Highwood Hills) as they leave Headstart they come into SPPS for Kindergarten.
- A Board member encouraged staff to explore childcare partnerships, providing SPPS PreK programs in childcare settings.
- There are a certain number of kids within St. Paul, what percentage go to SPPS, private/parochial, charter and out of district schools? How many in home school currently? How many do not attend school at all? Response: Staff will get those numbers to the Board.
- If SPPS were to make a comparison between those figures and what they were in 2002 I think you would find SPPS is losing market share. What were those numbers?
- If you look at the grades over the years, there is a drop at the 5th to 6th transition, then it jumps up around 9th. Some students attend during the elementary years but want a different middle year experience and then come back at high school level. Most of families' concern is about understanding what a middle school option is for student. We try to offer choice in middle schools as a balance between traditional 6-8 vs. middle school. We need to create a climate families are comfortable with to allay the fear factor of the unknown, as they move to middle school. As we work to make families understand that comprehensive middle schools offer the rigor families want and prepare students for their high school experience. Rigor, curriculum and extra-curricular activities are available at middle school. Once families understand this they feel more comfortable and welcomed and safe in schools.
- We made the change in 2013-14 to 6 to 8 correct? Response: Yes, the change has been a progression. As we look at current middle schools – the comprehensive 6-8 have not come in under enrolled.
- It was suggested a task force is needed to focus on enrollment issues. There are operational things happening in placement like waiting lists. These create uncertainty so families go to other locations. SPPS needs to accommodate the community school option to its greatest extent, It is important to keep families in the community and get into community schools. Response: We are hoping to have a little more flexibility in class size as we move forward. The new class sizes have put some families on waiting lists. We are hoping we can work with the community to give priority to those living in a neighborhood and accommodate them in those schools. There are also other programs that add to the number of students SPPS serves, actually the total number of SPPS students is 38,596. We are working on building trust between the community and the school district.

C. World's Best Workforce (WBWF) Report

Staff presented the 2015-16 SPPS World's Best Workforce Annual Report for approval by the Board.

The WBWF Plan is required by Minnesota Statute, Section 120B.11. The aim of the statute is to ensure every school district is making strides to improve students' performance. The ultimate goal is to ensure Minnesota's students in the future will become the "world's best workforce."

The WBWF Plan must address the following five goals:

1. All children ready for school
2. All third graders can read at grade level
3. All racial and economic achievement gaps are closed
4. All students are ready for college and career
5. All students graduate from high school.

SPPS is in the second phase of its strategic plan, Strong Schools, Strong Communities 2.0. This has three overarching goals: Achievement, Alignment and Sustainability. There are five focus areas:

1. Racial equity transformation
2. Personalized learning
3. Ready for college and career
4. Excellent PK-12 programs with connected pathways
5. Systems that support a premier education.

VisionCards are a system for monitoring progress toward reaching the goals of SSSC 2.0. There are over 80 performance metrics organized on six VisionCards. Throughout the year, each card is presented to the Board on an annual basis. Rankings on the cards run from Critical to concern to stable to progress to vision.

The three components are tied together. Vision Cards are the "odometer" (how far has SPPS gone and how much further do they need to go?), WBWE is the "route" (how SPPS will get there) and the SSSC 2.0 is the "destination" (where SPPS wants to go).

1. All students ready for Kindergarten - Metric: 70% of PreK students achieve the letter recognition target as measured by PALS assessment. SY 2015-16 result: 70%
2. All students in third grade achieving grade-level literacy: Metric: 45% of third graders are proficient in Reading as measured by the MCA + MTAS. SY 2015-16 result: 37%.
3. Close the Achievement Gap among all groups: Metric: Reduce gap between highest and lowest performing groups to 30 percentage points or less as measured by the Reading MCA + MTAS assessment for all students. SY 2015-16 results: 45 percentage points.
4. All students college and career ready by graduation: Metric: Proportionality ratio (student group % of those enrolled or passing classes / % of student group in the district) for Advanced CTE course enrollment and Advanced Course pass rate is 0.55 or greater for all racial groups. SY 2015-16 results: Advanced CTE enrollment - lowest proportionality ratio: 0.92. Advanced courses passing - lowest proportionality ratio: 0.61.
5. All students graduate from high school. Metric: 60% or more students graduate in four years. SY 2015-16 results: 75%.

D. Achievement and Integration Report

Staff presented this report to share the annual Achievement and Integration results for the 2015-16 school year and for the Board to approve the report.

The Achievement and Integration (AI) program is required by Minnesota Statute, Section 124D.861 and 124D.862. The purpose of the program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities and reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds in Minnesota public schools.

The goals are specific to the AI plan. They are different than the AYP goals, MMR results and other indicators. These goals are a part of SPPS's AI plan that was approved by MDE. SPPS set very aggressive targets for proficiency gains and gap decreases. School year 2015-16 is year two of the three year plan.

District Achievement Goals are:

1. Proficiency increases and gap decreases. The District set extremely aggressive three-year goals for improving MCA proficiency and closing gaps (by 2017). Proficiency increases: 9-15 percentage points. Gap decreases: 4-6 percentage points. All goals will be disaggregated according to racial subgroups. The results are categorized as follows: Not on Track - no improvement to less than halfway toward achieving the goal. On-Track - at least halfway toward achieving the goal and Met Goal - reached three year goal.

Proficiency Increases and Gap Decreases SY 2015-16 Results:

SY 2015-16 Results	Not on Track	On Track	Met Goal
Proficiency - Reading (5 subgroups)	4 subgroups (Al, Blk, His, Wh)	1 subgroup (As)	0
Closing gaps - Reading (4 subgroups)	3 subgroups (Al, Blk, His)	0	1 subgroup (As)
Proficiency - Math (5 subgroups)	5 subgroups (Al, As, Blk, His, Wh)	0	0
Closing gaps - Math (4 subgroups)	4 subgroups (Al, As, His, Blk)	0	0

Additional Goals:

Increase number of staff receiving foundational Racial Equity PD			Yes
Number of staff served by MRC-sponsored PD events			Yes
Increase graduation rates for students of color	1 subgroup (Al)		3 subgroups (As, Blk, His)

District Integration Goals

Goal	3-Year Goal (2017)	SY 15-16 Result	Status
By the 2017 school choice process, 90% Reflecting St. Paul (RSP) seats go to RSP-eligible students	90%	75%	On-track
During each school choice season, staff from Student Placement Center will participate in 250 or more outreach events with a focus on engaging families that are eligible for RSP.	250	195	On-track
The number of students participating in Classroom Partnership Program will increase by 25% for each of the next three years. This includes both partnerships between SPPS and other suburban districts AND between racially identifiable and other SPPS schools	1,516	148	Not On-Track
SPPS will participate (10-12 teachers) in AVID training with EMID (now Equity Alliance MN) districts each year.	10-12	15	Met goals
SPPS AVID classrooms will participate in the Classroom Partnership program	Yes	Yes	Met goals

Racially Identifiable Schools

A school is designated as a Racially Identifiable School (RIS) if its percentage of students of color is 20 points or more higher than the district average for schools serving the same grade levels. The RIS for SY 15-16 were: Mississippi, Obama, Phalen Lake, Riverview and Highwood Hills. Three schools had been RIS but lost that designation for SY 15-16: Bruce Vento, Maxfield and Wellstone.

Achievement Goal - proficiency as measured by the MCA Reading will increase by 9 points by school year 2016-17.

No schools are on track to meet this goal

Integration Goal - conduct at least one parent learning event.

Every school has met this goal.

Next steps are to report results to Minnesota Department of Education, use results to inform district improvement strategies and develop the next three-year Achievement & Integration Plan for 2017-2020 by the end of March.

Questions/Discussion:

- How close were students to the nine points? Response: That depends on which metric – racially isolated schools come in making progress, some schools are losing points.
- Racially identifiable schools – 20 percentage points or more higher than the district average serving the same grade levels. Would that be for white kids as well? Response: A school is not integrated if there are no white children.
- How many charter schools are racially identifiable?
- In looking at test scores – if you take scores for kids in ethnic or racial group can they be disaggregated within that group by income? Response: That information can be obtained. As looked at demographics, boundaries, etc. white students who were living in poverty continue to surpass academically students of color not living in poverty. In St. Paul it is about race.
- We need to address issues individual kids have that are preventing them from learning. We need to focus on the child, not the school.
- When does MDE disaggregation hit SPPS data? Response: MDE has been disaggregating for several years - major racial groups, gender, etc. Now they need to report by student groups of populations of more than 1,000 within the state. It is to begin SY 17-18. That means 80 more student groups to what is now reported through assessment information. The same rules on privacy and student groups apply.
- Does MDE or SPPS have data on students attending PreK or not? Response: SPPS has done analysis of students attending PreK within the district. MDE is working on it and is developing a PreK model. In terms of literacy we are seeing it level off at third grade.
- Does SPPS follow them through High school? Response: No, we have not done that.
- Nationally they say the PreK students do better in the long term.
- What is the process to determine targets in writing the plan and how does this report impact what is done next? Response: For the AI plan SPPS was given target goal suggestions from MDE that were very aggressive. SPPS wanted to do something more realistic but with the MDE suggestions, SPPS was more aggressive. We want to be sure we are setting goals where we want children to be but need to be realistic as well.
- What went wrong, what are next steps? Response: The schools' comprehensive improvement plan is unique to each school with evidence-based practices the plan addresses. These are the root of improvement planning. Racial equity work is important work because students need to see their race demonstrated in the curriculum. Expectations of high achievement by teachers and parents have the greatest effect of any practice directly associated with achievement. SPPS needs to return to district equity team meetings, continue to challenge everyone with racial equity protocols.

Personalized learning thru technology is all about equity of access. In SPPS it is a matter of student voice and choice having access to this. Standards of effective teaching, peer support/input is vital. Social emotional learning in the school climate is important. We need to pay attention to the mental health of students. SPPS has to be more strategic in alignment of programming, in cohesion. We also need to address math and support district equity teams.

MOTION: Mr. Schumacher moved the Board approve receipt of the World's Best Workforce (WBWF) Report and the Achievement and Integration Plan Report as presented. Mr. Brodrick seconded the motion,

The motion passed 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

E. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the Human Resource Transactions for the period November 1, 2016 through November 30, 2016. Mr. Brodrick seconded the motion.

The motion passed 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 the Board approve all items on the Consent Agenda as published. The motion was seconded by Ms. Ellis.

The motion passed 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

BF 30670 Gift Acceptance from the Larry Fitzgerald First Down Fund of the Minneapolis Foundation to Battle Creek Elementary
That the Board of Education authorize the Superintendent (designee) to allow Battle Creek Elementary to accept this gift from the Larry Fitzgerald First Down Fund of the Minneapolis Foundation to aid in the support of student achievement.

BF 30671. Gift Acceptance from the Minneapolis Foundation

That the Board of Education authorizes the Superintendent to accept the awarded gift.

BF 30672 Gift Acceptance from Minneapolis Foundation

That the Board of Education authorize the Superintendent (designee) to allow Crossroads Elementary to accept this gift from the Minneapolis Foundation to aid in the support of student achievement.

BF 30673 Acceptance of Monetary Gift to Open World Learning Community

That the Board of Education approves the acceptance of the monetary gift of \$14,500.00 presented to Open World Learning Community from Open World Learning Community PTA.

BF 30674 Acceptance of Gift from St. Anthony Park School Association

That the Board of Education authorize the Superintendent (designee) to allow St. Anthony Park Elementary to accept a gift from the St. Anthony Park School Association in the amount of \$15,045.

BF 30675 Request for Permission to Accept a Gift from Transforming Central PAC

That the Board of Education authorize the Superintendent (designee) to accept a gift from Transforming Central PAC.

B. Grants

BF 30676 Request for Permission to Submit a Grant Application to the Capitol Region Watershed District

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Capitol Region Watershed District for funds to make drainage improvements at Adams Spanish Immersion School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30677 Request for Permission to Submit a Grant Application to the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Ecolab Foundation for funds to support AVID and Academy of Information Technology at Humboldt High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30678 Request for Permission to Accept a Grant from the Minnesota Vikings Children's Fund

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Vikings Children's Fund to provide professional athletic training services to football players in SPPS; and to implement the project as specified in the award documents.

BF 30679 Request for Permission to Accept a Grant from the Toshiba America Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Toshiba America Foundation to support STEM education programming in SPPS; and to implement the project as specified in the award documents.

C. Contracts - None

D. Agreements - None

E. Administrative Items

BF 30680 Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal

Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2016, through June 30, 2018.

BF 30681 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2016, through June 30, 2018.

BF 30682 Establishment of the Classified Position of Commissioning Coordinator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Commissioning Coordinator job classification effective December 13, 2016; that the Board of Education declare the position of Commissioning Coordinator as classified; and that the pay rate be Grade 16 of the Professional Employees Association standard ranges.

BF 30683 Establishment of the Classified Position of Facilities Program Controls Specialist for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Facilities Program Controls Specialist job classification effective December 13, 2016; that the Board of Education declare the position of Facilities Program Control Specialist as classified; and that the pay rate be Grade 12 of the Professional Employees Association standard ranges.

BF 30684 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 January 3, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30685 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period October 1, 2016 – October 31, 2016.

(a) General Account	#666065-667637	\$54,480,378.18
	#0002210-0002253	
	#7001985-7002034	
	#0001274-0001310	

(b) Debt Service -0- \$0.00

(c) Construction -0- \$2,256,911.15

\$56,737,289.33

Included in the above disbursements are payrolls in the amount of \$37,383,336.69 and overtime of \$181,826.94 or 0.49% 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 March 31, 2017.

BF 30687 Settlement of Partially Insured Claim

That the Board of Education approve the Settlement Agreement in the above referenced suit; authorize its Interim Superintendent to sign the Settlement Agreement; and authorize School District administration to issue payment.

F. Bids

BF 30686 Produce Vendor Purchase Orders

That the Board of Education authorize the purchase order for the furnishing and delivery of produce items for the period of January 1, 2017 through June 30, 2017.

X. OLD BUSINESS

BF 30688 Action on Pay 17 Levy

The Chief Financial Officer stated the purpose of this final presentation was to present the Pay 17 Levy proposal for final certification.

School levy authority is established in law. School budgets are a combination of state, federal and local funding, including the voter approved referendum. Unlike cities and counties, the Pay 17 school levy funds the 2017-18 school year that will be adopted in June 2017. Based on last year, levies comprise 20% of the school district's budget.

Pay 17 Levy Proposal:

<u>Levy Category</u>	<u>Certified Pay 16 Levy</u>	<u>Proposed Pay 17 Levy</u>	<u>Difference</u>
Operating	\$47,242,112	\$47,134,881	\$(107,231)
Pension/OPEB/Contractual	36,133,492	37,545,435	1,411,943
Facilities	54,572,087	59,983,176	5,411,089
Community Service	<u>3,260,938</u>	<u>3,406,163</u>	<u>145,225</u>
Total All Levy Categories	\$141,208,630	\$148,069,656	\$6,861,026
Percent Change			4.9%

Staff reviewed the property tax impact at the 4.9% levy increase for residential, commercial and industrial properties.

MOTION: Mr. Schumacher moved the Board of Education approve the recommendation to certify the Pay 17 Levy in the amount of \$148,069,656.08. Mr. Marchese seconded the motion.

The motion passed 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

XI. NEW BUSINESS -- None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- A request was made that the Board receive data being collected by the St. Paul Police Department regarding arrests and the data on interactions between students and SROs. Staff indicated this would be presented in January at the COB.
- Information on Suspensions. Staff indicated they would need more time to put that together but could present Quarter 1 suspensions at the January COB.
- Discussion on how to mobilize with the City, County and Met Council on start time changes.
- Information requested regarding issues raised by Obama families and staff.
- Information on Galtier– where are they on numbers and what is plan for them..

B. Items for Future Agendas

- What is District doing to support students and community members after the elections – (sanctuary schools). SPPS needs to respond and reassure families worried

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

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

- January 10 - Annual Meeting - 4:30 p.m.
- January 24
- February 21
- March 21
- April 18 - Rescheduled to 4/25
- April 25
- May 16
- June 13 - Non-Renewals - 4:00 p.m.
- June 20
- July 11
- August 15

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

- January 10 - 5:15 p.m.
- February 7
- March 7
- April 11
- May 2
- June 13 - 4:45 p.m.
- July 11

XIV. ADJOURNMENT

MOTION was made and seconded to adjourn the meeting. Motion passed by acclaim.

The meeting adjourned at 9:28 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
Marilyn Polsfuss
Assistant Clerk,
St. Paul Public Schools Board of Education