

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
September 20, 2016

I. CALL TO ORDER

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

II. ROLL CALL

PRESENT: Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Mr. Baker, Mr. Brodrick, SEAB Representatives: Ms. Jing and Ms. Sutton, Interim Superintendent Thein, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGEND

MOTION: Mr. Brodrick moved the Board approve the Order of the Main Agenda as published. The motion was seconded by Mr. Marchese.

The motion passed with the following roll call vote:

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

IV. RECOGNITIONS

BF 30586 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Lisa Houdek**, 9th grade and Advanced Placement Environmental science teacher at Central High School, won the 2015 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). She is the 4th SPPS PAEMST science winner since 2000. The award is given to one science teacher from each state and the U.S. President presents it to them. This is the nation's highest honor for teachers of science. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of science education. Past winners of this prestigious Presidential award have gone to SPPS Science teachers Jamin McKenzie (2011), Greg Childs (2004) and Marty Davis (2000). SPPS has also had a number of state finalists.
2. This year **Jim Schrankler**, Science Specialist at St. Anthony Park Elementary, is one of two state finalists for the 2016 PAEMST elementary award.
3. **Marty Davis**, Supervisor for PreK-12 Science, was recently appointed by the National Academies of Sciences, Engineering, and Medicine in Washington D.C., to a 16 member committee to look a educator capacity building in PreK-12 engineering education. This is an 18-month program funded by the National Science Foundation. The goal of the committee is to "understand current and anticipated future needs for engineering-literate PreK-12

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Baker	Yes
Mr. Brodrick	Yes

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of August 23, 2016

MOTION: Mr. Brodrick moved the Board approve the Minutes of the Board of Education meeting of August 23, 2016 as published. Ms. Vanderwert seconded the motion.

The motion passed with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of September 13, 2016

The St. Paul Children's Collaborative provided an overview of their services and highlighted their relationship with St. Paul Public Schools.

The Chief Financial Officer presented information on the Proposed Pay 17 Levy.

The Board reviewed and discussed the revised on its Community Engagement Process.

The Director of Facilities provided an update on the Facilities Master Plan, an overview and plans for Project Labor Agreements, an update on the 1050 Kent site and an overview of actions Facilities will bring before the Board over the next several months.

The Work Session included an in-depth refresher on the **levy** process, a discussion on the process by which **PACs** will report to the Board, a Discussion on Partnering with the **Student Engagement & Advancement Board (SEAB)** and an update to the Board by the Chair on the **Integration Task Force**.

MOTION: Ms. Ellis moved the Board accept the report on the Committee of the Board meeting of September 13, 2016 and approve the minutes of the same as published. Mr. Baker seconded the motion.

The motion passed with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Report from School Climate Plan Task Force

The mission of the Task Force was to build a district-wide framework that supports positive climate with articulated and high quality behavioral, mental health and wellness supports. Its vision was to transform the SPPS community by aligning the tools, strategies, protocols and social emotional supports to create an environment of safety, respect and equity. The core values reflect the SPPS Strategic Plan goals of achievement, alignment and sustainability through data-driven decision making and the promotion of wellness cross the District.

The guiding principles are (1) to create a positive climate and focus on prevention, (2) to develop clear, appropriate and consistent expectations and consequences to address student behavior and (3) ensure fairness, equity and continuous improvement.

The Task Force's purpose was to provide feedback on SPPS long-term school climate plan:

- Board members, staff, families, community members, and students
- Using guiding principles as a foundation
- Develop recommendations to include policy revisions, creation or other guidelines.

The Task Force, consisting of a committed group of stakeholders, convened four times during the summer and had authentic discussion on the strengths and challenges across SPPS. They reviewed some definitions of school climate:

- *School climate refers to the quality and character of school life. It is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teacher and learning practices and organizational structures.* National School Climate Center
- *A place where everyone can thrive; all voices are heard; positive relationships are experienced, mistakes are an opportunity for growth, individuals do not feel invisible, everyone feels safe and respected and power with is honored, not power over.* SPPS SEAB

The data reviewed included trend data of the number of disciplinary events recorded across SPPS, the number of students with 11 or more absences and a summary of qualitative data gathered from site-based relational climate assessments and close to 50 interviews with parents. They found the rate of behavior incidents have remained relatively stable over time with the exception of an increase in behavior incidents relating to physical aggression toward staff last year.

The Task Force worked with four themes.

1. Defining and Measuring School Climate - SPPS needs to develop a common definition and understanding of what is meant when "school climate" is referred to. They have to decide how this will be measured and how they will know if efforts are impacting and improving climate. Recommendations:
 - That SPPS use the SEAB definition of school climate.
 - That SPPS develop a district-wide school climate team that supports the Dept of School Climate and Support. Examples of work may include: an inventory of what is occurring around the district, consideration of data and tools that measure climate and identification of gaps.
2. Building Healthy Relationships - is central and foundational to what SPPS is about. Recognize some in the SPPS community feel isolated, not valued and unwanted. Students need to know that the adults know them and care for them. SPPS must cultivate a belief that "we are all in this together." Recommendations:
 - This is important because healthy relationships are a characteristic of high quality teacher. School leadership should prioritize and expect every building, department

and office to have a structure to develop healthy relationships (adult and student, student to student, adult to adult.)

3. Increasing Engagement -- the School Climate Task Force narrowed the broad topic of engagement to focus specifically on student engagement. Discussion included ways to better engage students with instruction and curriculum. Recommendations:
 - Provide students with tools to critically analyze their world and empower themselves and others.
 - Increase capacity as educators to teach in culturally relevant ways - develop structures, processes to support and provide resources to expand and deepen.
 - Explore the development of an Ethnic Studies course/pilot.
4. Promote Emotional and Physical Safety - continue recruiting high quality teaching staff that reflect SPPS's diverse student population. Provide staff with more tools and training to skillfully prevent, proactively manage and/or de-escalate challenging student behavior. Clearly define and communicate categories of behavior data. Analyze data trends to improve school climate. The co-teaching model is best practice - adequately resource buildings so all students may succeed.
 - Increase de-escalation training and non-violent crisis intervention training
 - Utilize collaborative proactive solutions approach
 - Build capacity for implementing restorative practices
 - Increase the use of Trauma Informed Schools Strategies
 - Expand training for staff to incorporate greater student movement and reflection
 - Increase building and district resources and access to community resources for students in crisis.

QUESTIONS/DISCUSSION:

- The presentation started with questions of what the task force is and what to do about it. Are some programs in place, are there descriptions of what is already being done and what needs to be done in addition? Response: The first order of business was to go through the presentation done in February for the Board outlining short, intermediate and long-term plans to address issues occurring last year. This helped level the knowledge base of the group.
- You said at the end good ideas came forward, were specific ways to implement those ideas brought forward? How will they be evaluated, etc.? Response: The key recommendation is SPPS needs to marry a structure with process. Climate and other supports within OCCR will move the process of engaging broad stakeholder groups and develop a school climate team. Work will progress through that group working with OCCR to reach determinations about allocation of resources as the budget develops. Multiple perspectives are important and it takes time to do it right. We are currently collecting data to understand adjustments necessary to develop a plan.
- The reason the task force was created was that there were concerns about school climate, safety and behavior in the schools. This report does not answer the need out in the district coming from staff and families and students for clear direction in terms of how to go after these issues. How can we get guiding principles transferred into the buildings and to teachers, staff, students and families? During the last couple of years it has not been condemnation of students it has been a case of how to improve relationships and get teachers better at being proactive and doing damage control. There are cries for what do when an altercation event occurs. This is only a first step, we need to have clear direction sooner rather than later. Response: Physical aggression is not a means to solve problems within buildings, we need to discuss differences. The up-tick in physical aggression on staff requires looking at resolving conflict without fighting – cultural/societal values need to be talked about and we need to share multiple racial/gender perspectives about how to resolve conflict. Every relationship is based on honesty, loyalty and trust. We need to be able to assume positive intentions without

operating from a position of fear. We need to develop methods on how to rebuild relationship when adversity hits. We need to honor the work and the voices of the task force. As we move work forward we will be able to lean in more and have more egalitarian discussions on how to do it together while recognizing voices of multiple perspectives.

- We need to hear more on implementation, about promoting emotional and physical safety. Did the task force talk about best practices with the district and the country? Has there been success elsewhere? Response: The task force did discuss the fact that disparities exist and what they have been. In the discussion around best practices there were a lot of ideas and discussion around further implementation of PBIS, looking at moving Trauma Informed Schools forward so all schools are using the same practices and universal precautions to address the needs of all students. We also need to look at how to change adult practices, how to remain calm which will affect students' behavior.
- How will this be incorporated in selection of the climate team and how will these ideas be supported by the team? Response: We hope there would be SEAB or other students wanting to participate to bring their perspective forward. We will reach out to community partners, teachers and families and create a task force representative of the community.
- We need more proactive instruction around social skills so kids are being taught what expectations of them are. What about the data used and how that will be used to determine success? How are disciplinary events defined and is it the same in all buildings. How will it be reported to Board? Response: We are looking at office vs. disciplinary referrals and moving toward greater consistency in definitions regarding classroom or office managed behavior. We have created a draft document which is now in its second rendition that speaks to what you referred to – what goes in and out of the data system, who has access to disciplinary data, etc. We will put forward a recommendation on how to clarify that to staff. It is important to point out that school discipline is only one measure of climate but not the only one.
- What type of tool will be used to measure school climate – is there a valid one out there that could be used? Response: That is being looked at.
- When SEAB explored data collection it learned there is no data on student interactions with SROs. Do you plan to start to collect that? Response: That is not something that came up in task force discussions. It could be included in future task force meetings. We were not aware of that as it is difficult to get student engagement in the summer. We look forward to re-engaging with SEAB on this. The Board Chair noted that data collection in this area is part of the SRO contract so the data will begin to be collected.
- A Board member commented he felt the District needs to move to specifics going forward and he would like to see those specifics in the next iteration: Resource allocation and how administration makes choices around staffing. Looking at policies and procedures, the Student Handbook, etc. and come back with specific recommendations. Specificity around curriculum and instruction – cultural competency, etc.
- What we do not see is restorative practices work – how do you see that work informing the buildings that have grants and how will the work be moved to other buildings? Response: Restorative practices is a presentation within itself. Our initial learning is that SPPS does not have all the answers and that not everything is planned. This leads to the need to have deeper conversations in that work with staff, students and families. We need also to look at relationships between adults across the SPPS system. The Board looks forward to further information on the Restorative Practices effort.
- Disciplinary events and data, referrals, suspensions, dismissals are what we are talking about along with the increase in physical aggression with staff. Was that discussed within task force? What is defined in the Handbook and what is done within schools does not always mesh – did that come up and where did it lead? Response: The discipline data looked at was the number of behavioral incidences documented in the Campus System for 2013, 2014 and 2015. This included elementary, middle and high school. The data showed the number of incidents remained stable with the one exception of increased physical aggression against staff. This led to a discussion on

how these were documented and defined and how they were documented from building to building. Attendance looked at the number of students absent 11 or more days.

- When the community mentions school climate they seem to be talking about violence and fighting within schools. That is the narrative in the community – are students safe in a building with increases in fights and aggression against staff. At some point something needs to move, what's next? Response: Physical aggression, emotional and physical safety may include de-escalation training and crisis intervention training. SPPS needs to build more capacity in trainers and giving staff access to that training.
- Who has access currently? Response: It is offered to school staff but there is a limit on what can be offered due to a lack of trained trainers. SPPS does not have enough trainers to carry out training. We need resources and access to time, financing to pay teachers to get the training, financing to pay trainers. We need to build capacity and resources to get to capacity.
- What about money allocated for restorative practices? Response: That is TBD.
- We need to bring more information on the Climate Task Force to a COB meeting, there is urgency for this. It is important to provide choices, scenarios, best practices. It is important for the community to understand what is being done and what is being done successfully.
- We appreciate what the group is doing, engagement is difficult and needs to be perfected over time. We want to see what plans/discussions on engagement with parents, stakeholders, etc. will be, what will be the focus? Response: That was talked about and we need to go deeper to tap into resources and leaders within the community. We need to have conversations with community leaders and stakeholders. We need time to expand and deepen those conversations and relationships. Though engagement curriculum and instruction in schools has had impact on students, there also needs to be deeper engagement in looking at curriculum and instruction. We need to work on building capacity on things that are working and include the community in those conversations.
- The Board needs a defined timeline on what/when it will hear next. There are impacts around budget considerations as well. Can we have a commitment to have a more fleshed out plan by the December COB meeting? Response: The Superintendent stated he heard the Board and that a presentation would be ready for the December meeting.
- Can the Board get data that is there from the beginning of last year and this year to make a comparison and then can it have data reports on a regular basis? Response: That can be done through partnering with REA..
- The data and recommendations direct the Board toward culture change but we also need to be sure people buy into that change.

B. Pay 17 Levy

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay 17 school levy funds the 2017-18 school year. City and County reflect the calendar year budget starting January 1. Districts receive payments after the May and October tax collections from the County. The Levy can only move down after October 1.

All figures in the report provided are based on Administration's best estimates, using the statutory authorized amounts. MDE provided preliminary Pay 17 levy calculations on September 9. MDE continues to make adjustments to the SPPS numbers through September. Most districts certify their maximum levy.

The CFO went on to describe how property taxes are determined and the major factors impacting property taxes. Factors impacting the levy this year include:

- Changes in St. Paul's tax base - home values continue to improve along with commercial values.

- Apartments also have a big jump - rates are heavily weighted on income production (rent).
- Net tax capacity in St. Paul increased 7.8%.
- Fiscal disparities aid is increasing \$1.57 million
- Change to Tax Increment Financing (TIF)
- Changes to pension contributions or unemployment
- Long term facilities and bonding, pay go, etc.

Other factors are:

- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long-term maintenance, health & safety projects, lease costs.

She then reviewed the timeline for the Pay 17 levy process.

Levy categories for SPPS are:

- Operating – general levies that support school functions, including referendum, integration, operating capital, career/tech, transition, safe schools and abatement adjustments.
- Pension/OPEB/Contractual Obligations
- Facilities -- includes health and safety, deferred maintenance, new construction and abatements.
- Community Service – community education programs, learning readiness, after school, ECFE

The proposed Pay 17 Levy Ceiling is:

Levy Category	Certified Pay 16 Levy	SPPS Estimated Pay 17 Levy Ceiling as of 9/9/16	Difference
Operating	\$47,242,112	\$47,273,634	\$31,522
Pension/OPEB/Contractual	36,133,492	37,574,225	1,440,733
Facilities	54,572,087	59,940,909	5,368,822
Community Service	3,260,938	3,441,945	181,007
Total All Levy Categories	\$141,208,630	\$148,230,714	\$7,022,084
Percent Change			4.97%

The CFO reviewed the estimated annual property tax impact (2016 to 2017 assuming 0% increase in market value and assuming 6.4% increase in market value for homes and 6.7% for commercial), for residential and commercial/industrial.

QUESTIONS/DISCUSSION:

- What has been done in past? In the past Administration has always done initial estimates and advised the Board to set the ceiling at the maximum.
- Changes in pupil counts? What would that mean for District? Response: Some changes are driven by formula for pupil count, allocations for referendum and residential count, operating capital as enrollment changes and if students are lost it does impact the levy. SPPS must provide a three year outlook estimate to the State annually. Finance is conservative in its estimates and usually the estimated numbers come in pretty close to the State's figures.
- The Facilities portion is the largest portion. What are the components of the increase? Response: There are a few components: Health and safety, debt service levy (bond

repayments for which bonds are issued) as schedules fall off and expire and Finance looks at bond refundings to save money for tax payers, that all plays into the debt portion. Long-term maintenance funding – health and safety, equalization formulas, along with adjustments that can come in sometimes years later. LTM Funding also includes abatements, debt access; overall SPPS is trying to build a base for the FMP this year is the beginning stags and that will ramp up over the next few years. SPPS can use capital bonding formulas for construction. Annual maintenance is a different pot of money from building construction and health and safety. All these funds restricted.

- It was noted the FMP net levy change is very small this year but will go to \$30 annually once the plan ramps up.
- Of the \$59 million what is incremental cost for FMP? Response: Part of the purpose behind the FMP was to align all sources of work to create the right academic spaces for students.
- Because this (Facilities) is the largest single component of the increase what is it attributable to? There is some regular maintenance year after year, what has changed and what will happen in the coming years? Response: Staff can get that information by the next Board meeting (The cost of doing business normally and the cost of extra bonding).
- What about other increases? Response: OPEB is an increase that SPPS has no control over. Contractual obligations. Facilities debt, SPPS has a break this year as fiscal disparities is looking better.
- Is there a ceiling on property tax? Response: No, each individual property is a property unto itself and properties will be evaluated in different ways depending on a number of items. SPPS has to live within the confines of its budget and the resources available.
- It was noted the public tends to add County, City and District percentages together to reach their increase. This is NOT correct, the "added up percentages" have no relation to what the tax will be. JPTAC and the County will calculate what the joint impact will be. Staff will get that information to the Board as soon as it is available.
- What would help, as the Board looks at the impact of more ambitious facilities work through the FMP is what would ordinarily have been spent and what the more ambitious numbers are. Something that shows how much the increased work on facilities changes percentages. If SPPS operated as it ordinarily did in the past would SPPS be able to come in at a different figure? Response: Doing an apples to apples comparison will be difficult as SPPS had different pots of money then that are combined now. Every year SPPS issues \$11 million in maintenance bonds. When the district went to pay as you go they no longer are issuing debt for annual maintenance. The \$11 million was not enough to cover the maintenance. SPPS now limits debt to funding for new construction. The end goal for the annual maintenance budget is that it would stay pretty much the same each year and SPPS is working to get to such a consistent number.

MOTION: Mr. Brodrick moved the Board of Education certify the maximum Pay 17 levy ceiling at the 4.97% increase and that they set the Taxation and Budget Hearing for December 6 at 6:00 p.m. at 360 Colborne. The motion was seconded by Ms. Vanderwert.

The motion passed with the following roll call vote:

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

C. Human Resource Transactions

MOTION: Mr. Brodrick moved approval of the Human Resource Transactions for the period August 1, 2016 through August 31, 2016. Ms. Vanderwert seconded the motion.

The motion passed with the following roll call vote:

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

IX. CONSENT AGENDA.

MOTION: Mr. Brodrick moved approval of all items on the Consent Agenda with the exception of Items E5 - SPPS Collaborative Public Engagement Project Proposal and F1 - Bid No. #A209866-A Type III School Transportation which were pulled for separate consideration. The motion was seconded by Ms. Ellis.

The motion passed with the following roll call vote:

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

A. Gifts

BF 30588 Acceptance of Gift from Donald H. Eynck Trust

That the Board of Education authorize the Superintendent (designee) to accept a gift from the Donald H. Eynck Revocable Trust. This gift is to be deposited in the intraschool fund, 19-230-292-000-5096-0000.

B. Grants

BF 30589 Request for Permission to Submit a Grant Application to the 3Mgives Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the 3Mgives Foundation for funds to launch extracurricular engineering programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30590 Request for Permission to Submit a Grant Application to the Larry Fitzgerald First Down Fund on Behalf of Battle Creek Elementary School

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Larry Fitzgerald First Down Fund for funds to purchase digital resources at Battle Creek Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30591 Request for Permission to Submit a Grant Application to the Larry Fitzgerald First Down Fund on Behalf of Central High School

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Larry Fitzgerald First Down Fund for funds to purchase books for literacy in health class

at Central; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30592 Request for Permission to Submit a Grant Application to the Larry Fitzgerald First Down Fund on Behalf of the Office of Career and College Readiness

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Larry Fitzgerald First Down Fund for funds to implement music education software in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30593 Request for Permission to Submit a Grant Application to the Larry Fitzgerald First Down Fund on behalf of Project REACH

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Larry Fitzgerald First Down Fund for funds to purchase books for students experiencing homelessness in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30594 Request for Permission to Submit a Grant Application to the Minnesota Department of Employment and Economic Development's Pathways to Prosperity Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for funds to deliver computer skills certification courses; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30595 Request for Permission to Submit a Grant Application to the Minnesota Department of Employment and Economic Development's Support Services Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for funds to deliver culturally relevant STEM courses to the American Indian Studies program at Harding; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30596 Request for Permission to Accept a Grant from the Women's Foundation of Minnesota

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

C. Contracts

BF 30597 Amendment to Ramsey County Elections Contract

That the Board of Education approve the amendment to the election contract for the period January 1, 2017 through December 31, 2020 (additional term).

D. Agreements

BF 30598 Request Permission to Enter into Agreement with Children's Hospitals and Clinics of MN

That the Board of Education authorize the Superintendent to enter into an agreement with Children's Hospitals and Clinics of MN to access health information for care coordination for students with complex health needs.

E. Administrative Items

BF 30599 Approval of an Employment Agreement with Operative Plasterers Local Union No. 265, to Establish Terms and Conditions of Employment for 2016-19

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Operative Plasterers Local Union No. 265 is the exclusive representative; duration of said Agreement is for the period of June 1, 2016 through May 31, 2019.

BF30600 Proposed Adoption of a Mascot for Crossroads Montessori and Crossroads Science for fall 2016

That the Board of Education authorize the Superintendent (designee) to approve the proposed mascot adoption for Crossroads Montessori and Crossroads Science for Fall 2016.

BF 30601 Monthly Operating Authority

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

(a) General Account	#662893-663738	\$42,022,810.91
	#0002080-0002106	
	#7001869-7001905	
	#0001183-0001219	
(b) Debt Service	-0-	\$6,600,157.37
(c) Construction	-0-	<u>\$3,145,873.69</u>
		\$51,768,841.97

Included in the above disbursements are payrolls in the amount of \$17,294,470.66 and overtime of \$35,859.70 or 0.21% of payroll.

(d) Collateral Changes

Released: None

Additions: None

And, 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 December 31, 2016.

BF 30602. Petition Request for Private Property at 1664 Grand Avenue

That the Board of Education: (1) Consent to French Meadow Bakery and Café's petition/application request for an intoxicating liquor license at 1664 Grand Avenue; and (2) Direct the Board Clerk to sign the petition/application.

BF 30603 Settlement of Insured Claim (K.C.)

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

F. Bids

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 30604 SPPS Collaborative Public Engagement Project Proposal

Director Marchese indicated he had pulled this item so the public could understand this proposal is effort to really engage the community in the most important thing facing the district, the search for a new superintendent. He stated the Board recognizes it must work to repair relationships and this process has the potential for the district to move forward. This is a first step the Board is taking in the process of building toward the future. This is also a way

for the SPPS community to engage in substantive ways. The work needs to be done in a structured way and it is essential to the work of the district moving forward.

This is a very important step and an opportunity for the District to engage the public. It must be authentic engagement so that the public voice is heard on this. This is a pivotal time for the District; it is an opportunity for trust to be built with the public and for the public to understand the process and be advocates for the District.

Another Board member noted the Board needs to be sure there is flexibility within the timeline and that the Board is not driven by a timeframe if there needs to be additional engagement.

MOTION: Mr. Marchese moved the Board of Education authorize the Chair to enter into an agreement with OCDR and DRI to implement the Collaborative Public Engagement Project. Ms. Ellis seconded the motion.

The motion passed with the following roll call vote:

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

BF 30605 Bid No. #A209866-A Type III School Transportation

Director Brodrick indicated he had pulled this to highlight that this is a service provided to most the most needy students in the district. It is a \$2 million expenditure for the year. The Director of Transportation stated Type 3 transport is contracted vans for low incident transport for homeless students (approximately 2,000 kids/year). The year begins with a few vans but by the end of the school year the number of vans has increased substantially. This transportation falls under the McKinney Vento Legislation of 1967.

How many different vendors are used in a given year? Response: Typically 5 type 3 vendors and 4 yellow school bus vendors. SPPS has adopted a number of vendors and rates this year so as Project Reach grows, as one vendor fills up SPPS moves to the next vendor. In total SPPS transports 32,000 kids per day.

Staff noted the companies also provide transport for Parent Academy and other non-school day activities.

MOTION: Mr. Schumacher moved the Board of Education authorizes the Superintendent (designee) establish contracts and to award service based on responses to Bid No. #A-209866-A for Type III School Transportation for Fiscal Years 2016-2018. The motion was seconded by Ms. Ellis.

The motion passed with the following roll call vote:

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

X. OLD BUSINESS

A. Second Reading: Policy 211.02 - Student Voice in District Decisions

Staff noted that this was the second reading for this policy item. Its purpose is to formalize the student advisory committee policy.

The SEAB representatives thanked the Board for approving their recommendations and stated SEAB is in full support of the policy.

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Mr. Brodrick reiterated his interest in the "Innocent Classroom."

B. Items for Future Agendas - Noted in minutes

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

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

- October 25
- November 15
- November 22 - Rescheduled to 11/15
- December 6 - TNT Hearing 6:00 p.m.
- December 13
- 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)

- October 4
- November 1
- November 8 - Rescheduled to 11/1
- December 6
- 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: Mr. Schumacher moved the meeting be adjourned, seconded by Ms. Ellis.

The motion passed with the following roll call vote:

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

The meeting adjourned at 8:42 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