

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
360 Colborne & Online at <https://spps.eduvision.tv/LiveEvents>
360 Colborne Street
Saint Paul, Minnesota 55102

December 14, 2021
6:05 PM

A G E N D A

I.	CALL TO ORDER	
II.	ROLL CALL	
III.	APPROVAL OF THE ORDER OF THE MAIN AGENDA	
IV.	RECOGNITIONS	
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1. Motion to Reschedule the Annual Meeting of the Board of Education on Tuesday, January 4, 2022 to Commence at 6:45 p.m.
- B. Committee of the Board Meetings (4:30 unless otherwise noted)

XIV. **ADJOURNMENT**

#BoldSubject#

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102, and**

**October 18, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

Board of Education: J. Kopp, Y. Carrillo, J. Foster, J. Vue, J. Brodrick
Superintendent Gothard

C. Long, General Counsel

C. Allen joined the meeting a few minutes late.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Foster, and seconded by Director Brodrick , to approve the main order of the agenda. It passed by acclaim.

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Foster and seconded by Director Brodrick that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss the matter of strategy for labor negotiations for all bargaining units, including ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps, as approved by the Minnesota Statutes of 13D.03. It was passed by acclaim.

V. LABOR NEGOTIATIONS STRATEGY

VI. MOTION TO OPEN MEETING

MOTION: It was moved by Director Foster to conduct the remainder of the meeting as an open meeting. The motion was seconded by Director Brodrick. It was passed by acclaim.

VII. ADJOURNMENT

Director Foster moved to adjourn the meeting; Director Carrillo seconded the motion to adjourn the meeting. It was passed by acclaim.

The meeting adjourned at 5:03 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:

Brian Hammer

Interim Board Secretary, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

SPECIAL MEETING OF THE BOARD OF EDUCATION

360 Colborne Street
Saint Paul, MN 55102, and

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

October 25, 2021
4:30 p.m.

MINUTES

I. CALL TO ORDER

Vice Chair Vue called the meeting to order at 4:30 p.m.

II. ROLL CALL

Board of Education: J. Kopp, Y. Carrillo, Z. Ellis, J. Vue, J. Brodrick, C. Allen

J. Foster was not able to attend today's meeting.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Director Vue then moved approval of the main order of the agenda. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes

Motion passed unanimously, 6-0.

IV. PERMIT FOR IN-STREET PEDESTRIAN SIGN PROGRAM

BF#35552

MOTION: Director Vue moved to approve the permit for in-street pedestrian sign program for Safe Routes to School. The motion was seconded by Director Kopp.

The motion was approved by roll call vote:

Director Kopp	Yes
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Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes

Motion passed unanimously, 6-0.

IV. ENVISION SPPS: OUR PLAN FOR WELL-ROUNDED PROGRAMS

And I will turn it over to Superintendent Gothard and staff to lead us through the Envision SPPS updates.

Gothard: Good afternoon everyone. Tonight Chief Turner will lead the presentation and include guests from early learning as well.

Turner: Thank you. Tonight we will provide additional information on questions asked. Area C residents. How to keep buildings vibrant. Early childhood education hubs and more specific information. And Then how community members and others can get accurate information.

Area C: Discussion around who actually lives in Area C. North End and East Side area. It was brought up that there are other schools in the area. 2,490 students in Area C - k-5 grades. Families have access to many schools in the area...list of schools by attendance from Area C (See Slide!)

Keeping Buildings Vibrant Community Assets: Slide
Plans for how to keep SPPS buildings vibrant -- early childhood hubs at L'Etoile Lower and Galtier Community -- immediate plan.

Options to keep buildings vibrant: Highwood Hills & Wellstone - rec centers community use at both schools - joint use agreement with city. Will continue even if education side closes. Also, their own Title Services staff will remain in the building.

What type of things would we look at for options to keep buildings vibrant:

- Early childhood education hub
- Service and student support center
- College career centers
- Summer school hub site
- 12-hour day model school community center
- New magnet option to fill students interest gap, e.g., social justice, service learning, other TBD (Cruz Guzman)

Will need to have space for online staff.

We will continue to do analysis on buildings through Feb 2022...facilities team will do analysis with external focus -- public use? Will see. Then from March thru May to work with stakeholders once analysis completes in February 2022. Then in summer 2022 bring back to the Board to discuss what we found. Then summer/fall 2022 to start implementation, depending on the plan. May take longer to repurpose, some may be possible in fall 2022.

Use Wellstone as model: Keeping Rice Street Vibrant

2021, 2022, 2023, 2024, and 2025....phases/schedule of work -- mechanical systems. We do know that a number of construction projects are scheduled and it may be possible to move the school program to another school building to save time and money during construction, and perhaps better for students. This is not a plan for Wellstone, but a possibility. The Board has not made any decisions yet, but this is a possible outcome.

Questions are welcome re Area C & Timeline, as presented.

Director Vue: Questions?

Questions and comments raised by the Board of Education included:

Questions regarding Highwood Hills Recreation Center:

- Director Allen requested for more information about the recreation center at Highwood Hills, including the length of current lease and what would happen once the lease ended.
- Chief Turner noted the lease would be in effect through 2025 and it could be renewed by the City of St. Paul at that time.
- Director Ellis asked how Highwood Hills came to be the home of a city managed recreation center.
- Chief Turner stated that district buildings were for public use and anyone could lease or permit district space. It's two smaller rooms and we give access to the gym. Chief Turner continued by noting that SPPS made an agreement with community and the City to maintain community access to that space that is now leased as a rec center staffed by the city, but SPPS provides custodial support. There are other examples of this type of relationship with the City in other schools for enrichment and extracurriculars.
- Director Ellis: What would continue?
- Chief Turner reiterated that access to gym and rec center space through 2025 and they can decide whether or not to renew the lease at that time. She added that the City could also lease other aspects of Highwood Hills too, if desired, such as the library or cafeteria.

Questions and Comments related to Cruz-Guzman Case:

- Director Allen requested a presentation from lawyers about the Cruz-Guzman case based on what is known now and possible implications for the district. Director Brodrick and Director Carrillo supported that request and raised concerns about the possible implications of that case for the Envision SPPS vote, and its outcomes, on November 16th.
- General Counsel Long noted that right now Cruz-Guzman was in the trial preparation phase, with a trial date in fall 2022. As to merits or strategies, attorneys hesitate to say much publicly now.
- Director Allen added that it makes it hard to make decisions based on so little information. This came up in more than one situation, but I don't want to make decisions based on what we don't know. Director Allen requested a presentation to understand stipulations of the case.
- Superintendent Gothard stated his agreement and that he had been working on this since 2015, but the timing is out of the district's control. He added that as soon as there is any information that the Board needs to know, including updates, those would be made available to the Board.
- Director Carrillo asked if a presentation could be made on hypotheticals, an analysis on possible implications of this case for enrollment and in other aspects.
- General Counsel Long mentioned that as the district is not a party to Cruz-Guzman, information is not available to SPPS.
- Director Brodrick said the Cruz-Guzman decision could impact our district and potentially could make it necessary to backtrack on our Envision SPPS decisions next month. He said that SPPS

was looking at a potential decision that could force us to change our decisions we're trying to make this fall/winter. He said he understands we're limited in what we could predict in terms of case outcomes, but both directors have asked, are we going upstream in terms of making decisions that we would have to change. He requested responses from Superintendent Gothard and General Counsel Long.

- Superintendent Gothard asked the Board to keep in mind that: 1. 10% of the student body would be impacted by the Envision SPPS plan; 2. By demographics, the impact matches students SPPS demographics; 3. Whatever the Cruz-Guzman decision, it could impact everything we do and it has the potential to impact schools impacted by Envision, but we would need to take action at that time. However, in terms of Envision SPPS, this plan is impacting only 10% of SPPS students.
- Chief Turner contributed that whatever Cruz-Guzman decision, it will impact the region of schools, including Minneapolis and suburbs and will likely be inclusive of all those parties. With empty buildings, we would have flexibility to respond to case outcomes -- to identify a physical site to create a new magnet school and relate to other districts involved. She stated that the intent of school plans was to be ready for possible outcomes.
- Director Kopp noted that Envision SPPS begins in fall 2022 and asked when the anticipated outcomes of the Cruz-Guzman case could be. She added that she appreciated the questions, but the implications of Cruz-Guzman would go far beyond what we're talking about here now.
- Brodrick asked General Counsel Long to guess as to the timeline for the case/outcomes.
- General Counsel Long said anything would be a guess as there's no way to know or predict.
- Director Brodrick reiterated that having this discussion was an important one to have at this time.
- Director Ellis then asked whether criteria for magnet school had changed.
- Chief Turner noted that criteria had not changed and that Cruz-Guzman case outcomes could result in requiring an intentionally diverse magnet school that covers a large transportation area with a unique focus or program delivery. She added that we don't know the case outcomes, but similar case outcomes are often magnet school related.
- Ellis asked whether the district would be looking at a new magnet without Cruz-Guzman?
- Chief Turner noted not unless we were taking out other schools. We have 8,000 excess seats. Important to keep in mind that the Cruz-Guzman outcome would impact more than St Paul--give access to suburban kids and other areas of the region to incorporate enough students. I don't know if any of those buildings would be the most appropriate...in the event that Cruz-Guzman lawsuit determined a building was required, we would be ready (potentially), but it's too soon to say that such a school would be required. It could be that suburbs need to create such a school with access for St Paul students.
- Director Ellis requested the number of magnet schools impacted by the Envision SPPS plan.
- Chief Turner said Jackson, Parkway, Cherokee and Obama were regional magnets.
- Director then requested the number of Title I schools impacted.
- Chief Collins clarified that Cherokee qualifies as Title I but it was not an expanded transportation program. They are only within Area D.
- Chief Turner asked to return to the Title I question after the early childhood presentation.
- Director Vue asked for more information about the placement process for families that do not choose to move from John A. Johnson school to Vento.
- Chief Turner noted that student placement will give a John A. Johnson family a particular lottery code for a merged school and that family would receive merged school priority. If, for example, they applied to Music 3rd Grade, the student would get in before other students who are applying for St Paul Music 3rd grade. Placement in school prioritizes current students, then siblings, and then displaced students thru Envision SPPS. By taking action in November, SPPS will be able to

notify families and work with them to get their request cards in on time and thus plan for sections in a particular grade. If we have time, we can help to accommodate requests like this.

- Director Vue asked a follow-up question: What if St Paul Music is full, then what?
- Chief Turner emphasized the importance of including a 2nd choice school.
- Director Vue then asked for more information about the placement in special education programs.
- Chief Turner noted students in specialized programs will receive a special call, almost like case management, to reach out to those families about the implications of the decision and will help them find a new program.
- Director Vue wondered what happens if they choose schools that fold or are full.
- Chief Turner said they would go on a waiting list and continue to receive priority on the waiting list.
- Director Vue: Thank you.
- Director Kopp added that for families choosing new programs, she encouraged in-person outreach to families, on school sites where families are, in a space that's comfortable, and not on websites or forms. Director Kopp strongly encouraged that to be included as part of the district's process.
- Chief Turner said the district would take that into account.
- Director Brodrick asked Chief Turner to clarify what she meant in a quote from a Pioneer Press article in the previous day's newspaper.
- Chief Turner responded by noting that what she believed she said was that as we were developing Envision SPPS, we used 8 criteria to make a plan to present to the board that we said it would be based on data. Our plan, based on input and work of workgroups, seeks to make the best decision for the overall district based on data. It is also our plan, approved by this board, to seek community input through a public participation model approved by the board. As an administration we felt we needed to do that work, and if my statement was not perceived that way, there will be a time for feedback and involvement.
- Director Brodrick said that begs the question then how would you define the tasks of this board until Nov 16 in terms of gathering information tonight and from the community; we will be listening intently to community and communities. What would you say our role is right now in terms of analyzing this plan?
- Chief Turner noted the administration had been clear from the beginning that this decision would be based on data. We have been responsive to your questions. To get clarity, the team stands ready to answer additional questions. It is a very tough decision; it's never easy to make a decision to close schools. This admin offers recommendations aligned with the strategic plan - SPPS Achieves -- to align school programs with its facilities. Envision SPPS is linked to this Board's previous decisions. We come with years of experience with years of historical data, building analysis, with best recommendations that we could put forward.
- Director Brodrick stated he thought Chief Turner was suggesting that we as a Board should be prepared to vote for the entire package. He said that his trouble was that between now and November 16, the Board will have heard from community that they are absolutely opposed to certain elements of this package. Does that mean that we have already agreed that we support this package despite what the community feels?
- Chief Turner noted that one way to start would be to ask yourselves individually and as a Board, if all SPPS students deserve a well-rounded education. Chief Turner added that we have put together what we believe is a funding model and an entire package that is integrated and interrelated and interconnected. That's why this is based on years of data and analysis.
- Chief Baker added that regarding what the board should be doing at this time, we are not saying that the Board should not get perspectives from the community. Ultimately, the requests will be to keep the programs as they are, which is quite different from the recommendations before you. If

the Board were to do nothing or if the board did only a little, there were ramifications that this district and administration, and the Board, would have to deal with that too. In addition to excess seats, we will be back before you but in a different manner.

- Director Brodrick stated that he was still anguishing over this decision as you can tell in my voice. I'm still confused after listening to you, but I will turn to my other board members for their questions.
- Superintendent Gothard stated that if we were to conduct this meeting in a way that would allow the Board to mix and match plans, decisions, it would start the process over again. New outreach, new conversations. That could also involve Board recommendations other than what has been presented.
- Director Brodrick said he would take some advice from Director Vue and allow the process to work.
- Director Allen requested two points of information: 1. Allocation and revenue for each school impacted; 2. Demographics of schools.
- Superintendent Gothard asked Director Allen to clarify the request with regard to revenue.
- Director Allen the request for revenue related to general education, Title I based on April numbers for the past four years for all buildings.
- Director Vue then sought clarification about the timeline presented on Slide 9 for refurbishing sites: Do we need to do building analysis again; wasn't this already done?
- Chief Turner noted her request of the team to do a quick analysis of buildings that would need to welcome partners -- including external partners -- some may be better for external partnerships...near bus lines, air conditioning, accessible for adults versus elementary ages. This constituted a different type of analysis than what has already been done.
- Director Vue noted that March-May 2022 Stakeholder Engagement with site utilization facts.
- Turner said Director Vue was right that March-May 2022 would be the initial feedback period. Engagement has been ongoing for about 2 years with regard to early childhood, but regarding Vento those two months will not be enough. It depends on the school and the scenario.
- Director Vue asked whether any of the summer 2022 updates on findings would come to the Board for implementation?
- Chief Turner said that if any had policy implications, then the Board may need to act. But Board action may not be needed if only updates are required.
- Director Vue asked whether all mergers and openings would be completed within the timeline given that he's not sure how much John A. Johnson and Vento merger engagement has been done to date.
- Chief Turner clarified that timeline was for physically vacated buildings. For repurposed buildings, etc, community would have from November 17, 2021 until September 2022 to engage in planning and creating a new vision for their new merged school. Community/families/parents will help develop those plans, plans will be brought to the Board as updates (or possibly for Board action). If we needed to provide more information regarding actually merged programs and their timeframe, we were planning to do that two Mondays from now.
- Director Kopp emphasized that she was hearing from community requests for more information about what kind of transition supports would be provided. Some clarity about what to expect and what's possible would be appreciated. Providing a list of possible resources they could choose from the start would be very helpful to paint that picture for community. As people are digesting this, we need to think about how we're moving into that next phase, when there's already hurt. We are not going to leave schools behind. Some specificity would be appreciated.

Chair Foster adjourned the meeting at 5:54 p.m. for a 10 minute break.

Chair Foster reconvened the meeting at 6:04 p.m.

Chief Turner turned the floor over to presenters of the Early Childhood Hub component of Envision SPPS.

Presenters:

Dr. Lori Erickson, Assistant Director, Office of Early Learning

Dr. Monica Potter, ECFE Supervisor, Community Education, SPPS

Brenda Natala, Special Education Supervisor, SPPS

Dr. Erickson: Envision Workgroup Findings...Leaders at this table represent families' very first entry to the district. The start of the relationship with SPPS. The work of ensuring long-term outcomes and ensuring kindergarten readiness. One workgroup member compared us to a relay race -- passing the baton to one other between our departments in support of our families.

It dawned on us that some of us may not yet have been introduced to the newest board members.

Dr. Monica Potter: Supervisor of early childhood education (ECFE) -- a parent education program where two generations come together for a learning experience. It goes up to kindergarten....ECFE -- 60 years ago SPPS was a pilot program...we serve about 1,200 families per year and do home visits with families. ECFE - parents and newborns join us on to toddlers...and 'practice for Pre-K' and then pass the baton on to pre-K to further their growth and development until they enter kindergarten. This also includes family literacy programs and basic adult education. We have Somali, Spanish, Hmong and Karen, LGBTQ classes, and more programs for special support for our families.

Brenda Vatala -- Early childhood special education - nested with wellness and early childhood screening. We are everywhere the children are. We go into private and public...strong collaboration with preK classrooms and 18 classrooms - specialized classrooms -- full day for 4 yrs old and ½ day for 3 and 4 yr old.

Dr. Erickson: 32 elementary schools -- 59 full-day early childhood classrooms -- 472 waitlist now...Community engagement opportunities, "Starting Transitions Early to Promote Success"...The early childhood work group was approached by...

We were tasked our workgroup -- see Slide purpose statement...Workgroup: We have leaders from Head Start, Department of Education, board members from family and early education. It is all about keeping children and families at the center....will present those findings in our presentation. Of rapidly growing programs...

Our work started last winter -- 4 meetings -- poking holes into our structure...who are you, how do you function, etc.

FINDINGS:

1. History
2. Identity
3. Needs,
4. Etc.

History/Evolution of our programs

Dr. Potter: Our history has been a lot of movement -- ECFE has moved locations 27 times in 20 years. We're bumped out to another spot if anything changes in a school. We're constantly moving,...doesn't provide stability to children and families...

Vatalla: I started my career 33 yrs ago....early intervention started in MN schools then...1988-1989. We've been around for a while, and St Paul made a commitment at that time...in Rondo center and Wheelock Center...but all special education students and no opportunity for inclusion. About 2013, when the decision was made to break apart special ed only sites (secluded students) and moved to schools...no longer secluded...We have collaborated with ECFE and Head Start now. We don't have enough 3 yr old programming...Our enrollment has grown each year...this Envision process allows us to have a sustainable space where families know they can get their services...It's been a confusing process for families to navigate to date, so I'm thrilled that the Envision process helps us address these challenges.

Erickson: Pre-kindergarten program started only in 2005, while the district is 150 yrs old. 10 classrooms in 2005. In 2012: we officially became the Office of Early Learning started...Gov Mark Dayton understood early childhood...\$1 invested, \$4 return on early childhood education. Dr. Gothard we were at the capital...accepted nearly \$2M in voluntary preK funding...

PreK at Rondo, pushed out early childhood education at Rondo....we made it work, in same building, but it was confusing...This is all about transitions...that warm hand-off that Director Kopp was talking about...The HUB model is the one stop shop of the Envision SPPS plan...Envision a family walking in -- community resources, programming, facilities designed for early learners -- ECFE, ECSE, PreK, Early Childhood Screening...We have lived it and seen our neighboring districts do it...It's time for early learning leaders across the state....presenters last week, including Sen Tina Smith - paid family leave, universal preK, etc. Then a UofMN brain researcher...on what has been happening during Covid -- statewide 15% drop in early childhood services taken despite the need persisting...26% drop in early childhood screening...

Need seamless transition...I invite the board to invite children and families in...Brodrick has asked why families are leaving...this is a critical step...

Slide: Early Childhood Work Group Findings....map of St Paul census block group...color coded...Red & orange = high density of 4 yr olds.

4,000 4 yr olds in St Paul now -- partnerships are critical -- see SLIDE...Mismatch -- childcare deserts in the district...equity...Envision a family in that desert...have all services on site...will fall in love with what we do...multi-generational services from the beginning...

We envision community partners - medical, dental, etc. Collaboration...Winona example - Winona State collaboration - with licensure options...just need the avenue to earn the license...putting into action...we can do this, this can happen in fall 2022.

With that said, pre-Covid, did field trip excursions to neighboring districts that have similar hub programs/settings...

Dr. Potter: I came from a district with an early education center -- vertically and horizontally aligned. Really strong in early childhood in policies and procedures. From the staff's viewpoints, very strong -- we were together and knew each other. Parents were welcomed and supported and met each other. Reading

spaces in waiting rooms. Special classes. Community spaces. Cooking classes. Family choir. So many interesting community activities for families on this journey.

Vatalla: Many surrounding districts have early childhood and what's distinctive is that the hubs are right-sized for kids....playgrounds that's safe, right-sized, fenced, sensory spaces, and adaptive equipment available. A team environment.

Inviting, pretty place to be...centered. Synergy to have a hub...wonderful opportunity.

Dr. Erickson: We went to an inner-ring suburb within which we compete...seamless parking, drop-off, families were gathered with one another, children gathered with one another...joyful! We will see the payoff of that. Offer the board a vision of what can happen in the early childhood landscape. Universal PreK is not an if but a when. Build Back Better plans..Oct 31..we need to be ready to welcome 3 and 4 yr old children and their families. Data supports us that numbers are growing...etc. You've been asking for a picture of what this could look like...Two schools have been envisioned: Galtier. Rondo programs will move to Galtier...close collaboration with health programs that will also move. Obama: 2 pre-K classes would move to Galtier too.

We have strong partners near Galtier. Could Galtier be a learning lab and partner with Head Start to provide professional development at Galtier.

LNFI - Lower Building -- in the desert on the map. LNFI Lower Building is a right-sized for 3 yr old programming...perhaps this is an opportunity to lokat Wheelock -- 0-3 component - and then LNFI 4 yr old and head start. Then on to community kindergarten. Next step is community and family input.

NEXT STEPS: Early Childhood -- start in fall 2022, in partnership with community feedback...

Questions:

Carrillo: Thank you for the presentation that helps us see a vision for the programming on these sites. How many pre-K classrooms are expected at these schools.

Erickson: I'm hesitant to answer b4 Build Back Better Plan is approved...

Carrillo: Understanding of how enrollment flows from pre-K to kindergarten. If we have a hub that feeds community schools, could we lose students? Or could we automate enrollment to capture those kids?

Erickson: Pre-Covid -- 99% of Rondo students went on to their community school....thru intentional guidance.

Turner: Families receive notification that they receive an automatic seat at tier community school.

Carrillo: Immersion language student programming?

Erickson: Based on findings, we recommend immersion programs retain their preK programming due to that specific language learning need....LNFI for example. Could change if enrollment grew.

Allen: Impressive slide with # of 4 yr olds....but concerned about declining birth rates...who would miss these opportunities...

Erickson: This is a point in time data....We are presenting to you an enrollment strategy...if we do this right they are going to stay with us.

- Director Kopp contributed that it made her happy to hear the early learning presentation and mentioned that the Office of Early Learning works with childcare providers not affiliated with SPPS, so they are ready to benefit and enter SPPS schools. She said she loves this idea of making things easier for families and getting young people assessed so small or large challenges can be addressed quickly before they enter the school setting. This screening, combined with dental, medical, city/county resources, help families be strong and successful. She then asked what opportunities there were in a hub to explore some different models of early learning engagement.
- Dr. Potter: Yes, we can have a range of exciting programs to bring families in and those dreams can be accomplished. Together we can spread the word easier. She said hubs give SPPS more opportunities to meet diverse needs. SPPS must look at what families need and want and how SPPS can create something different to meet those needs. One way to do that is to organize an ice cream social to discuss a menu of opportunities to discuss and add to.
- Director Kopp added that if SPPS has families that feel welcomed and they have a say in their education it builds confidence in the system as a whole. She said she loved the description of how SPPS guides students to the next educational phase. Reflective, non-static spaces to meet family needs, joyful gathering in community, which we need more of. It's a beautiful vision.
- Director Ellis then asked about the impact on our Montessori program.
- Director Erickson said the workgroup recommended Montessori stay with Montessori just like immersion would.
- **Ellis:**
- Superintendent Gothard noted that one of his very first meetings when I arrived at SPPS was about early childhood education. He added that this is a strong plan for that now and that there is an engaged and committed group to expand opportunities in the future to ensure families do not slip through the cracks. What can we do as a kindergarten retention strategy -- bus trips around the city to the schools -- we do that now -- to share with the district experiential learning opportunities with our families.
- **Ellis: What's the difference between**
- Erickson: St Paul All Ready for K (SPARK) -- Start with 4 year olds then moves on down to 3. The Build Back Better Plan includes both 3s and 4s, and an infant to toddler programming is also included that's looking at sharing the baton of early learning.
- Gothard: 59 preK classrooms right now...we are going to need space and coordination of partners with community...workforce shortages and perhaps create our own certification programs...
- Ellis: 472 students on waitlist...how much does that shift throughout the year.
- Erickson: That number is always in flux...When families apply and area accepted in May...families don't always show up in September. It does fluctuate throughout the year.
- Ellis: You mentioned the Rondo program would potentially move to Galtier...etc. Could you please mention what the Learning Lab is...? Is it an opportunity for licensure?
- Erickson: Yes, give access to licensure. Only one university offers that licensure in the state of MN now..
- Ellis: What would happen if moved from Rondo...hope it would stay, but what would happen to the Rondo building...
- Erickson: It was always intended to have Rondo as the first early childhood locale.
- Brodrick: Do we have data regarding the retention rate of those kids in SPPS?
- Erickson: YEs, we do. % of children that stayed within the district and within that site. 70% or so remained in SPPS.

- Brodrick: Do we have data why certain families stay with SPPS and some do not? Are families on the waiting list who don't get off if we lose them then? I'm looking for why we lose kids at any level in SPPS and why in particular between early childhood and kindergarten. I think we're the best in town...
- Erickson I agree with you...We noticed a full-day PreK had high demand compared to ½ day...Data showed full day PreK had stronger achievement and were more likely to stay...When we made the move to preK...At one point we were the only PreK in town, but with explosion of funding that has happened everywhere. We do offer a summer program that draws on waitlist...to address waitlist. We partner with Head Start....
- Brodrick: In 2000, I worked on a referendum. As an old 12 grade social studies teacher, I understood the importance of the ECFE community esp parents on board as SPPS supporters. We would not have won the 2000 referendum or the ensuing 4 referenda. It made us understand that there's a connection between early childhood and later achievement of students, and a connection with enrollment. Would any one of your three like to talk about how hubs can contribute to overcoming enrollment challenges? What role can ECFE play in enrollment?
- Dr. Potter: When I envision early childhood hubs -- nurturing, caring for families -- parents and children. ECFE, ECSE both. Community of learners. We hold you tight from infant to toddler to learner years...to support parents to have screening, find resources, food, etc -- strong relationships together.
- Erickson: Using data from map -- childcare desert. There's an equity issue here...the synergy is an enrollment strategy...ECFE to Kindergarten...Must engage with families right away...to push for family support.
- Supervisor Natala: We're really good at providing services in community... Hub provides natural, inviting, welcoming space for families. We need to change the narrative about SPPS schools that families aren't considering SPPS for their kids.
- Director Erickson: Rondo site...welcoming, wonderful experience for families.
- Dr. Potter: That point you just made about the parents...do we engage high school parents or do we start at the beginning...
- Director Vue: Slide 18 question -- communities of color are areas of opportunity here -- in what ways are we supporting families who speak other languages...this is where the opportunity is at.
- Dr. Potter: We have a sort of hub at Wheelock now. We have 7 Karen classes now...supporting parents. We find family literacy program that parents wanted more than one day, so now we have two days...maybe in future we have 3 days. Some of our locations are on the East/NE side of the city...We have hubs and satellites as schools for all diverse needs.
- Supervisor Natala: At ECFE, we have interpreters to accompany us on home visits and some staff who speak those languages. We have a Karen family support group. I agree it's a tremendous opportunity here...to have an identified space is empowering for those families.
- Director Vue: When I was first going thru ECFE, I really didn't understand how important it was for my kids...For me I thought about my people's understanding of what's best for our children...we need to think about the quality and who we're serving...lets that opportunity grow for all families and their needs.

Chief Turner: Thank you to this team...leaders of the early childhood workgroup. Would like to close out...I did want to share, and provide you an answer to your question around Title 1: 3 sites do not receive Title 1 services - LNFI lower; JJ Hill, Capitol Hill, Highland Senior High School. Other sites are all Title 1 sites -- merger or close or whatever impact. And I wanted to verify there were some initial sites -- for next time...As we look at engagement sites and work with the public, we wanted to be able to reiterate...their format...

Tomorrow night: Public Information Sessions -- community understands what's being recommended. See Slide re detail. Similar to safely return to school -- Oct 26 & Nov 8: 6-7:30pm
 Bi-lingual -- similar format..Watch Eduvision, and use chat features on this platform...Qs answered in real time...moderated discussion...

- Director Brodrick: I'm anticipating..as I look at the format...it's very reminiscent of the wonderful fireside chats Dr. Gothard had during the pandemic...Anticipating there will be people who won't have the chance to ask their questions...
- Chief Turner: Yes, if we run out of time...questions may be submitted to envision email addresses...actively monitored and responded to...within 48 hours. If very specific questions, then we may respond offline...goal is to respond to as many questions as possible.
- Director Brodrick: Board members will watch.
- Chief Turner: Yes, it meant to Q&A with administration....
- Director Brodrick: Would be listening and put on mute to listen and watch...
- Chief Turner: Yes, please listen...
- Director Brodrick: Does not violate any meeting...
- General Counsel Long: Even on virtual, there's a potential open meeting law issue...potential of a quorum...to be considered.
- Director Brodrick: I'm very anxious to be able to see and hear in real time as much as possible.
- Superintendent Gothard: Tomorrow night is an administrative meeting watching just as observers...
- Director Brodrick: So we would be observers...
- General Counsel Long: We'll have to review that...to see about the technical open meeting requirements...
- Director Brodrick: I think the public expects us to be there live...Any idea how well attended it will be...?
- Chief Turner: Clarify, you're earlier question -- only speakers are the panelists...Asst Superintendents...Public will use chat feature...viewing audience will not be heard. We do plan to look at analytics...Anticipate good attendance given previous experience.
- Director Brodrick: Thank you, Turner, Long, Gothard...for explaining how this will work tomorrow.
- Director Ellis: What's capacity -- 1,500 or more is that possible for this call? Is there a limit?
- Superintendent Gothard: Don't know if this team has those specific numbers on hand, but last year when we had those virtual meetings we were able to handle those in which there was much broader impact and interest.
- Director Ellis: I'm just worried if we have technical difficulties....will it be rescheduled.
- Chief Turner: There is no limit...if there's a tech difficulty....team members will be online and watching for issues to fix something...etc.
- Director Ellis: Hmong, Karen, Somali, and Spanish info sessions -- are they for individual schools, or are they for all schools?
- Chief Turner: Both/and...general meetings and school-based meetings are planned. On Nov 1, Hmong meetings will be 100% in Hmong. Questions typed in Hmong and interpreted in Hmong...and then answers provided in Hmong...to better serve community needs. More respectful of families.
- Director Ellis: Have we had meetings with all school communities that are possibly impacted?
- Chief Turner: Not yet. Those meetings are on-going and will continue thru Nov 10th -- meetings are happening every night - Monday thru Thursday -- working with principals.
- Director Ellis: When will board members get information about those meetings?
- Director Carrillo: Concerns re engagement -- when we started this process we were presented with the procedure engagement process...engagement...we need to think about how the picture

has changed...Closing a school (Wellstone)...engagement process has highlighted shortcomings:
1. Conversations before announcement with some -- what meetings, what minutes, what conversations and what agreement were made with parties -- West Side, Hmong Immersion, French Immersion...Brought up in previous board meeting -- 1st Spanish community meeting held during public comment period on 10/19....when meetings are co-scheduled it interferes with our work as board members....we are repeating same mistakes of the past...not building trust or buy-in for people for the overall plan...I hope we can use these meetings to change our strategy...That's my big concern.

- Director Brodrick: I would like someone to respond to Director Carrillo's concerns.

Chief Turner: I would like to continue to provide an introduction to the engagement sessions...

Oct 28: Listening Session

Nov 11: Public Hearing - based on conversation last week...noticed as an official public hearing...inviting parents and community members to speak up to 3 minutes per comment.

Encourage the public to speak and then view the remainder of meeting online to allow space for speakers. And support social distancing...Will continue until all comments have been heard....As board hears feedback and concerns...and keep the data in mind...

Encourage that as we meet with community on Thursday, in order, and follow expectations that are safe and respectful. Team will be making sure...discouraging loud exhortations, running, movement...We ask the Board to support a respectful process so all can hear.

Could be a topic that comes up that represents misreading of the data or something new...We know questions could come up...This is not a back-and-forth meeting, but a time to listen and reflect on comments. For the sake of equity, ask you not respond to anyone to show respect and engagement with all. Those will also be livestreamed.

Lastly, thank Asst Superintendents about making all these meetings happen...Oct 20 to Nov 10...Key questions guiding transition...specific support needed & what needs to be conducted, planned or facilitated to help with the potential transition. See SLIDE - Information Meetings with Affected Schools. All meetings are being recorded...updates provided at Monday meetings.

Lastly, 3 more work sessions, including November 8th when there is very limited time as there is a 6pm Public Information Session that night too.

The BOE vote is scheduled on Nov 16th.

After Nov 16th -- then traditional engagement will take place...and there's more room for autonomy and timeline develops...parent teams...

- Director Carrillo noted there was a parent on 10/19 who required an interpreter, which shortened the time available to them to speak and asked if in the future commenters could be given more time to speak with an interpreter.
- Chief Turner said there is communication between Dana Abrams and the board secretary, so time is closely monitored. The intention is to be very respectful of that and speakers will be grouped by interpreters.

- Director Brodrick addressed his to General Counsel Long regarding the 10/28 listening session and 11/11 public hearing because there's uncertainty about the need for a public hearing for temporary closing of school buildings Director Brodrick asked what makes it a temporary closing if no definitive option for the school is identified -- is that still temporary? Will we need a public hearing even for a school that we are temporarily closing?
- General Counsel Long: Yes, you are correct. We are going to interpret that statute 123b.51 as broadly as possible as we cannot say definitively what the plans are for all buildings. Nothing precludes a hearing for temporary closings.
- Director Brodrick said people will be wondering what will happen with a building and whether we were honest with the public when we said it was a temporary closing.
- General Counsel Long responded by saying that's why we are interpreting the statute as broadly as possible for all of the buildings affected.
- Director Brodrick added that this public hearing will satisfy our legal requirements, yet people may be concerned about our actual plan. My concern really always is transparency and trust.
- Director Kopp commented regarding the three weeks given to engage compassionately when speaking in technical terms may not be heard as caring words to the public. Director asked that we be compassionate listeners.
- Director Vue then asked about listening sessions and whether as many speakers we have is how long the meetings would run.
- Chief Turner: Yes, the listening sessions will run until the last speakers provides their comments.
- Director Vue noted encouraging the board to continue to take walk-ins.
- Chief Turner those providing public comment can sign-up during the meetings or at any time to hear their concerns. There will be some flexibility and nuance to the process....
- Director Vue asked whether the Public Information Sessions have a hard stop at 7:30pm.
- Chief Turner: Yes, though meeting facilitators will try to extend the time to answer all questions.
- Director Vue then sought clarifications whether the same held for language sessions too
- Chief Turner: Yes.
- Director Vue asked whether the Board would get reports from the meetings at affected schools.
- Chief Turner: Yes. She noted that there are questions about budgets and other matters and they would bring back information about exit surveys. The goal is to allow families to be heard and to respond to them appropriately.
- Director Vue then sought clarification on the difference between a listening session and public hearing.
- General Counsel Long noted that the format would essentially be the same and that under MN statute there's a requirement to hold a formal public hearing that's noticed in the legal newspaper for two weeks prior to that meeting and that public hearing must be held before action is taken by the board.
- Director Vue emphasized that on November 16th he would appreciate a comprehensive analysis or presentation of these engagements before the vote.
- Director Brodrick echoed Director Vue's request and added that he'd like to have it the weekend prior to the vote. He added that Dr. Gothard's fireside chats during those trying times of the pandemic were deeply informative and reassuring; he said he came away feeling better after hearing them due to their honest, straightforward manner. He said he'd like to leave this meeting tonight with a similar feeling. I'd like to call on Vice Chair Vue and Supt Gothard to make some remarks that will make us feel confident that these next steps in the process will help us get to a good place on November 16th.
- Director Vue offered that the engagements were designed for the public because the Board wanted to hear your thoughts. He added that the Board wants you to pick apart the rationale for

this plan so we can make it better; gathering all that information will make a better informed decision on November 16th.

- Superintendent Gothard noted that he'd learned there isn't a building that isn't caring and welcoming to students so this is hard. Through the strategic plan, the administration and the Board had made a commitment to the community to deliver. He said he understands what a school means to a community. He can empathize, from personal experience. With fireside chats, there was a sense that things would get better, but for Envision SPPS there's a way to go to understand what comes next or what the future holds. The administration set parameters of not more than 10% of students would be directly impacted by the plan and long-term we're not going to be able to count on new aid. We need to plan for the long-term. We talked about this early on that recommendations may be really hard and he emphasized that it was his charge to bring recommendations to the Board so that we can provide resources in a different way.
- Director Brodrick: Thank you.

V. ADJOURNMENT

Vice Chair Vue provided a reminder of upcoming meeting dates and times, and that the Envision SPPS meeting calendar is also available on the Envision SPPS website: <https://spps.org/envision>.

The district encourages members of the SPPS community to attend any of these meetings to learn more about Envision SPPS and get their questions answered. Feedback and questions can also be sent to envision@spps.org.

The community is encouraged to learn more about all of the proposed changes, timelines, and why these recommendations are being made at spps.org/envision.

Public Information Sessions include virtual presentations with live Q&A with district leaders during which time questions will be submitted in real time through the chat function:

Public Information Sessions are scheduled as follows:

- Tuesday, October 26, 6 p.m. (English)
- Monday, November 1, 10 a.m. (Somali)
- Monday, November 1, 6 p.m. (Hmong)
- Wednesday, November 3, 6 p.m. (Spanish)
- Thursday, November 4, 6 p.m. (Karen)
- Friday, November 5, 5 p.m. (Somali)
- Monday, November 8, 6 p.m. (English)

Board of Education Listening Session

Date: Thursday, October 28, 5:30 p.m.

Location: 360 Colborne Street

The Listening Sessions are in-person public comment sessions with livestream.

To provide public comments, please sign-up online via the Board of Education website's public comment form at spps.org/boe -- see the public comment tab -- OR upon arrival.

Time-limited comments from all community members are welcomed. Interpreters will be on site.

Board of Education Public Hearing and Special Meeting'

Date: Thursday, November 11, 2021 at 5:30 p.m.

Location: 360 Colborne Street

To provide public comments during the public hearing on November 11th, please sign-up online via the Board of Education website's public comment form at spps.org/boe -- see the public comment tab -- *OR* upon arrival.

Time-limited comments from all community members are welcomed. Interpreters will be on site.

Board of Education Meetings - 360 Colborne Street (in-person)

- Monday, November 1, 4:30 p.m. Special closed meeting to discuss labor negotiations, followed at 5:30 p.m. by a special Envision SPPS session held in-person with livestream.
- Tuesday, November 9, 4:30 p.m. (Committee of the Board meeting held in-person only)
- Monday, November 15, 4:30 p.m. Special closed meeting to discuss labor negotiations, followed at 5:30 p.m. by a special Envision SPPS session held in-person with livestream.
- Tuesday, November 16, 5:30 p.m. (regular meeting held in-person with livestream and public comment)*

Vice Chair Vue then motioned to adjourn the meeting. Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes

 Motion passed unanimously, 6-0.

The motion was approved with a 6-0 vote.

The meeting adjourned at 8:27 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:

Brian Hammer

Secretary to the Board (Interim), St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

SPECIAL MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102**

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

**November 15, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

Vice Chair Vue called the meeting to order at 4:32 p.m.

II. ROLL CALL

Board of Education: J. Brodrick, C. Allen, J. Kopp, Y. Carrillo,, J. Vue
Z. Ellis arrived at 4:34 p.m.
J. Foster and C. Allen arrived at 4:41 p.m.

Superintendent Gothard
General Counsel Long

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Vice Chair moved approval of the order of the main agenda. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

Director Foster	Absent
Director Brodrick	Yes
Director Allen	Absent
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Absent
Director Vue	Yes

IV. Motion to Close the Special Meeting

Vice Chair moved to close the special meeting and continue the meeting as a closed meeting to discuss the matter of strategy for labor negotiations for all bargaining units, including ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA,

Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps., as is provided for by Minnesota Statutes Section 13D.03. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Foster	Absent
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Absent
Director Vue	Yes

The Board of Education and Administration then discussed the matter of strategy for labor negotiations for all bargaining units, including ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps., as is provided for by Minnesota Statutes Section 13D.03.

V. MOTION TO OPEN THE MEETING

Vice Chair moved that the Board conduct the remainder of this meeting as an open meeting. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes

V. ADJOURNMENT

Chair Foster then motioned to adjourn the meeting. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes

The meeting adjourned at 5:28 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:

Brian Hammer

Secretary to the Board (Interim), St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

SPECIAL MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102, and**

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

**November 15, 2021
5:30 p.m.**

MINUTES

I. CALL TO ORDER

Vice Chair Vue called the meeting to order at 5:37 p.m.

II. ROLL CALL

Board of Education: J. Kopp, Y. Carrillo, Z. Ellis, J. Vue, J. Brodrick, C. Allen, J. Foster

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Director Vue then moved approval of the main order of the agenda. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

IV. ENVISION SPPS UPDATES

Superintendent Gothard and Administration then led the Board through a brief presentation on Envision SPPS, with an opportunity for board members to ask further questions.

The full presentation can be found in the BoardBook.

Discussion focused on LEAP, ALC funding, the planning process for Envision SPPS, community partnerships in our schools, cultural and language programming at Highwood Hills, programs for language and culture, information and feedback from parents and families, wrap-around services at full

service schools and well-rounded education, the consideration of consolidation of programs, the financial impacts of the plan, enrollment, and PreK spaces.

V. ADJOURNMENT

Vice Chair Vue then motioned to adjourn the meeting. Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The meeting adjourned at 9:54 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:

Brian Hammer

Secretary to the Board (Interim), St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

REGULAR MEETING OF THE BOARD OF EDUCATION

360 Colborne Street
Saint Paul, MN 55102, and

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

November 16, 2021
6:05 p.m.

MINUTES

I. CALL TO ORDER

Chair Foster called the meeting to order at 6:07 p.m.

II. ROLL CALL

Board of Education: C. Allen, J. Kopp, Y. Carrillo, Z. Ellis, J. Vue, J. Foster, J. Brodrick

Superintendent Gothard
General Counsel Long

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Director Foster then moved approval of the main order of the agenda. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Brodrick	Yes

Motion passed unanimously, 7-0.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

Director Foster moved approval of the order of the Consent Agenda, with the exception of C-7 - Request for Permission to Contract with St. Paul Youth Services for Behavior Specialist Program Support SY 2021-22, which was pulled for further discussion. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes

Motion passed unanimously, 7-0.

V. APPROVAL OF THE MINUTES

Chair Foster then moved approval of the following meetings:

- A. Minutes of the Special Meeting of the Board of Education on October 11, 2021
- B. Minutes of the Special (Closed) Meeting of the Board of Education on October 18, 2021
- C. Minutes of the Regular Board of Education Meeting on October 19, 2021
- D. Minutes of the Special (Closed) Meeting of the Board of Education on November 1, 2021
- E. Minutes of the Special Election Canvass Meeting of the Board of Education on November 9, 2021
- F. Minutes of the Special (Closed) Meeting of the Board of Education on November 15, 2021

The motion was seconded by Director Allen.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes

Motion passed unanimously, 7-0.

VI. COMMITTEE REPORTS

Chair Foster turned the floor over to Vice Chair Vue who explained that the Board was working on the Committee of the Board (COB) meeting minutes from November 9th. There will be a report of the meeting minutes at the next BOE meeting, therefore there were no COB minutes to approve at this meeting.

VIII. SUPERINTENDENT'S REPORT

Chair Foster turned the floor over to Superintendent Gothard for discussion of the Superintendent's Report.

Superintendent Gothard began his comment was noting how great it was to have Chair Foster back: "We are happy that you have your health with you and congratulations on your election."

Superintendent Gothard then provided an update on Covid-19 in SPPS, including that case numbers have increased each week. He expressed appreciation for support from the Board during these challenging times. He said they were aware things are not perfect, but the support has been incredible and that collective wisdom is important but also does not always have the answer about next steps. He noted the work being done in SPPS was comparable to anyone's in a district of this size and complexity. He then turned the floor over to Mary Langworthy, Director, for general comments about Covid realities and to Chief Turner with updates regarding the mask mandate and others.

A. ENVISION SPPS: Our plan for well-rounded programs

Please note Envision SPPS minutes are provided at the end of the Covid-19 Update. There was no formal Envision SPPS presentation during this meeting.

B. COVID-19 UPDATE

Director Langworthy began by noting this was a really tough time in the district: "We want answers but we do not have a lot of them." With rising case rates there has been more testing and more positive test results. She said she receives complaints and questions and concerns from a variety of people that the district was not doing enough or doing too much, but there's no single solution. Mask wearing and contact tracing help, but they also place a heavy burden on school administrators, not to mention that social-emotional issues that also arise at the building level. People are stressed and having their own personal life challenges -- every day life challenges, plus Covid. The district is also trying to keep up with staffing challenges and chronic fatigue. It is not perfect. The district does make mistakes, but everyone is are trying their best and she asked everyone to have grace when mistakes happen. Sometimes we have forgiveness and other times we don't. Sometimes parents yell at us. We are one of the few districts doing contact tracing at the building level and she said they were evaluating whether that practice was sustainable. While staying vigilant to reduce the spread, there's also fatigue; who were the actual close contacts? It's difficult to keep up with it and therefore the need to have more conversations about the future of that practice.

She noted the start of vaccines at two elementary school-based clinics and additional 9 schools would be hosting vaccine clinics in the district, with partners. She noted kids are showing up which is fantastic and there were not many unhappy kids..

Director Langworthy said she was only a piece of the vaccine and testing program. People in HR are hired and they are managing that process. From the testing of the unvaccinated, we are getting reports of positive tests thus it is a successful program.

Superintendent Gothard added that the Board gets emails about testing and questions like whether staff and children take them home.

Director Langworthy noted the roll-out of rapid test kits last week and all test kits had been delivered to schools so each school could send home tests -- 30,000 test kits in total. SPPS was prioritizing sick kids to send them home with them and for their families. She said there are bulk test kits for staffing, typically on Tuesday and they are recommended for everyone, adding that reducing the spread is important.

QUESTIONS/COMMENTS:

- Director Allen thanked Director Langworthy for the report. She then noted getting reports from paraprofessionals that teachers were being notified of contacts but paraprofessionals were not being notified about contact with positives. She said she really wanted to encourage Director Langworthy to contact everyone about possible exposure. Two, she wanted to understand what the exceptions are. If you cannot wear a mask and you're not vaccinated, is that safe for the students they contact? Is that okay? Is there another protocol to mitigate risk?
- Director Langworthy said there is a checklist of individuals to contact and that they were looking to include close contacts. She added it's possible a paraprofessional may not have had a close contact, though it can be more challenging to remember to include those who are floating among classrooms to notify everyone. There have been some misinterpretations of the policy/protocol. She said that having her know what the issues are she can then work through those with everyone. She then requested clarification regarding question number two.
- Director Allen said she understood there were regular tests, but what asked about the risks of exposure.
- Director Langworthy noted that those who cannot wear a mask would need to apply for an exception through HR. Some students cannot wear masks either, and staff are given special PPE to help provide another layer of protection. It does look different across the district.
- Director Allen could we not give them the option of online school in that case? Why wouldn't that be an option for that particular teacher?
- Superintendent Gothard added that he would need to understand the process and details.
- Director Allen asked about the process that would allow such unmasked and unvaccinated conduct.
- Superintendent Gothard said it would be necessary to know more about this situation.
- Mary:
-
- See Video for details....
- Director Carrillo asked whether, when a majority of our students were vaccinated, would the district foresee a change in protocols, e.g., in the 10-day quarantine.
- Director Langworthy noted her hope was that the quarantine could end in January. She said she was aware some districts were excluding family members, but for now there's a need for more information and processing and conversation with senior leadership.
- Director Carrillo thanked Director Langworthy for her work and stated that everyone is in this together. "We can get over this hump. Thank you."
- Director Foster asked why SPPS can't vaccinate in all of our schools and asked about the district's capacity for that.
- Director Langworthy stated that right now, the people who can vaccinate in SPPS schools are her staff. With all the complex health needs beyond Covid, her staff are very busy -- managing test kits and working families and staff. She said her office was understaffed and there are gaps every day. Her office has 20 plus new staff and they are filling the gaps in our buildings. As a result, SPPS was looking to its partners to do vaccine clinics in 9 schools. Many are burnt out and many of SPPS staff are burnt out.
- Director Ellis: "Thank you, Mary! How long it will take to get rapid test results and what is the reporting process like? Who do the results get to you?"
- Director Langworthy noted tests take about 20 minutes and there are videos to help with the testing process. The SPPS Covid team follows up with students: If a student tests negative and they are fever free, then the student is welcome to come back to school. If a parent comes to school to pick up a sick child, we can do the test on the spot, if they give consent.

- **Director Ellis:**

- Director Langworthy said SPPS received 35,000 test kits, based on district enrollment. This was to ensure the needy had access, but she was not sure what the future would hold in terms of testing kit availability. The district was ordering test kits for employees and students as a backup plan. She noted Roy Wilkins was a great local testing option.
- Director Ellis returned to contact tracing and asked how many people were doing that now and whether that number was more or less than the number previously.
- Director Langworthy noted it was not the same as in the spring because there were many fewer people in buildings. With many more people in buildings now, a team of Mary's staff, principals, clerks and counselors are all involved, though it varies from building to building.
- Director Ellis then asked to clarify whether with everyone back there were more people on the team.
- Director Langworthy noted that at the building level, this is an additional responsibility for people in buildings and that there are no staffing shortages at the building level as people there are taking this on in addition to the rest of their duties.
- Superintendent Gothard turned to Chief Baker for an update.
- Chief Baker provided additional context regarding the Safe Learning Plan -- approved on August 17, 2021 -- regarding the mask mandate. He noted that the Board agreed to review this resolution as necessary. While review is a few days later than originally planned, but based on case rate and not having any additional requirements or changes from CDC or Dept of Health, he noted the district's request for permission to continue the mask mandate as previously approved. He added that no approval was needed now.
- Director Foster asked Board members whether there was general consensus to continue as currently practiced. Following review of Board members, she noted there was a consensus.

Superintendent Gothard added it was important to discuss this publicly and noted that all Board members have stated how important it was to be consistent and ready at all times. He noted he'd like to learn more about that school that just had its first case because there was something to learn from that perhaps.

Regarding Envision SPPS, Superintendent Gothard noted the December 1, 2021 meeting for a vote, in addition to a public hearing on November 30.. He said that since the district first announced this plan, the administration had worked hard to provide details about the plan to provide a well-rounded education. This plan began with data and did not have any particular schools in mind. On Oct 11, the administration announced the plan, with the primary goal of providing a culturally responsible well-rounded education. He said he continued to stand behind this vision and over these past several weeks he had heard many comments. He noted he would work with a team to develop a school recruitment plan and the district has the opportunity to continue to provide a strong education to its students. He then reiterated the administration would be there for school communities throughout the transition and that he was committed to keeping the district accountable to providing well-rounded programs. He then thanked Board Directors for their time and efforts, and for attending the series of Envision SPPS meetings, adding that he appreciated everything Board Directors do for St Paul public schools.

At this time the final report is to please approve HR transactions for the month of October.

C. Human Resources Transactions

BF 35553 Chair Foster moved to approve the Human Resource Transactions for the dates October 1 through October 31, 2021. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes

Motion passed unanimously, 7-0.

IX. CONSENT AGENDA

MOTION: Chair Foster moved to approve all items within the Consent Agenda with the exception of item C-7 Request for Permission to Contract with St. Paul Youth Services for Behavior Specialist Program Support SY 2021-22. The motion was seconded by Director Ellis

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes

Motion passed unanimously, 7-0.

A. Gifts

BF 32555 Gift Acceptance from 3M Company for Air Purifiers

That the Board of Education, authorize the Superintendent (or Designee) to accept a gift of \$450,973.75 in air purifiers and filters at various sites.

B. Grants

BF 32556 Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation (Saint Paul Promise Neighborhood - SPPN)

That the Board of Education authorize the Superintendent (designee) to accept a subgrant from the Amherst H. Wilder Foundation to support families and children at Freedom School in SPPS; to accept funding; and to implement the project as specified in the award documents.

BF 32557 Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Employment and Economic Development for funds to prepare adult participants for in-demand careers as K-12 paraprofessionals; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32558 Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to enhance the city's Program Finder online tool; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32559 Request for Permission to Submit a Grant to the Minnesota Department of Education -- Grow Your Own grant pathway for adults

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to sustain the SUTR program and pilot undergraduate teacher licensure programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32560 Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Employment and Economic Development for funds to prepare adult participants for small business ownership; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32561 Request for Permission to Submit a Grant to the Minnesota Department of Education -- Grow Your Own grant pathway for secondary students

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to increase participation and persistence in the high school Education Career Pathways; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32562 Request for Permission to Submit a Grant to the Minnesota Professional Educator Licensing and Standards Board

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota PELSB for funds to support the Mentor-Mentee program and to provide support to Tier 2 licensed teachers to pass required exams for Tier 3 licensure; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 32563 Request to Sign Memorandum of Agreement with Minneapolis College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Memorandum of Agreement between Saint Paul Public Schools and Minneapolis College for FY22.

BF 32564 Phase Gate Approval of FY22 Fire Safety System Program (Project # 0652-22-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize award of FY22 Fire Safety Systems Program (project # 0652-22-01) to Egan Company for the lump sum base bid for \$279,741 at Phase Gate Check #4 – Contract Award and Phase Gate Check #4a – Finance Plan Update.

BF 32565 Phase Gate Approval of FY22 Fire Safety System Program (Project # 0652-22-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize award of FY22 Fire Safety Systems Program (project # 0652-22-01) to Egan Company for the lump sum base bid for \$189,720 at Phase Gate Check #4 – Contract Award and Phase Gate Check #4a – Finance Plan Update.

BF 32566 Phase Gate Approval of FY22 Window Replacement Program (Project # 0201-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize award of FY22 Fire Safety Systems Program (project # 0652-22-01) to Egan Company for the lump sum base bid for \$240,729 at Phase Gate Check #4 – Contract Award and Phase Gate Check #4a – Finance Plan Update.

BF 32567 Phase Gate Approval of FY22 Window Replacement Program (Project # 0201-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A22-1687-A FY22 Window Replacement Program at Riverview Elementary (Project #s 0201-22-01) to Huot Construction and Services, Inc. for a lump sum base bid of \$1,373,666.30.

BF 32568 RFP A21-1516-A – Trash, Recycling, and Organics Hauler Services

That the Board of Education authorize the Superintendent (designee) to award of Request for Proposal No. A21-1516-A contract for district-wide trash, recycling, and organics hauler services for a three year period beginning February 1, 2022 to the best value proposer Republic Services for an estimated annual cost of \$1,100,000.

D. Agreements

BF 32569 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teachers, Educational Assistants and School and Community Service Professionals.

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for teachers, educational assistants and school and community service professionals in this school district for whom the Saint Paul Federation of Educators is

the exclusive representative; duration of said agreement is for the period of November 17, 2021 through July 1, 2022.

BF 32570 Memorandum of Understanding between TriDistrict CAPS and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and TriDistrict CAPS for the 2021-22 school year.

BF 32571 Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Century College for FY22.

BF 32572 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, Exclusive Representative for Machinists

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 machinist employees in this school district for whom District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2021 through June 30, 2023.

BF 32573 Request to Sign Concurrent Enrollment Joint Powers Agreement with Fond du Lac Tribal and Community College.

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Fond du Lac Tribal and Community College for FY22.

E. Administrative Items

BF 32574 Monthly Operating Authority

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending April 30, 2022

BF 32575 Request Permission to Purchase COVID-19 Test Kits from Vault Health

That the Board of Education authorize the Superintendent (or designee) to purchase COVID-19 Test Kits from Vault Health at a value not to exceed \$1,400,000.00.

BF 32576 Recommendations for Exclusion of Students in NonCompliance with Minnesota Statute 121A.15 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective November 24, 2021, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

Crossroads students would be excluded from school effective November 30, 2021.

Chair Foster then gave the floor to Vice Chair Vue who requested item C-7 be pulled from the Consent Agenda. Vice Chair Vue explained that as a director of St. Paul Youth Services, it was necessary to recuse himself from voting on this particular Consent Agenda item.

MOTION: **Director Foster moved that the Board of Education approve C-7 - Request for Permission to Contract with St. Paul Youth Services for Behavior Specialist Program Support SY 2021-22. The motion was seconded by Director Carrillo.**

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Abstain
Director Brodrick	Yes

Motion passes with a 6-0, and one abstention.

BF 32577 C-7 - Request for Permission to Contract with St. Paul Youth Services for Behavior Specialist Program Support SY 2021-22

That the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services (SPYS) for Specialist support at two sites for SY2021-22, and to implement the services as specified in the contract.

X. OLD BUSINESS

Director Foster welcomed the 2nd Reading of Updates to Policy 510.00 Graduation, and turned the floor over to Superintendent Gothard.

Superintendent Gothard noted this 2nd Reading of this graduation policy change that would be led by Darren Ginther, Director of College and Career Readiness.

Director Ginther: We are here to talk about updating our graduation policy to add 'critical ethnic studies' to our graduation policy. Adding a bullet point to existing SPPS and state requirements. The third and final reading would be next month.

Director Brodrick: Thank you, Director Ginther. I've sent two emails since the first reading. In the emails, I registered concern about publicizing this reading process. What have we done, since this is a monumental decision to add a graduation requirement that's important to kids, staff and others? What has been done to publicize this?

Director Ginther: Our school counselors, principals have all been made aware. I'd like to move back to 2018 and 2019 when we had SEAB on the Board and over 3,000 students responded to the survey and who wrote and commented on the project to make this happen. We also held some virtual meetings to

talk about what this would mean. Families would then be a next step -- what it means and what this course is about and what it means for graduation requirements.

Director Brodrick: The importance of this change was made clear during that wonderful presentation during the last meeting and I'd like to emphasize how much I'm in favor of this critical ethnic studies course. This single course does not satisfy our overall requirement of promoting multicultural learning that this district has stood for for decades. Have you talked with human geography teachers about accommodating this course and not causing collateral damage to the year-long human geography class? Human geography is one of the most popular undergraduate degrees at colleges. I'm wondering whether you've talked with counselors and teachers to allow this required course to be taken over 10th, 11th or 12th grade so it would not impact the human geography course. Many times we are forced to work zero-sum. If we took a little time and effort to work with those who work on schedules for social studies, it would be helpful. This was my own job, too. My understanding is that the critical ethnic studies course will fall under a separate department.

Director Ginther: Yes, that's correct. Passage will allow the district to recruit more broadly for instructors too.

Director Brodrick:

Director Ginther: OTL (Office of Teaching and Learning) staff have been collaborating with others and rolling out the pilot. How do we keep that open and ensure someone with the best lived experiences could come teach in our classrooms.

Director Brodrick: I've spoken with some social studies teachers who may not be aware of this policy review process. I am encouraging you to have communication with social studies teachers. This is a potential for a win-win for the district, but I would say many times we have win-lose or lose-lose situations. But this can be a win-win if we protect the human geography course as a full-year course. If this course -- critical ethnic studies -- would be taken in 10th, 11th or 12th year. I'd like to hear a bit more about that at the third reading. I think the presentation that was made at the first reading was absolutely fantastic and what it will mean for our students at SPPS, and it countered misinformation floating around this country and its relation to critical race theory. The more transparent we are and the more open we can say what and why we are doing this in SPPS, which is so diverse, the better! It would be ridiculous not to have this course. I just want to make sure we are complementing people in our buildings -- science, social studies, etc. I just don't want this to be the best kept secret since Pearl Harbor. Director Gothard, you were a culturally proficient science teacher, could you please respond, and Director Ginther.

Director Ginther: I'm processing that. Accommodations happen for a number of students, but in the end it's a graduation requirement so we make sure it happens. We are not keeping this under wraps; we're going through the policy reading process and will do more outreach in 2022 regarding why it's valuable, which students it impacts. I do think counselors will support students to take the courses that fit their plans and interests.

Director Brodrick: I made those comments because I feel perfectly comfortable with Director Ginther and I knew you would provide the perfect response. It's so important to me; we never want to lose the ability to allow ancient school board members to allow first- or second-year school teachers to speak to their supervisors and the people that they work for. That's one of the reasons that I spoke the way I did. As

Director Carrillo said about Covid, we are all in this together. Thank you, Director Ginther. I'll be happy to see critical ethnic studies as a big part of SPPS.

Superintendent Gothard: I'll share in response your comment that I was a culturally proficient science teacher; I was not. At that time, it was hard to come by that type of material. Today, I'd be collaborating with many people as a teacher at SPPS to teach culturally responsive science. We have to get this done for our kids. Critical ethnic studies is not the one place to get this content. We need to get that into schools from the very first time they step in schools.

Director Foster: Thank you, Director Ginther.

XI. NEW BUSINESS

Director Foster noted there was no new business.

XII. BOARD OF EDUCATION

Chair Foster requested Board Directors contribute information and agenda items for future meetings.

- Director Allen requested an update on the Ramsey name change.
- Director Kopp asked for a date when the mask mandate would be reviewed.
- **Chief Baker: Mask resolution -- Before Nov 13, next date - before Jan 31.**
- Director Ellis requested for an update from career and college pathways as the district prepares for spring, after a difficult couple of years for students. For example, how are we talking about career paths for our students (e.g., solar energy opportunities and even newer career trajectories)? "What does the workforce look like and how are we having conversations with students about it?"
- **Director Kevin Burns, Communications: Sat Nov 23 at RiverCentre. Time to be determined. Typically mid-to-late morning. Prepare for a very full day in S. tPaul. Will be printing school selection guide. All information fully translated and available on our website. In person School Choice Fair on the 23rd.**
- Director Allen added to Director Ellis's Career Pathways point and said she'd met a student who knew nothing about HBCUs. She then asked that the district please have more resources about HBCUs in the heart of Central High School. Director Allen noted that Central only had four HBCU flags to point to as HBCU resources when we need on-going conversations with African American Students to support them.
- Director Foster added regarding College and Career Pathways the need to more know about partnerships with trades folks, internships, on the job training. "What we can continue and what other partnerships could we have?" She expressed hope for greater creativity in this work.
- Superintendent Gothard noted he was sure Director Ginther was smiling about the creativity of the career pathways team. He said this request was perfectly timed and he asked Director Ginther to get ready.
- Director Vue then requested an update on the transportation partnership with Metro Transit that went beyond 'we're doing fine'. He said he was seeking metrics and details about things like route timings, locations, how feasible it is going forward given ongoing labor shortages.

Chair Foster then opened up the floor to Board Directors reports and communications.

- Director Ellis provided comments regarding her attendance of the Humboldt soccer match at US Bank Stadium and Highland Volleyball's state tournament game at Excel. She also expressed gratitude for the may Board and administrator colleagues who joined the ceremony for Chair Marny Xiong, which exemplified Marny's equity, social justice values with her loved ones. She noted how much she misses Marny and that she thinks of her every day and every time I come to this building.
- Director Kopp began her comments focused on the time she has dedicated in the past month to studying and understanding Envision SPPS recommendations. She expressed gratitude to district administrators and thanked educators who met with her during site visits. She told of their love and pride in their schools that is brilliant and beautiful. Director Kopp also thanked the community for the opportunity to learn from so many community members, and how valuable it had been to hear their hurt, pain and hope too. She noted she knows how hard it is to be in a non-sustainable school and how it does not end December 1st. She concluded by saying: "From the bottom of my heart I'm grateful for all I've learned through a difficult time."
- Director Carrillo mentioned that he thought this was his last official board of education meeting and thus wanted to thank each Board member for welcoming him on the board, sharing information and for taking time out of your busy days and schedules. He thanked everyone for their support and for demonstrating the democratic value of transparency. Director Carrillo mentioned how some times had been hard, some times really good, and some times had been contentious. He expressed thanks for each Board member and to all who have come and presented; he appreciated speakers concerns and questions. While noting his tenure was short, he hoped he honored his seat well enough. In conclusion, most importantly as a citizen, he said he would always be a concerned citizen and giving Board members calls to let them know they're doing great.
- Director Foster noted it had been an honor and a privilege to work with Director Carrillo, a Board member who not only listened, but was open and compassionate. She expressed thanks for that. This service, involving tons of decisions for an entire community, is not easy. She noted Director Carrillo had stayed engaged through this entire process. Thank you for sitting through this entire process. There is a toll to this work. It is done in gratitude. But the reality of it is how it impacts you personally and your family. Many people believe the Board should be a fulltime job, a notion with which she expressed full agreement. It's an investment in this community. She thanked Director Carrillo for his time and for his family.
- Director Vue stated Director Carrillo had gone above and beyond what would be expected of an interim board member. He said Director Carrillo had pushed the Board to be better, pushed the schools to be better.
- Superintendent Gothard thanked Director Carrillo for his service, noting he had absolutely served with great honor and in a way that represents the best of this work. He hoped that Director Carrillo would continue to engage with the District and Board as a parent and citizen, and never be a stranger.
- Director Foster then thanked everyone in this community for the phone calls, texts, and flowers. She mentioned that she sat and watched most meetings, but that was a different experience online versus in person. She said she truly believed that the vaccination saved her life. She said she thought she was going to die. Director Foster noted that as she was down there in the hospital, she thought of Marny. She concluded by saying she would fulfill her duties as chair and that she would be listening more than talking, and thanked each and every one: "You are some phenomenal rock star people. Thank you."

XIII. FUTURE MEETING SCHEDULE

Chair Foster provided reminders of upcoming meetings, including:

- Public Hearing on Envision SPPS on Tuesday, November 30th, beginning at 5:30 pm.
- Special Envision SPPS Meeting on Wednesday, December 1, 2021 at 6:05 pm.
- Committee of the Board meeting on Tuesday, December 7, 2021 beginning at 4:30pm.
- Regular Meeting of the Board of Education on Tuesday, December 14, 2021 beginning at 6:05 pm, with public comment to begin at 5:30pm.

Chair Foster then invited members of the community to view the BOE website for updates, to be added to the mailing list of public notices, or to submit Public Comment for the Public Hearing and Regular Meetings of the Board of Education through:

- Leaving messages with the Board Secretary at sarah.dahlke@spps.org or 612-434-1105 that will be compiled and distributed to Board members; and/or
- Sending email statements to the Board of Education email (SB.Members@spps.org)
- Submitting comments online via Public Comment input form at www.spps.org/boe.
- Attending live public comment prior to the Regular Meeting on December 14, 2021.

Future board meetings and audio stream links for open board meetings can be found online at the Board website: www.spps.org/boe or by calling our Board Secretary at 612-434-1105.

XIV. ADJOURNMENT

Chair Foster motioned to adjourn the meeting. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes

Motion passes with a 7-0 vote.

The meeting adjourned at 7:46 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:

Brian Hammer

Secretary to the Board (Interim), St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102**

**November 29, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

Board of Education: J. Brodrick, J. Kopp, Y. Carrillo, Z. Ellis, J. Vue, J. Foster
Superintendent Gothard

C. Long, General Counsel

C. Allen joined the meeting at 4:34 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Foster, and seconded by Director Ellis, to approve the main order of the agenda. It passed by acclaim.

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Foster and seconded by Director Brodrick that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss the matter of strategy for labor negotiations for all bargaining units, including ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps, as approved by the Minnesota Statutes of 13D.03. It was passed by acclaim.

V. LABOR NEGOTIATIONS STRATEGY

VI. MOTION TO OPEN MEETING

MOTION: It was moved by Director Foster to conduct the remainder of the meeting as an open meeting. The motion was seconded by Director Brodrick. It was passed by acclaim.

VII. ADJOURNMENT

It was moved by Director Foster, and seconded by Director Vue, to adjourn the meeting. It was passed by acclaim.

The meeting adjourned at 5:30 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:

Brian Hammer

Interim Board Secretary, St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

SPECIAL MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102**

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

**November 29, 2021
5:30 p.m.**

MINUTES

I. CALL TO ORDER

Chair Foster called the meeting to order at 5:36 p.m.

II. ROLL CALL

Board of Education: J. Foster, J. Brodrick, C. Allen, J. Kopp, Y. Carrillo, Z. Ellis, J. Vue

Superintendent Gothard
General Counsel Long

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Chair Foster moved approval of the order of the main agenda. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes

Motion passed unanimously, 7-0.

IV. 2021-2022 Calendar Update

First on the agenda this evening is 2021-22 Calendar Update and I turn it over to Superintendent Gothard to lead us through this presentation.

Gothard: Begin with the rationale...what families and staff are facing in the pandemic. Encourage everyone to get vaccinated or booster shot, as eligible. THings continue to change in real time for this pandemic, with a new variant. We continue to find ways to support staff. We don't talk everyday about the challenges of the pandemic. And stresses. Share with board member and our community, on one day we had 300 licensed teacher absences -- for a range of reasons. All these things roll into absences for staff, some who may not be feeling well and it's in their contracts take that time. There are more than 150 staff who are not in their assigned staff, 3, 4, 5, 6 class periods in which staff are covering with their prep time. Everyday reality in some if not all of our buildings. Our staff is motivated to help. Continues to be a real challenge. 3rd party party -- teacher on call -- to provide coverage. It isn't just one. Our staff, with extra two days of break, is one way we can support staff and the true breath that they need.

SLIDE: MDE Key Terms -- reviewed by Dr. Gothard.

E-Learning; Unscheduled day....Limit of 5 per year (Snow/weather days)...

Digital learning day: pre-scheduled day (e.g., Election day)

Online learning: full days online -- Our online school has its own identity and school number just like any

I don't have state statute support to make any decision I want about times not in the classroom...closely regulated by state statute to keep things in balance and conclude the school year as expected.

Proposal: Exchange December 20, 2021 (student contact day) w April 15, 2022 professional development. Dec 20 will become a professional dev day for staff (asynchronous)...

December 21, 2021: No school day

April 15, 2022: Digital learning day

If I had known what I know now in July, we would have given a full two weeks, but time and challenges put on staff to do contact tracing, etc....it's all people intensive. It's incredibly onerous and leading to the level of burnout we're seeing right now.

Next steps (See Slide): Districts are reacting in different ways...can we break some of our weeks up as distance learning days...I'd like to collect some data in our district -- some families experience hardship with distance learning...other students have excelled in distance learning. So we are going to gather some data...to consider further days...Team will conduct a survey to learn more about this opportunity to see if that's something we'd like to further explore next semester. THinking of long spans in spring when there is no break. I'm not saying I'm in favor of a day of the week, but we'll probably poll about what day of the week may be preferred. And other considerations they would like to explore.

MOTION -- read directly from MOTION SLIDE....

DISCUSSION/COMMENTS:

- Director Allen: I like this plan. Is there any chance we could organize food distribution on those couple of days...
- Gothard: We did talk about this a little bit.
- Chief Turner: Working with parks on partnerships...if district staff provided this, we would want them to have rest, relaxation and healing, so first preference would be to work with outside partners.
- Director Allen: So all staff do professional development, typically it's just teachers?
- Superintendent Gothard: We will do our best to provide PD to all staff.
- Vice Chair Vue: After school activities, such as the discovery club, would those be shut down as well?
- Superintendent Gothard: We have many activities after school, these days will be treated like winter break days, so they will continue.
- Chief Turner: Discovery Club will continue as usual.
- Vice Chair Vue: We need to manage your staff, have we thought about how much lead time we should give the public about e-learning days?
- Superintendent Gothard: YEs, absolutely, we talked about a 3 week advance notice and we did not want to wait until the next board meeting.
- Director Kopp: It will be celebrated by some and it will be a hardship for others. Acknowledging that it is important and to check with your school if this is not welcome news.
- Director Allen: All staff will be paid for these two days?
- Superintendent Gothard: Different contractual obligations and we will make any adjustments where we have to, but the goal is to follow the contracts and ensure staff are paid. Others may have to change their duties on that day.
- Director Allen: That's confusing to me. So some will have professional development but others will have changed duties.
- Superintendent Gothard: Some staff on the 20th will be operating just like school, on the 21st we will have to look for different duties that will need to work in person.
- Director Allen: But we can't ask them to do food distribution because it's not part of their contracts?
- Chief Turner: We're not prepared to deliver meals...ordering, storing, packaging..not able to meet federal or staff guidelines to have it ready by the 20th and 21st. So we would not be able to do that.
- Director Allen: That answers all of my questions.
- Any closing comments from leadership?

BF 32578 Chair Foster moved approval of the 2021-22 Calendar update as proposed. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes

Motion passed unanimously, 7-0.

V. ENVISION SPPS

Chair Foster turned the floor over to Vice Chair Vue to read a statement regarding Envision SPPS recommendations. Vice Chair Vue read proposal as follows:

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Modified Envision Proposal

Over the last two months school board members have been listening to community members, parents, teachers, students and administrators about the Envision proposal to close and merge several Saint Paul Public Schools.

Throughout this time, the school board has discussed Envision at length through many public meetings, as well as having conducted site visitations to impacted school buildings, and have held many conversations among one other to come to a consensus towards a modified proposal for which we will present today.

At this time, LEAP, Highwood Hills, and Wellstone along with its subsequent merges including Riverview, Cherokee Heights, J.J. Hill and Obama will be removed from the proposal. This will leave L'etoile du Nord upper and lower campuses, Phalen, Jackson, Maxfield, Parkway, John A Johnson, Bruce Vento, Hamline, Galtier and Capitol Hill on the proposal.

The purpose of tonight's special meeting is to discuss with administration the ramifications of this modified proposal.

Before we begin, there are two points of context that the school board would like administration to understand.

First, for the schools that remain, the board would like to discuss how this modified version of the proposal will be supported.

Secondly, for the schools that the board would like removed from the proposal, the board would like to discuss how best to continue to work with those schools and communities.

Finally, the board would like the public to understand that for the schools that were removed from the proposal, that there remain certain limitations and constraints that these schools and communities must work within. The school board intends to work with these communities and administration to identify these limitations and constraints in order to determine the best course of action going forward.

Adjusted Wellstone Recommendation

Wellstone/Riverview merge is paused until October 2022 while the district works with the Riverview and Wellstone communities to discuss how to build the strongest possible Spanish Dual Language program. Because this pause impacts additional district programs, the following work is also paused: moving Riverview Community to Cherokee Heights, moving Cherokee Heights Montessori program to JJ Hill, and moving Obama students to new programs in anticipation of Obama complex remodel for JJ Hill Montessori and future 6-8 program. What follows are specific directives to support important conversations in each of these communities during the following year, in anticipation of a future action.

1. District will hold monthly meetings beginning in January 2022 to discuss the future of the Spanish DL program, understanding that the district will be in the best position to support a high quality, robust, desirable program if it is housed in one building.
2. Cherokee Heights will be supported to begin a West Side specific recruitment and engagement plan within their community.
3. During the next 12-18 months, Obama families will have the opportunity to learn about the Montessori model through in-person and virtual information sessions as well as site visits to JJ Hill.
4. A committee will be formed to begin to envision the future 6-8 program at Obama.

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DISCUSSION/QUESTIONS:

- Director Kopp: It's been, we've heard a lot. I appreciate the work. That's an initial reaction.
- Director Allen: I want to reiterate my expectation around a future enrollment plan and that the schools are in a crisis and we have to do something now and it needs to be a real clear-cut plan. What direction we're going in those spaces that are remaining open. We want those schools to have a well-rounded education -- it will take everyone to make that happen for them just like for everyone else in the district.
- Director Brodrick: Yes, a question about how we'll conduct the rest of the meeting. I support this modified envision proposal. Is the rest of this evening dedicated to talking to the administration about modified points of the proposal?
Vice Chair Vue: Yes, that's the thinking. YOU are welcome to ask the administration a direct question.

- Director Brodrick: I approve of this modified proposal and I have a few particular questions that will come up during the discussion. At this point in time I'm thinking other board members have something to say. With you introducing this, the ball is back in the court of the administration.
- Director Carrillo: Clarification re Wellstone, will merger be approved on Oct 22 or would there be a new set of recommendations on Oct 22 to review? After a year of data gathering? Correct?
- Chair Foster: Certain limitations and constraints...important to clarify what that means, what are those constraints and will subsidies continue?
- Vice Chair Vue: In response to director Carrillo, we need to revisit the Wellstone recommendation and Oct 22 does not mean it's a re-set but to say that by Oct 22 we need to pose some recommendations.
- Director Carrillo: I want to thank and echo director Allen's comment about enrollment. None of these changes are done flippantly, and that overall picture of enrollment is something we want to address. Talk about enrollment in a global sense and address all schools that have lost enrollment in recent years. Not just pandemic losses or at some school but overall. What can we do as an org to become welcoming and offering an education that truly changes kids lives.
- Vice Chair Vue: Direct question of administration, how does this change impact courses of action going forward. School choice, making sure those proposals move forward.
- Superintendent Gothard: I feel the need to address a couple of things. We need to be very clear about addressing enrollment: 1. WE have 8,000 open seats now....2. I don't have the bullet points of the statement just read, if now the board is creating these recommendations and we need time to analyze them before responding on the dais after hard work these past many weeks. I'd also need to say that delaying these decisions until 2022 tells me that some of our enrollment issues are not going to be addressed with that type of direction (we might, we might not). We need to be clear about what we are being charged to do. We need to ingest what is proposed before responding.
Chief Turner: An example would be, Obama, if we were to leave Obama open for another year, will the recommendation be to close Obama in October 2022 or would it remain open and continue the conversation. Same question for Riverview and Wellstone...Are they closing in October 2022 and we're just allowing for conversation.
- Vice Chair Vue: We are not going to be doing any new closures. These schools will remain open. Obama will not close in fall 2022.
- Chief Turner: That is detrimental to all of those programs, including from a school choice perspective. Obama, Cherokee, Riverview, and Wellsonet, we could tell a parent very few determinants about those programs. I would encourage placement to advise a family to choose a school where there is a known determinant. We tend not to highly promote them because we need to be honest and transparent with families. So if you were a parent coming to the table to talk about one of those schools, an administrator would be advised to provide the real situation and the unknowns. A parent would likely say no thank you and choose Adams. It has a never impacted on all other programs. It's also very difficult for staff recruitment; an anticipated change makes it difficult to recruit instructional staff if changes and modifications are expected.
- Assistant Superintendent Collins: To probe a little deeper, to gain a better understanding of the limitations and constraints mentioned in the statement. \$20M reduction based on fewer students, in a presentation by Chief Schrul...we need to be clear with families...parents ask very directly during school choice season.
- Vice Chair Vue: I don't have very specific details for each school. They'll operate at a similar level they're operating now until another plan changes that.
- Assistant Superintendent Collins: Thank you.
- Chief Turner: Any other discussion of Biosmart...it was not mentioned. Was there a suggestion about what would happen with Biosmart?

- Director Kopp: It would make sense to include Biosmart and explore the viability of that as a magnet in the building. I don't know why we would exclude Biosmart...effectiveness, uniqueness of Biosmart. I'm interested in how we get to our goal everywhere. There are parts of this proposal I agree with and others I do not. As a parent at an unsustainable school, you know it's unsustainable. I don't doubt for a minute that it impacts recruitment. It's hard for that school once you're on that list. A year of uncertainty and it's difficult. That's a reason to put a frame around it to put guardrails about what we're talking about so that it's not forever. Here's where we are now and what does this mean. It's difficult, intricate. As a board we need to be 100% aware of what we're asking of our school communities. Asking what's the enrollment plan? It's really hard to accomplish. We're asking schools with the least capacity to do that work. We must acknowledge what we're making of them. We need to factor that into our thinking. We will leave a legacy with this decision...We need to be clear-eyed about it.
- Superintendent Gothard: If I could respectfully ask that we review our legal requirements as we hold a public hearing and review each school to ensure we are asking the public tomorrow night is clear.
- Chief Turner: If we could review by area, that would be extremely helpful. I could call Area A and you could respond? Or how shall we proceed? I'd like to clarify for each school what will happen.
- Area A: LNFI Lower will merge with LNFI upper at upper campus.
- Vice Chair Vue: Yes.
- Chief Turner: Area A Parkway will close in June 2022 as a Montessori and reopen as upper campus of Hmong dual language.
- Vice Chair Vue: Yes.
- Chief Turner: Area B: No change - Hlghwood Hills remain opens
- Director Vue: Yes.
- Chief Turner: Area C: John A Johnson will close in June 2022 and vmerge with Vento at Vento in fall 2022.
- Vice Chair Vue: Yes.
- Chief Turner: Area D: Riverview Community/Riverview Dual will remain open.
Vice Chair Vue: Yes, will remain open.
Chief Turner: Riverview Community remains intact at Riverview?
- Vice Chair Vue: Yes.
- Chief Turner: Dual and Community both open.
- Chief Turner; Cherokee will remain open as a montessori school.
- Vice Chair Vue: Yes.
- Chief Turner; Area E: Galtier will close in JUnd 2022 and merge with Hamline in fall 2022
- Director Vue: Yes
- Chief Turner: Area E: Leap will remain open.
- Vice Chair Vue: Yes.
- Chief Turner: Area E: Wellstone biosmart & dual immersion will remain open.
Vice Chair Vue: Yes.
- Chief Turner: Area F: Obama will remain open.
Vice Chair Vue: yes.
- Chief Turner: Jackson dual will merge with Phalen at Phalen.
- Vice Chair Vue: YES.
- Chief Turner: Jackson will close and merge with Maxfield.
- Vice Chair Vue: Yes.
- Chief Turner: Area F: Capitol Hill will distinue Highland pathway.
- Vice Chair Vue: Yes.

- Chief Turner: Additionally, initial recommendations, early childhood recommendations - any modification to those?
Vice Chair Vue: No changes.
- Superintendent Gothard: Public hearing....only for the purpose of closure.
- General Counsel Long: Yes, public hearing to provide testimony for or against closing school. It is not about future use.
- Superintendent Gothard: I just want to make sure we are meeting the legal obligation this week. Thank you.
- Chief Turner: What is the board's intent to do with the Obama BUilding on Holly? The portion that was going to be repurposed as a middle school?
- Vice Chair Vue: Please restate your question.
- Chief Turner: Obama proposal was based on JJ Hill would move, but the modification is silent on that matter.
- Vice Chair Vue: MY understanding is that plan ceases. Cherokee and others will not merge.
- Chief Turner: East Tower ...Will JJ Hill stay on Selby Avenue.
- Vice Chair Vue: Now that the merger is not happening the work on that building ceases in Obama because Cherokee Heights is not merging so it's no longer necessary to do that.
- Assistant Superintendent Collins: If I'm hearing you correct, so there would not be any facility improvement because Obama would remain open. A committee would be formed to review Obama 6-8 programs at the Obama site.
- Director Kopp: One question I would have about this, would it be possible to proceed with envisioning middle school in West Tower without Cherokee & JJ Hill merger? Is that something we could do in 2 steps?
- Director Ellis: In previous conversations about West Tower and the site...move JJ Hill there and then the middle school would be created. The proposal was that two programs of different types would be created there, correct?
- Chief Turner West Tower was going to welcome all elementary montessori feeders to a new middle school with other elementary montessori students.
- Director Ellis: It's confusing to talk about different types of program students to a new school.
- Assistant Superintendent Collins: The goal was to create a scale to develop a middle school 6-8 program with most students coming from Montessori schools. We heard from Montessori families that it was important to come together in a city-wide magnet program in Obama at the middle school level.
- Director Allen: What you're saying is that this 6-8 program could still happen even with this proposal the rest of the schools are not necessarily going to close or change or move to Obama. They could all still feed into this new program.
- Chief Turner: That is true. Though there was going to be some synergy of a Montessori in East Tower and new 6-8 middle school of former Montessori students in West Tower.
- Director Allen: Any chance having a 6-8 program would attract more families and enrollment...parents prefer students to stay k-8 in one building?
- Chief Turner: Not likely, but we will look at that. It's not sustainable with only an Obama feeder.
- Director Allen: Would it be more appealing to parents to be able to keep their child in the same building k-8.
- Chief Turner: Could be.
- Assistant Superintendent Collins: It could. The context we were thinking of as a comprehensive plan...The original intent to create more economies of scale with the merger....Looking at data of current students where their currency goes to...It was about maximizing space and keeping students there. We are trying to reduce transitions, as we've heard from the community.
- Director Allen: Thank you.

- Chief Turner: Obama and JJ Hill -- JJ Hill was going to be repurposed as early childhood so that plan would no longer be possible.
- Vice Chair Vue: Yes, JJ Hill would remain as it is.
- Chief Turner: Where would be put preK students in that neighborhood?
- Vice Chair Vue: We have no new proposals tonight.
- Superintendent Gothard: We are in a good place to enroll 3 & 4 pre k Programs. We need the BOard's support to ready buildings for new pre-K Programs. We need the board to be nimble to meet these needs for 3&4 yr olds in wonderful programs.
- Chief Turner: We need general counsel's advice and allow administration time to gather with the core team and provide real data around modified recommendations...that may have unintended outcomes. Would not want the board to make a decision without full consideration of those implications...impact on community, long-term impacts of decisions. Board should know and understand based on upcoming projections what situation you would be leaving a school like Obama and Cherokee. As I look at October enrollment count and how some schools could be reading 100 students or less. I don't think that's the board's intention either to leave a school with so few students. How might we go about doing that?
- Baker; In addition to what chief tuern is saying we want to ensure you all have the information you need and to clarify what you want within the time frame you have given us. I want to make sure the public understands some changes around budgets for schools may happen as a result of these modifications. We need to ensure we can balance a budget. We will do as much as we can to support these schools but budget changes may be needed based on enrollments.
- Vice Chair Vue: Thank you chief Baker.
- Superintendent Gothard: Are you suggesting we delay our meeting plans this week.
- Chief Turner: I'm suggesting we not do this in real time. I want to get facts and numbers. We have built these recommendations based on data and I'd like the modification to be based on data. We have 24 hours to get back together...Could tomorrow be a presentation and hearing? Is that possible?
Chair Foster: Is this timeline possible?
- Superintendent Gothard: Wednesday night would allow us to develop a presentation with some analysis.
- Chief Turner: Yes, that could work. We do it through public hearing and in presentations....
- Chair Foster: The goal is quality school configurations to ensure this is working for everyone. When did we last work on closing schools?
- Chief Turner: 2015.
- Chair Foster: How many schools?
- Chief Turner: Less than 5 schools at that time.
- Director Foster: What are schools going to get and what are they not going to get? We cannot continue to operate the status quo. We have critical decisions to make. The point is to get the message right the first time. If I don't feel excited and I'm hearing some misunderstanding tonight.
- Chief Turner: IF we could hear some of the rationale for the modifications, it would be helpful for our conversation. If we could look at Wellstone, Riverview and Cherokee pieces. Am I misunderstanding this piece? Will they remain separate or would they be housing in one program by Oct 2022? Is that not correct?
- Director Carrillo: The thought is that we want to respect administrations direction to house the dual language programs in one location, but we were also very concerned that one well-rounded school would be changed/moved when I have experience with that not working....There's a domino effect with Cherokee, Riverview, Wellstone. We understand the package was a little bit problematic. The core issue is enrollment on the West Side. We do not think business as usual on the West Side to support Cherokee Heights neighborhood school as a pathway to middle and

high school programs. The following conversations we had about dual language programs and hope the administration will continue community conversations about dual language programs about possible location at one school, but that was not part of this current Envision plan.

- Vice Chair Vue: Wellstone for me the ends don't justify the means. It needs to be a different proposal. We understand the vision of combining, but it needs to happen another way. Continue to work with those communities to find out what that way is.
- Chief Turner: Dual Spanish would be the only language in more than one school building. We have a belief that a combined program is better in one building. So our only language program not in one building is Spanish. It was the intent to give honor to all of our languages and to offer a strong academic program and thus be in one physical location. This modified plan does not allow us to get there for those two programs unlike our other dual immersion programs.
- Assistant Superintendent Agbamu: Chief Foster, Superintendent Gothard, Board members. I've had the privilege to work with dual immersion programs since returning to SPPS in 2011. For years we have tried everything possible to align our curriculum across schools. I cannot say the same about the Spanish immersion program. The Chinese language school is rated the #4 schools in the state of MN! I cannot say the same of the Spanish language programs. For Wellstone, we have two separate programs with two separate philosophies. If we have in a school one science teacher and one social studies teacher, but in this case the biosmart students are primarily African American students. We really do not have a biosmart program there... We have tried and yet we do not really have it. We have struggled to deliver a 50-50 model of language delivery. Our Mandarin program is very very diverse and very successful. When I was approached to give my input, to give a student fair justice we can do this work in one building just like with Hmong Immersion program and French Immersion program. One science teacher and one social studies teacher does not amount to a well-rounded program.
- Director Ellis: So , you're saying Wellstone has not been aligned in 11 years. It requires us to do something different. I have a hard time believing that is the case. To say that closing it is the best option does not address the real issue. I struggle with that. This is the work of the district to educate our students and we have been trying for 11 years, it's on us to not change it sooner. About Biosmart, we have not specifically talked at great length about Biosmart and what we're trying to achieve. We cannot be putting this on the community.
- Assistant Superintendent Agbamu: There was a proposal once to merge these two programs, but there was a switch and the work was left hanging. What I'm saying is this: We have been able to align with Hmong Immersion program. For some reason it has not been aligned as we hoped. The focus was to merge to allow for the work that has been happening on Hmong, French programs.
- Director Ellis: My point being that if we are at this point now. My point is that this is probably a larger issue of program assessment. That needs to be part of this conversation. What is well-rounded? And what are we trying to do in concrete terms? Programs and how we want them aligned is not just on school staff but on us as a district. Need to document the how, why, when, who...if it really has not been working it's on us, not the school community. Is it possible to re-set? I have not heard details about how we have tried to align this program. I don't know what this alignment is?
- Superintendent Gothard: I'd like to ask, Wellstone is not on the list for tomorrow night? I feel like we are having necessary questions, but this week in 24 hours we need to make sure the community understands what is at stake tomorrow night.
- Director Ellis: I was just talking about impacts on other programs.
- Superintendent Gothard: The Wellstone piece...Our ongoing work is to ensure
- Chief Turner: The rationale to keep Wellstone open..would be helpful.

- Director Carrillo: 1. Wellstone is one of few schools with more than 500 students, from a budgetary perspective it hurts and it's not productive. If enrollment was guaranteed to increase, that would be different, but a decrease is likely for a magnet; 2. North End needs access to a well-rounded, dual language program; 3. School culture is good at Wellstone. It has had issues, but Wellstone has thrived and should be looked at and understood. What are we looking at in schools that will attract families? That provides a strong culture. We respect the administration's thought process to align, but there has been no intentionality to make it happen prior to this decision.
- Chief Turner: Can you say more about a hyper-dependent plan?
- Director Carrillo: We heard that this was a package deal and no single school could be pulled out and thus hyper-dependent. We thus were not allowed to discuss needs at a specific school. We are treating them all alike.
- Director Kopp: I am in the minority on this board when talking through the adjusted recommendation and I struggled with the Wellstone one...I've taken to heart what I've learned. And I'm concerned about the legacy that we leave. I also think instructional and curricular excellence is needed. JieMing -- draws people! Bc of it's excellence. If we split that in two parts in the city, would it be as strong? Probably not. We are trying to build as strong as possible programs. This gets to our alignment being off. We have struggled to do a really good job in two places. We cannot be as good everywhere...yet Wellstone also did not fit with other schools on the recommendation list. I'm looking at, my preference would be to work backwards from Highwood Hills. They are isolated. Their struggles are in families who are not staying there in those apartments as families move on. We cannot solve that through programming, but I'm excited to see what is possible....Highwood Hills is something to work on without tails/dependence. LEAP always felt somewhat ill-fitting...I learned there are concerns about level 1 students...who cannot communicate...and the love they receive...How do we capture that LEAP magic in the future to benefit the entire district? Committed partners there. I struggle with the Wellstone recommendation primarily because of my desire to have educational excellence everywhere and its tails. How do we tell those other schools to wait a little longer? It will fall to the schools to do that work...I'm interested to hear my colleagues' rationales. This is good because I want our legacy to be the best possible one. I'm sure my colleagues' intentions are the same.
- Director Brodrick: I'd like to return to Supt Gothard's remarks about urgency involved with this decision we have to make very soon. Administration brought forward Envision SPPS recommendation which was very comprehensive. And pointed out many times, individual elements were intertwined and thus difficulty of voting on something like that -- the entire proposal. Enrollment, well rounded education, and financial woes are all part of why we were looking for a comprehensive plan. During the last several weeks everyone on this board has been very diligent and conscientious to get feedback from folks affected. Now, tonight, I'll simply return to Dr. Gothard is absolutely correct about how we are going to handle the process in the next 24, 48 or 24 months. This modified proposal is actually a statement of disagreement with many elements of Envision SPPS. So, consequently, I ask Supt Gothard about our impasse right now -- administration's Envision SPPS plan and a 7 member board with a modified proposal which contradicts several elements of the original proposal. It will impact everyone in this district. I ask Supt Gothard to try and respond to what I tried to say.
- Superintendent Gothard: I cannot disagree with anything you've said. This is not a surprise. But I want to be clear but we wake up and we Envision for this district. I'm hearing some emotion that's been bottled up in you. YOu will get really thoughtful work from us to strengthen education in the district. We try to reduce the amount of area we need to cover with declining resources. Without exercising some of our area, we will have a hard time getting those resources out. We are not going to get quite the reset we were recommending, but it does not mean Chief Tuern, staff, and

workgroups did not do important work. It was. We need to make sure we have properly posted public hearing Tuesday night. Board members are there additional questions you want us to prepare for so you know the ramifications of your choices or your decision? We want to bring back thoughtful analysis so you know full well what our work will entail going forward. I hope that addresses Director Brodrick's comments.

- Director Brodrick: I so enjoy Supt Gothard's responses from the mind and from the heart. I'd like to hear Vice Chair Vue and Chair Foster's thoughts about what we should be thinking about.
- Foster: Everyone is working really hard at this. Last week I asked the administration if we make changes will the egos from the board and the administration collide? I acknowledge we are dumping something in the last few minutes on the administration. This is a huge decision to make. We are not all in alignment as 7 individuals and to note the decision is on this board. What we decide (action or inaction) will be charging Dr. Gothard and team to make that happen...in buildings, with families and kids to envision and support our communities. As you can see we will be rolling into that vote on the vision at the very last moment...Thinking about restructure, redesign, and realign. Does that have to happen at once? We'll be living in this together...trends and data tell us that we're robbing one school against another and I do not want to be a part of that. We have the opportunity to re-envision and realistically say what worked, what was tried and what did not work. I know what my role is, I would love to hear from you all tomorrow about this current plan...and be creative and come back to us.
- Director Allen: A 5-year projection when implemented rather than just what would happen in 5 years if we did nothing.
- Chief Turner: I appreciate Chair Foster's comments. We all agree things cannot remain the same. I wanted to hear the rationale to move to next steps in our discussion so we could work that in our presentation for Wellstone. And for other schools. More rationale for Obama?
- Vice Chair Vue: This was an interconnected piece for Wellstone, so we heard over and over again not to approve that without Wellstone.
- Chief Turner:
- Vice Chair Vue: I understood it that is
- Chief Turner: If Wellstone does not happen...it has an impact on other schools. If the board were to hear the impact of keeping Highwood Hills, Wellstone, and LEAP...the Board may wish to modify it. If we have 100 kindergartens next year in the district, every school will need to have students and thus spread them out across all schools...making them very small and unsustainable. With an enrollment campaign and working with SPFE and community, we have to have something to promote and to sell but we won't have that with small, unsustainable schools. If we could make some modification to the modifications that would take that into account. I would like to have an opportunity to allow those other schools, impacted by Wellstone, to not provide an equitable program (e.g., Riverview, Cherokee, Obama). It's very difficult for a school to do that.
- General Counsel Long: We have noticed the public meeting and public hearing to provide public opportunity to provide comments on those schools. For the purposes of the public hearing tomorrow everything is on the table as we have noticed it.
- Director Kopp: Two things about the impact of adjustments: 1. More information about recruitment and retention plans -- impacts of modification.
- Director Ellis: Clarify a few things: There are parts to the modification I agree with and other parts I am trying to figure out what 1, 2 & 3 look like. Who does the work? Cherokee Heights has very specific recommendations...Re Obama too. How these recommendations would happen, in real time. This was a lot...What are we actually asking families to do? It's a lot..There needs to be more clarity about what we will do as a district to support families. What are we doing over the next 12 to 18 months?

- Director Allen: It's about the original proposal, 12 to 18 months would give Obama families exposure to Montessori pedagogy...rather than moving people out to move new people in; it did not feel ethical as a board member. If we are going to build another middle school in the Obama area, I'm concerned about enrollment. So, when I'm looking at point #3, we need a clearer process of transition under Obama. Let's make it a process that's ethical to the community to folks working there now and future users too.
- Director Ellis: Thank you. I appreciate that. Can you explain how we got to #2 regarding Cherokee.
- Director Kopp: Wanted to give Cherokee a boost. It was to name the specific implications for changing the Wellstone recommendation. To provide a glimpse of the future for Cherokee.
Superintendent Gothard: We have a legal obligation to meet this week and vote on Weds not. A lot of this discussion is strategic and important. I just ask given the time we have, it is your desire to consider a vote for action on Weds? Are we still on track for that this week?
- **Board Directors: Yes.**
- Superintendent Gothard: Chief Turner will give a brief presentation tomorrow and then public hearing. Then Weds evening there will be time for a presentation too. And discussion before calling the recommendation.
Vice Chair Vue: Thank you.
Director Brodrick: I have a procedural question: Should we be formally presenting this proposal to the administration tonight so we have modified the proposal on the table...that we want to present it to the administration so on Weds we are clear about what we have been talking about tonight.
- General Counsel Long: I'm still processing your question.
- Director Brodrick: Vice Chair Vue began this meeting by reading the modified Envision proposal. Which contradicts the original Envision recommendations and the wonder whether this proposal would be formally presented to the administration. Something of substance on the table....
- Long: It would be my recommendation that this come up on Weds night. There's been no motion yet tonight. The purpose of Weds is for the board to make a decision via motion or amendments to motions. We cannot have a vote on whether to close a school prior to a public hearing...So Weds a motion could be made for board action would be the appropriate time.
- Director Brodrick: Has this modified plan been entered formally tonight?
Vice Chair Vue: Administration will come back with alternate proposals. General Counsel Long suggests we make it official through a motion on Weds.
- Director Brodrick: So you, Vice Chair Vue, are satisfied with this process?
Vice Chair Vue: Yes.
- Chief Baker: If there's a concern about what we can do...we can post the modified document online...Whatever the board wants us to put into motion to be agreed upon, we will do that.
- Superintendent Gothard: We wanted very clear direction from the Board tonight and that's what we got tonight.
- Chair Foster: Any other questions or comments?

V. ADJOURNMENT

Chair Foster provided a reminder of upcoming meetings of the Board of Education, including the public hearing on Tuesday, November 30, 2021 at 5:30 p.m.; a Special Envision SPPS Meeting on Wednesday, December 1, 2021 at 6:05 p.m.; a Committee of the Board Meeting on Tuesday, December 7, 2021 at 4:30 p.m. and a Regular Meeting of the Board of Education on Tuesday, December 14, 2021, beginning with public comment at 5:30 p.m.

Chair Foster then motioned to adjourn the meeting. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes

Motion passed unanimously, 7-0.

The meeting adjourned at 8:23 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:

Brian Hammer

Secretary to the Board (Interim), St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

PUBLIC HEARING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102, and**

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

**November 30, 2021
5:30 p.m.**

MINUTES

I. CALL TO ORDER

Chair Foster called the meeting to order at 5:30 p.m.

Chair Foster then read the following statement: This public hearing is being held pursuant to Minnesota Statutes Section 123B.51, subdivision 5. That section states that: "The Board may close a schoolhouse only after a public hearing on the question of the necessity and practicability of the proposed closing." It further states: "Parties requesting to give testimony for and against the proposal shall be heard by the board before it makes a final decision to close or not to close the schoolhouse."

Chair Foster noted the meeting would begin with a presentation of the Envision SPPS proposal and, following its conclusion, the Board would hear from parties requesting to give testimony for and against the proposal.

II. ROLL CALL

Board of Education: J. Vue, J. Foster, J. Brodrick, C. Allen, J. Kopp, Y. Carrillo, Z. Ellis
Superintendent Gothard

General Counsel Long

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Chair Foster then moved approval of the order of the main agenda. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Vue	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

Director Carrillo	Yes
Director Ellis	Yes

The motion passed unanimously, 7-0.

IV. ENVISION SPPS: PRESENTATION OF PROPOSAL,

Director Foster turned the floor over to Superintendent Gothard to introduce the presentation -- Envision SPPS: Align school facilities with well-rounded programs

Superintendent Gothard thanked the board and audience members for joining the public hearing. He noted how the Board of Education gave the administration direction with approval of the strategic plan which led to the administration's development of the Envision SPPS recommendations. He then turned the floor over to Chief Turner who led the presentation.

Chief Turner began by providing an overview and summary of events and meetings leading up to tonight's meeting, including reference to the official public notice in the public record. She then provided a recap of what took place during the special meeting of the Board of Education the previous night and, for the purposes of transparency, the next steps in the Envision SPPS review process. Chief Turner emphasized that the Public Notice provided the rationale for the list of school closings proposed and then read the text of the slide presentation (See BoardBook for November 30, 2021).

Chief Turner read the following official state of the public notice:

"At SPPS, we believe all students deserve the full range of educational opportunities and student support that a robust, well-rounded education affords. A well-rounded education is one that meets the Minnesota state's educational standards by providing students with learning opportunities that give them the skills to succeed in school, college and career. Barriers to providing all SPPS students with a well-rounded education at every school include declining birth rates and increased competition from schools outside of SPPS. This has resulted in an excess of 8,000 empty seats across Saint Paul Public Schools making many school programs unsustainable. As a result, the following school programs have been identified to be closed so that students can be relocated to programs that provide access to a well-rounded education."

- **Barack and Michelle Obama Elementary**, 707 Holly Avenue, Saint Paul, MN 55104
- **Galtier Elementary School**, 1317 Charles Avenue, Saint Paul, MN 55104
- **Highwood Hills Elementary**, 2188 Londin Lane, Saint Paul, MN 55119
- **Jackson Preparatory Elementary School**, 437 Edmund Avenue, Saint Paul, MN 55103
- **John A. Johnson Achievement Plus Elementary**, 740 York Avenue, Saint Paul, MN 55106
- **LEAP High School**, 631 N. Albert Street, Saint Paul, MN 55104
- **L'Etoile du Nord French Immersion Lower**, 1305 Prosperity Avenue, Saint Paul, MN 55106
- **Parkway Montessori and Community Middle School**, 1363 Bush Avenue, Saint Paul, MN 55106
- **Paul & Sheila Wellstone Elementary**, 1041 Marion St., Saint Paul, MN 55117

Chief Turner noted the robust, dynamic conversation with the administration the previous night (See: Special Meeting Minutes, 11/29/2021). Chief Turner then presented a summary slide of the Board of Education's response to the Envision SPPS recommendations as follows:

SLIDE: Recap of Nov. 29 BOE Special Meeting discussion

Area A:

- LNFI lower merges with LNFI upper at upper campus for fall 2022
- Parkway closes June 2022; reopens as upper campus for Hmong Dual and Culture program

Area B:

- Highwood Hills remains open

Area C:

- J.A. Johnson closes and merges with Vento at Vento for fall of 2022

Area D:

- Riverview Spanish Dual and Community both remain open
- Cherokee Montessori remains open

Area E:

- Galtier closes in June 2022 and merges at Hamline
- LEAP remains open
- Wellstone dual Spanish Immersion and BioSmart remain open

Area F:

- Obama remains open
- Jackson Hmong Dual and Culture closes and merges at Phalen
- Jackson community closes and merges at Maxfield
- Capitol Hill pathways ends

Chief Turner also noted the firm direction from the Board of Education to remove the following schools from the list of proposed school closures and to provide additional information about additional schools:

SLIDE: Board of Education Directive (See: 11/29/2021 Special Meeting Minutes)

- These schools have been removed from the recommendation to close:
 - Highwood Hills
 - LEAP High School
 - Wellstone Biosmart and Dual Spanish Immersion
- The BOE has asked for additional data, information and impacts for the following schools and programs:
 - Cherokee Montessori
 - J J Hill Montessori
 - Obama
 - Riverview Dual Spanish Immersion & Riverview Community

Chief Turner concluded by reviewing immediate next steps to hear public comment about the public notice of school closures during today's public hearing and the Board of Education's plan tomorrow (December 1, 2021) to vote on the overall comprehensive Envision SPPS plan. Chief Turner noted concerns about enrollment and sustainability for the district overall.

SLIDE: Next Steps

Tuesday, November 30:

- Public comments on Envision SPPS recommendations to the Board of Education (BOE)

Wednesday, December 1:

- BOE will review impact of modified recommendations put forth by the Board at the Nov. 29 BOE Special Session in areas of:
 - Enrollment
 - Program impact
 - Sustainability
- BOE will vote on recommendations

V. PUBLIC TESTIMONY

Chair Foster turned the floor over to Vice Chair Vue who led the Public Testimony portion of the meeting.

Vice Chair Vue noted the Board of Education would now hear from parties requesting to give testimony for and against the proposal. He invited those providing public comment to hand their written testimony to Ombudsperson Abrams, who would be assisting them at the podium. He also mentioned the option to email or send your testimony to the Board Secretary.

Vice Chair Vue asked audience members to remain quiet during the public hearing so all may hear and advised speakers that any complaint or issue related to personnel must be made in writing. For their own legal protection and the legal rights of staff, he also advised speakers to please not include identifiers of Saint Paul Public School employees such as names, job titles, grades taught, or work location.

Vice Chair Vue then reviewed the speaker protocols, including the three minutes time limit per speaker and that speakers were asked to complete statements within that time frame. He also noted that for those using an interpreter, a total of 5 minutes would be allotted for testimony and interpretation.

Vice Chair Vue then reviewed expectations regarding participant conduct, including the request to practice social distancing and wear a mask at all times. Finally, he advised speakers to begin by stating their name only and that no additional information, such as address, was necessary.

Vice Chair Vue then called the first three speakers forward to the podium to begin public testimony.

VI. ADJOURNMENT

Chair Foster concluded the public hearing by reviewing the future meeting schedule and how to access Board of Education meeting information and livestream links online at www.spps.org/boe or by calling our Board Secretary at 612-434-1105.

Chair Foster noted the Board of Education would vote on the Envision SPPS plan during a Special Envision SPPS meeting on Wednesday, December 1, 2021 at 6:05 p.m.

Chair Foster then moved approval of adjournment. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

Director Vue	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes

The motion passed unanimously, 7-0.

The public hearing adjourned at 8:51 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:

Brian Hammer

Secretary to the Board (Interim), St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

SPECIAL MEETING OF THE BOARD OF EDUCATION

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

**December 1, 2021
6:05 p.m.**

MINUTES

I. CALL TO ORDER

Chair Foster called the meeting to order at 6:05 p.m.

II. ROLL CALL

Board of Education: Z. Ellis, J. Vue, J. Foster, J. Brodrick, C. Allen, J. Kopp, Y. Carrillo

Superintendent Gothard
General Counsel Long

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Director Foster then moved approval of the main order of the agenda. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes

Motion passed unanimously, 7-0.

IV. ENVISION SPPS: Our plan to provide well-rounded programs

Director Foster turned the floor over to Superintendent Gothard to introduce the final Envision SPPS proposal.

Superintendent Gothard noted that before bringing a resolution before the Board of Education, he would ask Chief Turner to present a summary of the Envision SPPS proposal and the process leading up to the vote tonight.

Chief Turner began by saying that prior to the reading of the resolution and the vote, she would provide a brief summary of program closures recommended and summary of the impact of the resolution.

SLIDE: Presentation Agenda

1. Envision SPPS objective and process
 - The Why: A well-rounded education for all students
2. Program closures, mergers and relocations
3. Summary overview and systemic impact
4. Recommended resolution to adopt Envision SPPS

SLIDE: SPPS Achieves: Envision SPPS

Strategic plan priority: Program Evaluation / Resource Allocation

Objective 5: Allocate resources based on program effectiveness and organizational priorities.

Objective: 5.3 Align school facilities with well-rounded programs

- Develop operational measures to assess building utilization, virtual connectivity, transportation costs, and equitable access to well-rounded programs
- **Align well-rounded education program measures, ideal school sizes, and parent demand for programs to determine facility allocations and major capital investment decisions**
- Adjust capital investments to ensure they meet the District's equity policy goals.

SLIDE: Rationale for closing and merging schools:

- At SPPS, we believe all students deserve the full range of educational opportunities and student support that a robust, well-rounded education affords.
- A well-rounded education is one that meets the Minnesota state's educational standards by providing students with learning opportunities that give them the skills to succeed in school, college and career.
- Barriers to providing all SPPS students with a well-rounded education at every school include declining birth rates and increased competition from schools outside of SPPS.
- This has resulted in an excess of 8,000 empty seats across Saint Paul Public Schools making many school programs unsustainable.
- As a result certain school programs have been identified to be closed so that students can be relocated to programs that provide access to a well-rounded education.

SLIDE: Decision-making structure and planning process

SLIDE: Collaborative Workgroups

1. College and Career Paths: Co-Led by: Leah Corey, Anna Morawiecki
2. *Early Childhood Education: Led by: Lori Erickson
3. *Enrollment: Led by: Jayne Williams
4. Facilities Utilization/Alignment: Led by: Tom Parent
5. *Language Immersion: Led by: Dr. Efe Agbamu
6. *Integration: Led by: Sherry Carlstrom
7. Middle School Model: Led by: Amanda Herrera-Gundale
8. *Montessori Pathway: Co-Led by: Jayne William, Andrew Collins
9. *Special Education: Led by: Marcy Doud
10. *Talent, Development and Acceleration Service Pathway (TDAS): Led by: Benjamin Lacina
11. Well-rounded Education: Co-Led by: Megan Dols Klingel, Craig Anderson

SLIDE: Filtering relevant findings through these CRITERIA:

- Data

- Facilities
 - Operational efficiency
 - Retain capital investment
 - Requires new capital investment
 - Spatial alignment
- Equity
 - Avoid unintended consequences
 - Integration
- Accessibility:
 - Physical
 - Program accessibility (transportation)
- Location and density of students and schools
- Enrollment
- Market demands
- Pathway programming
- Financial/funding
 - Sustainability
- State statutes/legal (known)
- Unknowns
 - Legislative (state/federal)
 - Cruz-Guzman

SLIDE: Engagement: Inform > Consult

Information meetings

- 19+ school-based information sessions: Oct. 20-Nov. 10
- 5 multilingual-specific information sessions - Hmong, Karen, Somali, Spanish: 1st week of Nov.
- 2 Public information sessions: Oct. 26 and Nov. 8
- 2 BOE listening sessions: Oct. 28 and Nov. 11
- 1 Public Hearing: Nov. 30

Board of Education meetings:

1. BOE Special Session - Nov. 29, 2021
2. BOE Special Session - Nov. 15, 2021
3. BOE Committee of the Board - Nov. 9, 2021
4. BOE Special Session - Nov. 8, 2021
5. BOE Special Session - Nov. 1, 2021
6. BOE Special Session - Oct. 25, 2021
7. BOE Special Session - Oct. 18, 2021
8. BOE Special Session - Oct. 11, 2021
9. BOE - Committee of the Board - Oct. 5, 2021
10. BOE Special Session - Oct. 4, 2021
11. BOE Special Session - Sept. 20, 2021
12. BOE Regular Meeting - July 20, 2021
13. BOE Regular Meeting- January 19, 2021
14. BOE Regular Meeting- February 18, 2020

SLIDE: Envision SPPS program changes, closures, relocations and/or expansions effective SY22-23

Area A:

- L'Etoile du Nord French Immersion (LNFI) lower merges at the LNFI upper campus
- LNFI lower site reopens as early childhood education hub
- Parkway reopens as Hmong Language Immersion and Culture program upper campus (to Phalen Lake lower campus)

Area C:

- J. A. Johnson merges at Bruce Vento

Area D:

- Cherokee Montessori program relocates and merges at J.J. Hill
- Cherokee reopens as a community school
- Riverview community program closes and merges at Cherokee

Area E:

- Galtier merges at Hamline
- Galtier reopens as early childhood education hub

Area F:

- Jackson community merges at Maxfield
- Jackson Hmong Language merges at Phalen Lake

SLIDE: Envision SPPS program changes, closures, relocations and/or expansions

Area F:

- J.J. Hill Montessori relocates to the Obama site once remodeling is complete (either fall 2024 or fall 2025) and reopens as the Barack and Michelle Obama School and will also house a middle school (grades 6-8)

At the start of school year 2025-26:

- Capitol Hill's pathway will be expanded from Highland Park High School to other high schools so that students pathway to their community high schools

SLIDE: Summary Overview and Systemic Impact

Recommendations overview

- 11 school programs will have expanded or changed due to parent requests or program consolidations
 - Bruce Vento
 - Cherokee
 - Galtier
 - Hamline
 - J.J. Hill
 - LNFI Lower
 - LNFI Upper
 - Maxfield
 - Parkway
 - Phalen
 - Riverview
- 1 high school pathway change due to neighborhood expansion: Capitol Hill
- 6 sites will be available for future programs, community partnerships, early childhood expansion or temporary space during construction, or other district needs
 - Galtier
 - Obama
 - J.A. Johnson
 - Jackson
 - J.J. Hill
 - LNFI Lower

SLIDE: Recommended Resolution to adopt Envision SPPS (no other content on this slide)

SLIDE: School Closures:

At the end of school year 2021-22:

1. Galtier Elementary School, 1317 Charles Avenue, Saint Paul, MN 55104
2. Jackson Preparatory Elementary School, 437 Edmund Avenue, Saint Paul, MN 55103
3. John A. Johnson Achievement Plus Elementary, 740 York Avenue, Saint Paul, MN 55106
4. L'Etoile du Nord French Immersion Lower, 1305 Prosperity Avenue, Saint Paul, MN 55106
5. Parkway Montessori and Community Middle School, 1363 Bush Avenue, Saint Paul, MN 55106

At the end of school year 2022-23:

6. Barack and Michelle Obama Elementary, 707 Holly Avenue, Saint Paul, MN 55104

Chief Turner reminded the Board and members of the community that Envision SPPS is part of the strategic plan and falls specifically under objective 5 -- plan and align school facilities with well-rounded programs. Specifically, align facilities, school demand, enrollment patterns, SSPPS strategic plan.

Regarding the rationale and how we got here, Chief Turner stated that the district believes all students deserve a well-rounded education. In addition to state statute regarding instruction in reading, writing and math, SPPS believes in the need for a complement of other support to be well rounded, such as art, music, science, field trips, extra curriculars, and community experts in the classroom. Unfortunately, enrollment data show, in addition to decreasing birth rates, in ST Paul, MN, and US, more families are selecting schools outside of St Paul. The combined result is SPPS's high excess rate of open seats. Chief Turner noted knowing based on data there is a need to close schools and thus developed Envision SPPS.

The administration identified the Board of Education as a steering committee and Chief Turner noted she was named as project sponsor and there was agreement that a core planning team from SPPS, including the Office of Schools, Early Childhood, amongst others, and planning groups that were both internal and external would look at data from various perspectives. The administration informed the Board of the plan to take that data back to the senior leadership team and the administration was clear how the community would be involved and further informed the Board that we would be using the international association of public participation framework which calls for a pattern and spectrum for how you engage people. These plans were made clear and communicated internally and externally. Clearly the hands and decision and which schools would close would fall in the hands of the Board as policy makers and the administration informed the Board that the public would become involved post-vote.

A portion of the workgroups began in 2019 but that work became official when Envision SPPS was adopted. The workgroups consisted of about 120 people both internal and external, including parents, community and partners. These are people who did not work for SPPS. The Hmong language workgroup really started this work and asked for a process to come to a final recommendation in summer 2019, before we had Envision SPPS. Their workgroup was almost 100% parents. We followed that same process for special education, enrollment and from those 11 workgroups they used the following criteria (see criteria slide, above). Chief Turner acknowledged some unknowns about the future as well, including the Cruz-Guzman case.

Chief Turner then reviewed the Envision SPPS process following the presentation of initial recommendations and slate of schools for mergers and closures on October 11, 2021. Since that time,

there have been a number of meetings -- school-based meetings, listening sessions, bi-lingual sessions, and other public meetings (see Slide in BoardBook).

Chief Turner then reviewed the changes in the school district that are not part of the resolution that will be implemented and acted on, while the resolution contains other legal details (see slide in BoardBook). She then reviewed contents of the legal resolution (see recommendations overview slide) and noted being ready for the board to read the actual resolution.

Superintendent Gothard asked whether a correction was needed on one slide with regard to JJ Hill.

Chief Turner clarified that those 6 sites, including JJ Hill, would be impacted, but the buildings themselves would not necessarily be closing.

Superintendent Gothard thanked Chief Turner for the clarification.

Chair Foster read the full resolution, as follows:

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BF 32579 RESOLUTION ADOPTING ENVISION SPSS AND CLOSING SCHOOLHOUSES

WHEREAS, Independent School District No. 625, Saint Paul Public Schools, has engaged in a process, entitled Envision SPSS, for providing its students with the full range of educational opportunities and student supports that a robust, well-rounded education affords.

WHEREAS, a Notice of Public Hearing on the question of the necessity and practicability of closing the following schools: Barack and Michelle Obama Elementary School; Galtier Elementary School; Highwood Hills Elementary School; Jackson Preparatory Elementary School; John A. Johnson Achievement Plus Elementary School; LEAP High School; L' Etoile du Nord French Immersion Lower; Parkway Montessori and Community Middle School; and, Paul & Sheila Wellstone Elementary was published in the legal newspaper of the School District for two successive weeks on November 15, 2021, and November 22, 2021; and

WHEREAS, the time and place of the Public Hearing was set forth in the Notice; and

WHEREAS, Barack and Michelle Obama Elementary School; Galtier Elementary School; Highwood Hills Elementary School; Jackson Preparatory Elementary School; John A. Johnson Achievement Plus Elementary School; LEAP High School; L' Etoile du Nord French Immersion Lower; Parkway Montessori and Community Middle School; and, Paul & Sheila Wellstone Elementary were identified in the Notice as schools considered for closing; and

WHEREAS, the reasons for the proposed closing were set forth in said Notice; and

WHEREAS, numerous opportunities were provided for members of the community to learn about the proposals and to be heard whether for or against the question of closing Barack and Michelle Obama Elementary School; Galtier Elementary School; Highwood Hills Elementary School; Jackson Preparatory Elementary School; John A. Johnson Achievement Plus Elementary School; LEAP High School; L' Etoile du Nord French Immersion Lower; Parkway Montessori and Community Middle School; and, Paul & Sheila Wellstone Elementary including: Regular meetings of the Board of Education on February 18, 2020, January 19, 2021, July 20, 2021, October 19, 2021 (public comment), and November 16, 2021 (public comment); Special Meetings of the Board of Education on September 20, 2021, October 4, 2021, October 11, 2021, October 18, 2021, October 25, 2021, November 1, 2021, November 8, 2021, and November 15, 2021; Board of Education Committee of the Board meeting October 5, 2021; more than 19 school-based information sessions held between October 20, 2021 and November 10, 2021; five

multilingual-specific information sessions in Hmong, Karen, Somali, and Spanish during the first week of November 2021; two public information sessions on October 26, 2021, and November 8, 2021; two Board of Education listening sessions on October 28, 2021 and November 11, 2021; and one Public Hearing on November 30, 2021.

WHEREAS, a Public Hearing on said closings was conducted in accordance with Minnesota Statutes 123B.51, subd. 5 pursuant to said notice by the Board of Education beginning at 5:30pm on November 30, 2021 at 360 Colborne Street, Saint Paul, MN 55102; and

WHEREAS, testimony and materials were received during the course of the Public Hearing by anyone in favor of or opposed to said closings and the Public Hearing was not deemed closed until everyone who requested to speak had the opportunity to do so; and

WHEREAS, the Board of Education has considered the following: presentations and materials from Administration at Regular Meetings of the Board of Education on February 18, 2020, January 19, 2021, and July 20, 2021; presentations and materials from Administration at Special Meetings of the Board of Education on September 20, 2021, October 4, 2021, October 11, 2021, October 18, 2021, October 25, 2021, November 1, 2021, November 8, 2021, and November 15, 2021, and November 29, 2021; presentations and materials from Administration at the Board of Education Committee of the Board meeting October 5, 2021; public comments conducted prior to Regular Meetings of the Board of Education on September 21, 2021, October 19, 2021, and November 16, 2021; public comments provided at Board of Education listening sessions on October 28, 2021, and November 11, 2021; emails and other communications from various stakeholders; and, public testimony at one Public Hearing on November 30, 2021.

WHEREAS, through the course of the many presentations, public comments, and listening sessions, the Board of Education directed School District Administration to remove LEAP High School, Highwood Hills Elementary School, and Paul & Sheila Wellstone Elementary School from the list of schools being recommended for closure; and

WHEREAS, on December 1, 2021, the Board of Education heard and considered the final recommendation of Administration to close Barack and Michelle Obama Elementary School; Galtier Elementary School; Jackson Preparatory Elementary School; John A. Johnson Achievement Plus Elementary School; L' Etoile du Nord French Immersion Lower; and Parkway Montessori and Community Middle School.

NOW, THEREFORE, BE IT RESOLVED that after considering the materials in the record, the testimony presented at said Public Hearing held pursuant to Minnesota Statutes 123B.51, Subd. 5, and the recommendations of Administration, the Board of Education, Independent School District No. 625, hereby determines:

1. That the Board of Education, Independent School District No. 625, hereby approves and adopts the Envision SPPS Plan dated December 1, 2021. In doing so, the Board of Education determines it is necessary and practical:

a. That Barack and Michelle Obama Elementary School, located at 707 Holly Avenue, Saint Paul, MN 55104 shall be closed as of June 30, 2023, or as soon thereafter as practical.

b. That Galtier Elementary School, located at 1317 Charles Avenue, Saint Paul, MN 55104 shall be closed as of June 30, 2022, or as soon thereafter as practical.

c. That Jackson Preparatory Elementary School, located at 437 Edmund Avenue, Saint Paul, MN 55103 shall be closed as of June 30, 2022, or as soon thereafter as practical.

d. That John A. Johnson Achievement Plus Elementary School, located at 740 York Avenue, Saint Paul, MN 55106 shall be closed as of June 30, 2022, or as soon thereafter as practical.

e. That L' Etoile du Nord French Immersion Lower, 1305 Prosperity Avenue, Saint Paul MN 55106 shall be closed as of June 30, 2022, or as soon thereafter as practical.

f. That Parkway Montessori and Community Middle School, located at 1363 Bush Avenue, Saint Paul, MN 55106 shall be closed as of June 30, 2022, or as soon thereafter as practical.

2. The closure of Barack and Michelle Obama Elementary School; Galtier Elementary School; Jackson Preparatory Elementary School; John A. Johnson Achievement Plus Elementary School; L' Etoile du Nord French Immersion Lower; and Parkway Montessori and Community Middle School is necessary and practical based upon the following:

a. The School District's enrollment is declining:

i. Birth rates in the City of Saint Paul have declined over the past six years from approximately 5933 births in 2013-14 to approximately 5059 births in 2019-2020.

ii. Saint Paul resident kindergarten enrollment has declined from approximately 4452 students in 2018-19 to approximately 4150 students in 2020-21. Based on current birth rate projections, this number is expected to be approximately 3677 students in 2025-26.

iii. The percentage of Saint Paul resident K-12 children enrolled in a Saint Paul Public Schools school has decreased from 67% in 2013-14 to 62% in 2019-20.

iv. In 2019-20, approximately 16,058 Saint Paul resident students enrolled in other public school options.

v. The School District currently has an excess of 8000 empty seats across the School District.

b. The decline in School District enrollment has resulted in underutilization of certain School District elementary and middle schools.

i. The School District currently has an excess of 8000 empty seats across the School District.

ii. At Barack and Michelle Obama Elementary School only 40% of the building's capacity is being used for educational purposes (analysis from school year 2019-2020).

iii. At Galtier Elementary School only 61% of the building's capacity is being used for educational purposes (analysis from school year 2019-2020).

iv. At Jackson Preparatory Elementary School only 71% of the building's capacity is being used for educational purposes (analysis from school year 2019-2020).

v. At John A. Johnson Achievement Plus Elementary School only 79% of the building's capacity is being used for educational purposes (analysis from school year 2019-2020).

vi. At L' Etoile du Nord French Immersion Lower only 79% of the building's capacity is being used for educational purposes (analysis from school year 2019-2021).

vii. At Parkway Montessori and Community Middle School only 69% of the building's capacity is being used for educational purposes (analysis from school year 2019-2020).

- v. The School District's ideal utilization for its elementary and middle schools is that 85% of the building's capacity is being used for educational purposes.
 - vi. Underutilized schools produce negative consequences for both finances and academic programming. By closing these schools, the School District can optimize the utilization of its remaining school buildings and align school facilities with well-rounded programs.
- c. The schools designated for closure are not sustainable, meaning that they have less than the School District's ideal student enrollment (450 to 599 students at the elementary school level and 720 students at the middle school level).
- i. At Barack and Michelle Obama Elementary School enrollment for kindergarten to grade 5 for school year 2019-20 was 294. For school year 2020-21 enrollment was 266.
 - ii. At Galtier Elementary School enrollment for kindergarten to grade 5 for school year 2019-20 was 204. For school year 2020-21 enrollment was 157.
 - iii. At Jackson Preparatory Elementary School enrollment for kindergarten to grade 5 for school year 2019-20 was 296. For school year 2020-21 enrollment was 269.
 - iv. At John A. Johnson Achievement Plus Elementary School enrollment for kindergarten to grade 5 for school year 2019-20 was 286. For school year 2020-21 enrollment was 280.
 - v. At L' Etoile du Nord French Immersion Lower enrollment for kindergarten to grade 2 for school year 2019-20 was 242. For school year 2020-21 enrollment was 183.
 - vi. At Parkway Montessori and Community Middle School enrollment for grades 6 to 8 for school year 2019-20 was 353. For school year 2020-21 enrollment was 290.
 - vii. The remaining school sites in the School District have sufficient space to accommodate these students.
- d. Barack and Michelle Obama Elementary School has a consistent pattern of being underenrolled and underutilized. The program is not able to generate funding to provide a well-rounded education. In addition, the facility was initially constructed and designed to house a larger elementary program or secondary program.
- e. Galtier Elementary School has a consistent pattern of being underenrolled and underutilized. The program is not able to generate funding to provide a well-rounded education. The school facility has limited capacity to grow as compared to other nearby School District elementary schools.
- f. Jackson Preparatory Elementary School has a consistent pattern of being underenrolled and underutilized. The program is not able to generate funding to provide a well-rounded education. The school facility has limited capacity to grow as compared to other School District schools that can consolidate a District-wide dual language immersion program.
- g. John A. Johnson Achievement Plus Elementary has a consistent pattern of being underenrolled and underutilized. The program is not able to generate funding to provide a well-rounded education. The school facility configuration is not ideal to house an elementary program because it was initially constructed to house a secondary program.

h. L' Etoile du Nord French Immersion Lower has a consistent pattern of being underenrolled and underutilized. The program is not able to generate funding to provide a well-rounded education. The school facility has limited capacity to grow as compared to other School District schools that can consolidate a district-wide dual language immersion program.

i. Parkway Montessori and Community Middle School has a consistent pattern of being underenrolled and underutilized. The program is not able to generate funding to provide a well-rounded education. Montessori is not sustainable as a middle school program.

j. By closing these underutilized and unsustainable schools, the School District can optimize its resources to provide all students the full range of educational opportunities and student supports that a robust, well-rounded education affords.

i. A well-rounded education is one that meets the Minnesota state's educational standards by providing students with learning opportunities that give them the skills to succeed in school, college and career.

ii. Building on a deep understanding of the core essentials of reading, writing and math, students are taught by educators with expertise in science, arts, social studies, world languages, physical education and health while having access to an array of enrichment opportunities.

iii. As a team, educators work together to deliver culturally relevant lessons personalized to each student's specific needs.

iv. A holistic, well-rounded education also provides a broad range of school-based services such as a full-time counselor, social worker and nurse to address students' social, emotional, mental and physical health. There may also be other specialized staff dedicated to family engagement and to address the needs of students and families from specific cultural backgrounds.

3. The Board of Education selected schools for closure based on the following data points and parameters:

a. Facilities; including operational efficiency, retention of capital investments, requirements for new capital investments, spatial alignment.

b. Equity; including avoiding unintended consequences, furthering integration.

c. Accessibility; including physical accessibility, and program accessibility (transportation).

d. Location and density of students and schools.

e. Enrollment.

f. Market demands.

g. Pathway programming.

h. Financial/funding.

i. Sustainability.

j. Legal requirements.

4. School District administration considered all data compiled through the Envision SPPS process and public and staff feedback at various meetings and the public hearing. The School District considered alternatives to the closing of schools, but determined that the closures were necessary to address effectively the identified concerns that have arisen due to declining enrollment, the underutilization of school buildings, and the unsustainability of the schools identified for closure. The School District set a goal to minimize disruption to students by establishing a 10% cap so that no more than 10% of School District students would be disrupted from school closings.

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Having concluded reading the Envision SPPS resolution, Chair Foster turned the mic over to Vice Chair Vue.

Vice Chair Vue noted there was a motion on the floor to approve the resolution as proposed and having listened to Board Director colleagues during meetings, on phone calls, and in other communication, earlier today he said felt ready to vote on the current proposal. However, he then said his son came up to him after school today and asked him not to close his school. Upon hearing that comment he realized he had fully considered the implications for individuals impacted by the proposal and determined the need to at least have a discussion about not closing any of these schools at the end of this school year.

BF 32580 MOTION: No schools will be closed at the end of the 2021-2022 school year.

Vice Chair Vue motioned to propose that no schools be closed at the end of 2021-2022 school year. The motion was seconded by Director Brodrick.

Vice Chair Vue stated that the reason why this discussion needs to happen is because the community has been asking for it. He said either the Board would pass a resolution as read by Chief Foster or pass a motion that no school will close for this year and vote on that. The Vice Chair clarified that if his motion did not pass, then the Board would move forward to vote on the resolution as read by Chair Foster.

Vice Chair Vue then asked General Counsel Long whether the district had satisfied the scope of state statutes to close schools.

General Counsel Long: Yes, we have.

Vice Chair Vue thanked General Counsel Long and opened the floor to Board Director questions or comments about this motion.

DISCUSSION/COMMENTS:

- Director Brodrick asked Vice Chair Vue to please explain why he asked to vote on this motion prior to voting on this resolution. Director Brodrick just wanted it to open it up to other Board members to see if they have any other concerns.
- Director Allen noted she was always open to having this conversation. She said the Board should have the conversation publicly. It's been a long haul with the community, heard from community and from the admin. She said the Board recognizes that some pretty drastic changes need to happen in our SPPS, though I do not want to close any schools. We need to start focusing resources on producing better outcomes. Through this process of understanding from the administration -- finance -- parents and administration are concerned about outcomes. I'm here to provide a quality education for all students. She said some parts of the Envision plan she could not stomach, with our values at SPPS, which is why hearing from the community. She said she was proud of our board, as someone who's usually the protester..In this situation, it was a

collective collaboration to get to this point: board, folks in buildings, and a common perception that something drastic needs to change. Talking about not closing is a conversation that can happen, but we need to talk about closing schools and school finances to produce outcomes. Prolonging this will lead us to delaying for another year, but she said she was sure she was okay with just sitting still. Thank you for opening the conversation. Not closing could be detrimental and we've done some due diligence and we can move forward today to produce better outcomes for SPPS students.

- Director Kopp said she felt Director Allen was reading her mind. What happens if we act and what happens if we don't. Acting will bring grief and sadness. It's real and deeply felt. Every year a child's education matters. Saying we can wait another year...I can't do that. I have had to reconcile two very difficult things -- school culture and academic outcomes. We talk about this all the time. This is our chance to achieve that goal and we have an obligation to act and to move and I'm comfortable with proceeding. Thank you for the opportunity to talk.
- Director Carrillo asked a clarification of Vice Chair Vue regarding the motion just made by Vice Chair Vue to confirm where the motion was to delay closing for a year or was it to delay the decision.
- Vice Chair Vue stated that the motion was to say no schools would close at the end of this year. - 2021-2022.
- Director Carrillo then asked: So the future decision would have to be meted out with a motion and hearings and notices and all legal notices, Correct?
- Vice Chair Vue: Correct.
- Director Carrillo: I'm tempted. I've been thinking about it a lot recently. The core component of the voice that is summarizing the comment that we received was not that we should not act on making difficult decisions. Rather, it has been to address the issues that have gotten us to this place. But that's not part of this resolution. My term as appointed Board member ends when Chair Foster signs her election documents. I encourage directors to operate from a frame of humility: not from a white tower, but to go down and meet parents where they are and co-create a district that is kind to our kids. When Envision SPPS was first brought to the Board, the Board had the difficult problematic -- a concerning, an alarming set of numbers that said action needed to be taken. He said when he first saw the numbers at some of our schools it was alarming, but the more he'd dug in to learn more about each school, it's grown harder for him to close any school. It was a very drawn out and consensus driven approach to get to where we are now. We are left with the decision to agree to disagree and move forward. We do this and we do not change our hearts. Or if we don't do this we would have to shave off the top for everyone which will further erode our capacity to provide services that are very important. With that in mind, we ought to think about what we actually achieve by delaying a vote? How could we get to that decision knowing the community is going to have this concern. Feeling this way, hands tied, Director Carrillo said he thinks we should move forward. It's not something I take lightly. Let's be clear, the burden is not on the Board, the burden is on our kids and families due to decades of inaction. But parents are saying this action is detrimental to us, and that's true. Will this get us to a place so everyone in St Paul can receive a well rounded education? From the bottom of my heart, and from an emotional perspective, it's here, but we do more than administer a handful of schools.
- Director Brodrick followed up by asking whether passing the motion by Vice Chair Vue would contradict the resolution.
- Vice Chair Vue stated his understanding was that his motion would cancel the resolution.
- Director Brodrick sought to clarify by saying that your motion would nullify the resolution just read.
- Vice Chair Vue said he thought so.
- General Counsel Long: Yes, that would be my interpretation of that motion as well.

- Director Brodrick said okay and then asked General Counsel Long to expand Vice Chair Vue's question that was specific to Minnesota statute regarding compliance with the process whether General Counsel Long would advise the Board to not go further.
- General Counsel Long: Yes.
- Director Brodrick stated that whatever the decision, some would be happy and some would be disappointed. Some may be unhappy enough and may want to challenge it legally. We are in compliance with the statute, but would it be possible to challenge us with regard to our process, including putting together the original Envision SPPS recommendation. Would we be able to defend ourselves?
- General Counsel Long: I'm happy to have this conversation, but this would be legal advice in a public setting and it would not be appropriate to do so in a public meeting.
- Director Brodrick followed up by noting General Counsel Long had sat in Board meetings with Board members over the past several weeks, sometimes painful, sometimes inspiring - especially the students. Director Brodrick then asked whether General Counsel Long would say SPPS would be able to defend the process that he had witnessed.
- General Counsel Long again noted that to get into legal claims might be brought against us, he'd prefer not to share those comments in a public setting.
- Director Brodrick said people would be disappointed by the outcome of the vote. Some may challenge it. He then noted that a previous general counsel had advised Director Brodrick some time ago that you "always have to be prepared to be sued, John."
- Director Ellis then noted having a question and noted she was here in 2016 when the Board had to vote on school closings. At that time she had been on Board for about 6 months and that process felt like it was just what we needed to do without information to support making the decision at that time. She stated her great love for all of our schools and her love for St Paul. She said her baby is here and your baby is here and that matters. Director Ellis wanted to make sure that the district provides access for everyone. Every one of our schools; she's been in them. She said she feels like a Gator in Galtier; she said she loves Como and that she doesn't take any of this lightly. It has been weighing on her head and her heart. She noted the need to be clear that people choose schools for what they have! But there are gaps between schools and schools are subsidized to keep them going. That's not a school's fault; that falls on the Board. In 2016 we had to make decisions for 39,000 students, but now it's a district of 35,000. What kind of district are we building for those students, what outcomes, when Minnesota has the worst academic achievement gap in the country. Change is needed for every student in this district. She said she's not taking this lightly. She said we need St Paul to do well and we cannot keep doing the same things to get there. She expressed appreciation for Director Allen's drastic change comments, asking whether the Board was comfortable using tape to hold it together and to plug holes. Our charge is to make SPPS the best experience possible. She said she didn't don't know if it's the right way, but a better way could have been framed: "How can we build a district for your child." Better conversation framing would have helped this process. Language matters. Our individual kids matter. Director Ellis noted the decision was weighing on her and she said we need all of us to be better. None of this feels good. Board members were elected to sit on this Board and community can make a different decision next time. Community did trust us to make a really hard decision. This is the difficulty of having this role, making decisions for and about kids so close to your heart.
- Vice Chair Vue: Thank you, Director Ellis.

Vice Chair Vue noted the current motion on the table, seconded earlier by Director Brodrick, is to not close any SPPS schools for the 2021-22 school year. Vice Chair Vue called for a vote on this motion.

The motion was approved by roll call vote:

Director Ellis	No
Director Vue	Yes
Director Foster	No
Director Brodrick	Yes
Director Allen	No
Director Kopp	No
Director Carrillo	No

Motion fails to pass with a 2-5 vote.

Vice Chair Vue returned discussion of the original resolution as read by Chair Foster.

Chief Counsel Long interjected that no formal motion had yet been made to vote on the original resolution.

BF 32579 **MOTION: Vice Chair Vue then formally moved approval of the original RESOLUTION ADOPTING ENVISION SPPS AND CLOSING SCHOOLHOUSES, as read by Chair Foster. Director Allen seconded the motion.**

Vice Chair Vue then opened Board Director discussion of the resolution as read by Chair Foster.

DISCUSSION/COMMENTS (paraphrased):

- Director Brodrick: The original recommendation brought to us in October did not satisfy what I needed for a yes vote. I commend my fellow board members for constructing a modified plan to replace the original recommendation. However, the modified plan is still fraught with potential for harm to certain segments of our community. I've heard cries for clarity and transparency from hundreds of parents, staff, students and community over the past several weeks. I'd expected to hear sadness or maybe anger from those directly affected, but I was hoping not to hear a general sense of frustration -- distrust -- from so many different people. I say this with great deal of personal sadness. Unfortunately, distrust in our district was clearly on display the last several weeks by people in all of our diverse communities. We can never expect to halt declining enrollment until we restore trust. The modified proposal will only put a bandaid on this almost mortal wound of distrust that afflicts us. Therefore, I am voting "no" so that we can pause and look to our communities and take the advice of the St Paul chapter of the NAACP. They said start over and do this properly and do it the St Paul way. Do it the St Paul Way -- TOGETHER. I will not be on the board in 2022, but I know that this board has the energy, the dedication and the love to pause and to turn to our communities who have come to us in the last several weeks and offered to help. We must pause, Start over and get this right. It may take time, but it's better that we do it right than make a mistake that causes us harm. Thank you for listening to me.
- Vice Chair Vue asked for other questions. Seeing none, he asked a logistical question, regarding schools that remain on the list: If a school is closing, please once again discuss and explain the priority process for families impacted by the decision.
- Chief Turner: If a family chooses not to go to a school where they have a guaranteed seat for them, they would have the option to attend any other school in the district and they would receive closed school priority, which serves the family best if they submit their application on time.
- Vice Chair Vue: When the parent doesn't submit an application on time. What happens?

- Chief Turner: Then they would have a late applicant's closed school priority. If there are two students, the closed school priority students would receive priority. This is a higher priority than a merged school priority.
- Vice Chair Vue: Thank you. There are actually some families who enroll after school has started. How would that priority process work for them?
- Chief Turner: If they enroll in August 2022 as a 2021-22 Parkway student, they would be competing as a late entry. As we shared earlier, a family at a closed school who misses priority would not have acted on multiple interactions, emails, calls, letters. Letters are in hold pattern now and families letters will be mailed tomorrow after the vote. Another letter will be sent about open houses at their reserved seat school and also about other options in SPPS. A school choice fair is scheduled at Parkway. I'm happy to provide a reminder of the support to families, school and staff that would begin as early as this week.
- Vice Chair Vue: Thank you. Two more questions. How does class size limitations factor into enrollment.
- Chief Turner: Excellent question. A number of community members complained about Student Placement. Student Placement's role is it recommends students to schools where there are openings. Chief Turner then gave a specific example of Highwood Hills kindergarten enrollment and how class size limitations are the result of an agreement between this Board and SPPS administration with St Paul Federation of Teachers. Class-size meetings do take place and if there is an agreement then Student Placement does have authority to call that parent to say, for example, Highwood Hills can now accept your student. If there's room at a school, Student Placement is happy to assign them there. As we look at the Student Placement office, we need to look at some of our agreements. This happens at all grade levels -- class size average and a cap.
- Vice Chair Vue: If there's a class size cap and a student has priority, what happens in that instance?
- Chief Turner: In that instance the student is on a waiting list with closed school priority. That's why it's so important to get applications in on time. As families submit applications we can help provide resources to schools. We need to make sure we have capacity where families want to go and so we can help to make sure there's access. For incoming kindergarten families, the district has been able to offer 86% first choice, Traditionally that number hovers between high 80s and low 90s for families who submit applications on time. Feb 25, 2022 is the deadline.
- Vice Chair Vue: That's all I had.
- Director Allen: Chief Turner, I have a couple of clarifying questions regarding facilities. Obama community school will remain open through 2022-23 and while they are there they will be exposed to and be educated about Montessori programs? And will they have priority to enter the new programs at Obama that are Montessori?
- Chief Turner: Yes, that's right. It's an important part of our plan. Chief Turner then provided additional specifics regarding this transition.
- Director Allen: Regarding John A Johnson and Bruce Vento, what's the address of the new school and what's the timeline for the rebuild? I'm hoping the rebuild will include the Achievement Plus just like John A Johnson has now!
- Director Parent: During the Regular Meeting of the Board on December 14th, there will be a presentation to the Board codifying the Envision capital plan, including timelines and other details. The address is 409 Case Ave East -- site of the current and future Bruce Vento. The district is looking to have a community engagement process to define the other parts of the programs needed at the school, including wrap-around support.
- Director Allen: Will this include forming a task force from two communities impacted?
- Director Parent: Yes, we'll talk on December 14th about that process.
- Director Allen: Can Obama construction begin sooner so it can proceed more seamlessly?

- Director Parent: Likely not. We need to do the same with the 6-8 grades and Montessori to ensure we're building the right school and program long-term. We will be aggressive and we want to be sure we do this correctly.
- Director Allen: With the middle school piece, we're pretty clear it's possible to get started on that piece?
- Director Parent: We will explore it, but we want to have a holistic view before proceeding and respect Obama students during their last year in a building. There will be an impact on students and we want to be sensitive to that. I hear your request to be as quick as possible.
- Director Carrillo: I'd like to address comments brought up during yesterday's presentation. We want to understand placement policy going forward for schools no longer on the list. The Placement Center appears to be directing some parents to particular schools. Is it board policy or standard procedure to do that? How will this impact schools that were initially on the closure list : Highwood Hills, Wellstone, and LEAP
- Chief Turner: Students at those schools would not have a priority to move to a new school. Regarding how we make decisions, if we believe they need language support there is a language assessment to help determine where they should go. Same for special education assessment which has impacts on placement. If there's interest in learning more about the placement process for a building, it's a public building and they can have a tour. Once we determine the grade level, the home address, and we then can begin the placement process. As LEAP is an ALC, families have the right to choose a regular K-12 program if they so choose. We have to be able to offer regular and alternative programs. We are legally required to offer regular schools. We have offered all programs to families/students, but based on our assessments, we would offer particular programs to them. We will promote schools with openings, whatever school that is. We try to match and align, whether arts or science are desired, start times, bus needs. If a parent says they want LEAP, typically they will review needs and school programs.
- Director Carrillo: Would you say they support families who speak other languages and newcomers. Is there a way to assist those families who don't speak English?
- Chief Turner: There was a short period of time when the student placement office did not have a Somali speaking staff member (during pandemic). Now we do. That original person has returned. Student placement office demographics are extremely diverse -- demographics and languages spoken.
- Director Carrillo: Thank you.
- Vice Chair Vue requested a pause for an answer to the question regarding demographics of the placement office.
- Chief Turner: Just one minute. There are 16 total staff members, including 3 who speak Hmong, 1 speaks Karen, 1 speaks Somali, 4 speak Spanish, and others speak English (both African American and White staff members).

Seeing no further comments from Board Directors, Vice Chair Vue called for a vote on the resolution as read by Chair Foster and seconded earlier in the meeting by Director Allen.

The motion was approved by roll call vote:

Director Ellis	No
Director Vue	Yes
Director Foster	Yes
Director Brodrick	No
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes

Motion passes with a 5-2 vote.

Vice Chair Vue then opened the meeting for discussion of the approved resolution.

DISCUSSION/COMMENTS (paraphrased):

- Director Foster: Typically I have a lot to say. People are impacted. Inaction hurts. Action hurts. I want to thank you for making your decisions at this time. It does not stop here and a lot needs to happen to move forward from here. You have been heard though it may not feel like that for some communities. It's about each and everyone of us. At this point, I invite other board members to contribute and now move on to talk about what just happened and what needs to happen next.
- Director Ellis: This is weighing heavy on my head and heart. I'm okay with parts and not okay with others. There are larger concerns that we need to address - enrollment and serving our current students. There are pieces of the resolution that I struggle with because if parents and families are not going to those reserved sites, I'm concerned about how it will impact those sites. We have not fully fleshed that out. If they are not getting what we said they would be getting, what the Board said they would, I could not stand before the community. I need us to do better. So much better. I don't know if this is the way that we get there. I have so many concerns about what comes next for families and students. They will be thinking about whether to stay in SPPS. Every decision impacts every other school in this district: Why are you here? How can we support that? While I understand how we got to this place and I think about Director Brodrick talking to us about district history and all of the decisions that have been kicked down the road. This has not happened. It will have an impact on this district. I will always root for us to rise, but I'm scared for this district. For you and for us.
- Director Allen: As stated before, this is heavy on my heart and head. But the one thing that I knew -- just how strong our parents were, and great our teachers were. People showed up to the podium to say 'work with community' and I believe this can be the greatest district in the country. I believe that. It's a hard place because of things that had not been done previously. We need better collaboration! Parents and taxpayers have these goals for their children. With that energy, to get to that diamond in the rough. This plan is not one that says as of September 2022 all schools will be a-okay. But it is a drastic difference and a big step to build the schools we can build. For the schools on the list, one of the biggest things that came up was that we need to come up with a plan for these schools. In the process I think there were some folks who started to dive in to plan what their building could come into. Now it's the time to go and mobilize people in both merging schools and closed schools. Transition is always hard. A principal transition takes a few years; it's hard. I want to charge our community, our parents, and our district to step up to put in that heavy load because SPPS could be where our children have all of the opportunities in the world. We can be the tool and the catalyst. But something needed to change drastically and that does not stop here. It will put a greater load on my shoulders and my community's shoulders. They have been asking for it for years to help to build institutions that work for the city of St Paul.
- Director Foster: We talked about buildings and student outcomes. We have to talk about curriculum, staff and parent engagement. There are many pieces. We don't talk about specific things because we're Minnesota Nice. Disparities: We've got to talk about that! That is a conversation we have to have and be bold. Race. Talk about it. We pick to find one thing, but it's a multitude of harms in this community and some communities feel harmed by this decision. Our schools are the center of our communities. We all have to work together to look at education as a right for each and every child.
- Director Foster asked Board Directors for additional comments.

- Director Carrillo: I'd like to speak about the vote. I'm not proud of this vote. It's not a great moment in my life. The truth is I could have easily voted no, and stepping away from the Board in the next couple of days, I could have easily voted no, but deep down future Boards will be hesitant to make this up again. The truth is that finances will not permit supporting the amount of schools we have. Enrollment will not support them. This vote does not mean that this is the solution. I say this because of such low enrollment. In this modified plan we came together as a board and we put our differences aside in an attempt to find a solution. There are concerns for the district and St Paul -- we are becoming a hostile city to families, and to people of color to feel comfortable in our schools. We're becoming more expensive. We need to say the truth and be humble to listen to everyone and not lay down plans from the top. Our solution to the enrollment problem will be when we can treat people with trust. The problem is that in the future, the snowball could be even bigger. This is painful and hurtful, and Insulting to our schools. The charge is to transform what we need to change as people and as an institution to make a difference to people. Otherwise, we will lose the kids and families. They do not trust us. They need to feel that we listen to them. Staff need to trust principals and people need to trust us. These are plans but not heart and no care. Everybody here has a heart for success for our students and welcomes every kid, no matter the trauma. We need to look at how we're doing things. What institutional tools of oppression we're using and the hand-me down stress that we're passing down. I charge you as a Board: something needs to happen that charges us to be better, to actually change. Well-meaning is not good enough. We need to do well-doing.
- Director Kopp: I thought a lot about joining the board 2 years ago. Envision was one of the first things we talked about. I wanted to say thank you to my colleagues, to families and community, for the site visits, phone calls, and the work of the administration and small working groups. I am better at my job now and understand the district better now. What happens next is up to us. We get to choose how we show up. I'm ready for that work and I look forward to partnering with community who have told us where we have made mistakes. This is the end of something for some of our communities. I hope from this difficult and heavy moment something beautiful can grow, and I look forward to doing that work with all of you.
- Vice Chair Vue: I want to acknowledge that this was Director Carrillo's last meeting. I have witnessed him going above and beyond his duties and pushing us. Thank you for your service.
- Director Carrillo: Thank you for your support. Thank you for everything.
- Director Foster: I will throw your own words -- You have led with heart, action, and care. Intentionality -- very observable -- thank you for stepping up and we look forward to working with you.
[Board Members, Administration and audience members clapped in appreciation for Director Carrillo's service]
- Director Foster also acknowledged the work of the interim Board Secretary Brian Hammer.

VI. ADJOURNMENT

Chair Foster provided a reminder of upcoming meetings, including a Committee of the Board meeting on Tuesday, December 7, 2021 at 4:30 p.m. and a Regular Meeting of the Board of Education on Tuesday, December 14, 2021 at 6:05 p.m., beginning with public comment at 5:30 p.m. She also noted the ability to view the Regular Meeting via audio stream link online at the Board website: www.spps.org/boe and that updates are provided on the board website.

Chair Foster also noted the public may request to be added to the mailing list of public notices by contacting the board secretary and encouraged members of the community to submit Public Comment for the Regular Meetings of the Board of Education through:

1) Leaving messages with the Board Secretary at sarah.dahlke@spps.org or 612-434-1105 that will be complied and distributed to Board members; and/or

2) Sending email statements to the Board of Education email (SB.Members@spps.org)

3) Submitting comments online via Public Comment input form at www.spps.org/boe.

Chair Foster then motioned to adjourn the meeting. The motion was seconded by Vice Chair Vue.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes

Motion passes with a 7-0 vote.

The meeting adjourned at 8:20 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:

Brian Hammer

Secretary to the Board (Interim), St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

SPECIAL MEETING OF THE BOARD OF EDUCATION

**Administration Building
360 Colborne Street
Saint Paul, MN 55102**

Available Streaming Online at www.spps.org/boe

**December 7, 2021
6:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:01 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

Board of Education: J. Foster, Z. Ellis, J. Brodrick, C. Allen, J. Kopp, J. Vue

Staff: Superintendent Gothard; Chuck Long, General Counsel

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes

IV. OLD BUSINESS

A. Administration Presentation and Public Hearing on the Proposed Pay21 Levy

State statute requires that all local governments (cities, counties, and school districts) to hold a public hearing prior to finalizing their levy authority and allow for public comment. The hearing must follow the release of the proposed tax notices from the county. The notice provides information on estimated taxes as well as market value and other homestead adjustments.

The Pay22 Levy calendar was also reviewed, with the upcoming certification of the Pay22 levy at the December 14, 2021 Regular Meeting, and the certification to Ramsey County on December 28, 2021.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION - None

V. PUBLIC HEARING

- None

VI. ADJOURNMENT

Director Foster moved to adjourn the meeting; Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes

The meeting adjourned at 6:25 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

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

COMMITTEE OF THE BOARD MEETING

**360 Colborne Street
Saint Paul, MN 55102**

**November 9, 2021
5:00 p.m.**

MINUTES

I. CALL TO ORDER

Vice Chair Vue called the Committee of the Board Meeting to order at 5:00 p.m.

II. ROLL CALL

Board of Education: J. Vue, J. Kopp, Y. Carrillo, C. Allen, J. Brodrick, Z. Ellis

Vice Chair Vue noted Director J. Foster was not able to attend the meeting and thus would not be part of roll call.

Staff: Superintendent Gothard, C. Long, D. Abrams, K. McCarty, S. Gray-Akyea, A. Collins, K. Thao, K. Burns, J. Turner, C. Carlstrom, C. Baker, A. Schilling, M. Gilbert Dougherty, J. Robinson

Public: J. Verges

II. APPROVAL OF THE AGENDA

Vice Chair Vue, seconded by Director Allen, motioned to approve the main order of the agenda. The motion was approved by acclaim.

II.A. SUPERINTENDENT'S ANNOUNCEMENTS

Vice Chair Vue turned the floor over to Superintendent Gothard to provide general remarks and to introduce the day's presentations.

Superintendent Gothard began his comments by noting the district continues to have school in session each day while workforce shortages have had their impact as well. Thanks to a substitute coverage plan, they are stepping in to pick up substitute calls and adding needed support. The district needs to be realistic about what needs to be done, with hard compromises. He recalled when Ramsey County had 4 Covid cases in July, but in the current surge in cases the district has had to adjust its plan to support the

day-to-day. He said he thought yesterday's case count may have been an anomaly, but cases are really up. He also noted the press conference held last week, and expressed thanks to Ramsey Public Health for their partnership. He said we're almost there regarding vaccinations for younger students. It will be important to open up access to vaccinations and identify barriers to ensure those with less access have access. Schools will help with these efforts. Any questions?

QUESTIONS/COMMENTS:

- Director Vue asked for an update about Metro Transit providing transportation for students.
- Chief Turner responded by stating that the intention was to come to the Board in December with an official Metro Transit and student transportation update. She added that there was a meeting with Metro Transit yesterday and stated that this partnership had been going well; students are learning the system and the district had received mostly positive feedback from families, students, and staff. Metro Transit informed SPPS of one route that will be removed from the system, which will impact 5 students. The district will be working on options for those students. Overall, it's going extremely well. There's a plan to meet again at the end of December or early in the year about the district's needs for next year. Metro Transit is willing to continue our partnership.
- Director Carrillo: In general, you're saying the reduction will only impact a few students?
- Chief Turner: Yes.
- Carrillo: How are we doing with regular bussing? Still struggling to find drivers?
- Chief Turner: We are slowly improving each week. We are back to our new normal while always continuing to recruit new drivers.
- Director Carrillo: Thank you.
- Director Vue: No further questions.

II.B. 2022 Legislative Agenda

Presenter: Mary Gilbert Dougherty, Legislative Liaison

Gothard: We are quickly approaching the time to address our 2022 legislative strategy. Mary Gilbert Dougherty will lead us through the discussion of this important work.

Mary: Thank you for having me here tonight. This is a supplemental budget year with a potential surplus, so the Governor will be making supplemental budget recommendations. The bonding bill may be easier to pass this year because a federal bonding bill just passed and will ease things for the state bonding bill. The Governor will be making recommendations for the \$1.23 billion dollar Federal ARP spending plan and the House and Senate will hold hearings about how to allocate that federal funding. Given political division in the state the legislature's agreement on federal fund use is very difficult, but the legislature may be motivated to come to an agreement because the Governor decides how to spend the money if the legislature does not decide.

To make things even more complicated, all state officials are up for election and all will be running in new districts. All Senate and all House and Executives are running. It's not clear how the endorsement process will work. I think the Republican convention will likely meet at the end of May. I will keep you updated on important dates. There's some discussion that precinct caucuses may be delayed until after the redistricting map is released. No one expects the legislature to agree on redistricting.

The state has taken in more money every month than projected. The November forecast will have the entire picture and we'll know what the state has collected and anticipates through the end of this

biennium. Expected expenditures will be known at that time as well, based on current formulas and how entitlements are funded based on estimated expenditures. In February another forecast that will be used by the legislature for the supplemental budget. May 23rd is the official adjournment date of the legislature. In an election year, the Governor would likely decline to call a special session. The governor could call a special session but the legislature determines when they will actually adjourn. It is expected that the Governor would only declare a special session after there is agreement about what the special session's agenda will be and if they are close to an agreement.

Slide content reviewed during presentation:

- Important Dates
 - November Forecast (early December)
 - Session reconvenes January 31, 2022
 - February Forecast (end of February)
 - Supplemental Budget will follow forecast
 - Sine Die May 23, 2022
- Legislative Priorities
 - Stabilize Education Funding - Cross-subsidies
 - Comprehensive Plan for School WorkForce Shortages
 - Enhance Taxpayer Equity
 - Enhance Local Control and Reduce Mandates
 - Provide Resources for Child and Family Stability and Support
- Special Education
 - Commit to phasing out cross subsidy, which is estimated to grow to \$806 million by FY25
 - At a minimum, hold cross-subsidy flat
 - State average cross-subsidy \$917 per ADM FY25
 - St. Paul Cross-Subsidy \$1,138 per ADM in FY20
 - Charter School Cross-Subsidy \$120 per ADM in FY20
 - Federal revenue estimated at 5.9% in FY25
 - Allow districts to recoup un-reimbursed fees charged by Intermediate districts and Co-ops
 - Allow district to close special ed programs under open enrollment
 - Enhance Medical Assistance (MA) Reimbursement for social work services
 - Establish tuition billing work group to make recommendations for districts with above regional/state average billing
- Phase-Out EL Cross-Subsidy
 - The English learner funding formula should provide the resources necessary to prepare students to achieve state and federal standards
 - State shortfall in FY20 \$117.2 million, SPPS is \$23.3 million
 - At a minimum, include EL increase from FY21 in the base
 - Phase out the current EL cross-subsidy

Whereas EL services may have been in a few districts a number of years ago, today it's an issue across the state.

- Underfunding/Counting of Compensatory

- Expand criteria for determining poverty to include other factors to determine compensatory funding
- Expand direct certification for Free/reduced lunch to include Medical Assistance (MA) for free/reduced lunch -- increases access to nutrition services and compensatory revenue
- Modify the compensatory formula to allow for the greater of the previous years fall count of the average of the previous two years' count

Extra time was allowed last year, but the forms and process are very confusing to families. There was concern by some people that using such services could impact Green Card applications. The purpose is to provide nutrition for families and to help us with revenue for these services, such as free and reduced lunch programs.

- Comprehensive Plan for School Workforce Shortages
 - Create a stakeholder / legislative work group to identify barriers and make recommendations to develop short and long-range plans to address school workforce issues, including bus drivers, licensed staff, substitute teachers, and non-licensed staff.

We are at a critical stage for schools. The bus driver shortage hit SPPS very hard and we are probably stealing drivers from other districts, but there's a shortage of other professionals too, including custodians. What do we need to do from a benefits standpoint to consider coming back to work on a part-time basis? During the pandemic there were some pension adjustments for medical professionals; what could we recommend for the entire state in the sector of education?

- Enhance Taxpayer Equity
 - Increase equalization of operating referendum, local option and debt service levies
 - Oppose taxpayer subsidies of private education through vouchers, tax credits or scholarships

Saint Paul's tax base is not as strong as other district's. So St Paul homes pay higher taxes than homeowners in other districts. We oppose taxpayer subsidies for vouchers and related initiatives.

- Reduce Mandates and Enhance Local Control
 - Oppose any new unfunded mandates
 - Reduce and streamline the reporting requirements for any underfunded or unfunded mandate
 - Allow school boards to renew existing referendum

This would be a year to renew existing referenda as none failed this year.

- Provide Resources for Child and Family Support
 - Support additional resources for highly mobile and homeless families
 - Increase school linked mental health grants and other child and family support services for at risk families
 - Support high quality after school and summer programs

QUESTIONS/COMMENTS:

- Director Ellis requested additional information about the K-12 funding formula and prospects for change.

- Director Dougherty: That's a good question. It depends on the K-12 committee. Proposals from the Finance Workgroup would include increasing the concentration formula, which is at 11% right now and has not been updated in years. Districts need more resources to provide services, such as for immigrants.
- Director Ellis: Regarding phasing out special education reimbursements, what does that look like? Phasing out would seem like it would be hard to do. What does it mean to phase it out? Is that even possible?
- Director Dougherty: It's a good question. I think the surplus will be substantial. What's allocated to education will make a difference. It would be a combination of how they were going to fund special education -- state plus local districts? Or a limited amount that charters or open enrolled in another school district could bill back to districts. So there could be strategies, if you could get a new formula. We would have to get a forecast for about 3 years. If there's a formula change that has to be a forecasted item. Entitlements are built into the formula.
- Director Brodrick: Thank you very much, Mary. 20 years ago when I first joined the board, you and Joyce Rockne tried to get me up to speed on state school finances and I want to thank you for that. Way back then, you made me acquainted with terms like unfunded mandates and a term I did not know existed was cross-subsidization. In the past 20 years we have not crossed into the promised land yet. Could you give this board some advice in terms of what we could do now and whether there is any hope to cross into that land where schools are properly financed. I know you could give us some good advice.
- Director Dougherty: That's a good question. As St. Paul schools are in a democratic city, there's a lot of school support. We believe we can get parents and students to support it from a grassroots perspective -- special education and EL student services -- to explain the need and importance. That's why those were two key focus areas. We have a very active special ed parent group. We work with advocacy organizations and we just keep pushing it and hold their feet to the fire.
- Director Allen requested clarification regarding the district being allowed to close a special education program under open enrollment.
- Director Dougherty: That was a recommendation. It wouldn't be unusual for a charter school to send their transition students to us. It doesn't mean that we would do it, but we would have the option to close the program.
- Director Allen: How are we being reimbursed now versus what we're asking for?
- Director Dougherty: For mental health services, it's a whole separate system, including credentialing, servicing, and it's very paperwork heavy. There are separate assessments. Our social workers -- it's too much work. Some suggest modeling the process after Michigan's system for medical assistance reimbursements to reduce paperwork.
- Director Allen: Do we ever ask for support of school facilities?
- Director Dougherty: Good question. Generally, it's geared at state owned schools or districts that have so little property tax that they could not apply for that building's construction. Generally, school districts do not come in for state bonding.
- Director Allen requested additional information about how allocation of funding is determined and whether it is paid on a percentage basis and how property taxes in a given year may impact that calculation.
- Director Dougherty: Some districts could not pay for building improvements due to their low tax base.
- Director Allen asked whether any special consideration is given to districts with a large nonprofit sector which reduces the tax base.
- Director Dougherty: It's based on what the tax base is. If a city has a lot of nonprofits you would get more equalization.

Vice Chair Vue noted the closure of the question/comment period.

BF# 32555 MOTION: Approve 2022 Legislative Agenda

Vice Chair Vue moved approval, seconded by Director Allen, of the 2022 Legislative Agenda. The motion was approved by acclaim.

II.C. Final FY21 Budget Revision

Presenter: Arleen Schilling, Controller

Controller Schilling: We are presenting to you the FY21 final budget revision for approval by the Board of Education. Final FY21 audits are complete and we come before you with the final FY21 budgets. The Board may recall earlier this year, in March 2021, we reviewed the first revision.

See BoardBook for detailed tables of FY21 Final Budget Revision (All Funds - Revenue Changes)

The reasons for revenue revisions include a reduction in total funds due to adjustments due to a decrease in student enrollments last fiscal year, in addition to changes in the Food Service, Community Service, Community Service - Fully Financed, and General - Fully Financed budget lines.

See BoardBook for detailed tables of FY21 Final Budget Revision (All funds - Expenditure changes)

The impact of coronavirus funds on expenditures is apparent. There is also a one-time transfer of 16 FTE to Title 1 programs.

See BoardBook for detailed table regarding the FY21 Final Budget Revision (Fully Financed Funds - Revenue and Expenditure Changes), which reflect the approval of grants that were not in the adopted budget, as well as revisions to adopted grants and entitlements.

Recommendation: To approve the Fiscal Year 2020-21 final budget revision as presented.

QUESTIONS/COMMENTS:

- Director Ellis: I should know Cares Act Funding and Coronavirus Relief Funding. Regarding food service funding, what is that - supplies, staffing, food?
- Controller Schilling: Yes, food services funding provided for emergency staffing in December and supplies (boxes) and transportation costs of food delivered to the site. Depending on the timeframe of funding, be it ESSR, CARES, use of those funds depended on timing and other factors and covered a wide variety of items.
- Superintendent Gothard: A lot of this could go all the way back to March 2020. There were a lot of unknowns at that time and we were charged to go forward and work to get reimbursed for those expenses.
- Controller Schilling: There were ESSR 1, 2, and 3, and then similar funds from the City of Saint Paul and the county, and different departments in the community.
- Director Ellis: I'm just trying to keep it all straight. Given all those different categories of funding, it would be helpful to go back to consider them as we make plans to go forward.

BF# 32556 MOTION: Approve Final FY21 Budget Revision as presented.

Vice Chair moved approval, and Director Allen seconded, of the Final FY21 Budget Revision as presented. The motion was approved by acclaim.

II.D. Envision SPPS Update

Presenter: Chief Jacqueline Turner

Chief Turner: We are focusing tonight on the opportunities with Envision SPPS and revisiting the theme from last night and providing additional information about enrollment, number of 18 year olds in the district, charter school information, and information from public information sessions. This information is contained in the handout for this meeting and posted on the Envision SPPS website. Public information meeting summaries are provided in the first language, with summary comments provided in English.

During the Special Envision SPPS Meeting yesterday (November 8, 2021), I mentioned the maps clarification and that information is included in this handout.

We had a rushed meeting last night and I want to thank you for your ongoing support of this process.

Tonight the goal is to spend some time going over what Envision's opportunities are. We talked a lot about the healing process, but we have not talked as much about the opportunities that come along with Envision, especially in the area of early childhood education. Thus, the ways Envision SPPS aligns with the strategic plan and the capital plan. The opportunity is now. Vice Chair Vue I want to be mindful and wish to note that there's much interest in the packet/handout.

The meeting proceeded immediately to an extended question/comment period, in which the following themes were brought up by Board members, in chronological order:

- Request for data regarding the allocation of and actual revenue in April, and what it actually takes to run a building, especially the buildings impacted by Envision SPPS;
- The assumed association between the map of Hispanic population and dual language programs, and the relevance of this data to the Envision recommendations. Expressed special concern about representation of Wellstone School area in the data;
- Importance of capturing enrollment (school-age children) trends over time in West Side and North End in data analysis for Envision SPPS;
- Washington High School as the center of the North End, as a point to emphasize what is the best way to serve the community around the former Washington High School (Wellstone);
- Recommendation to engage St Paul's District Councils in Envision SPPS engagement processes;
- Request for themes to be pulled out and synthesized and reported back to the Board to understand what the community was asking for in Envision and how the administration is responding;
- Concerns that those community members who are not sending emails may be perceived as not caring about the Envision SPPS recommendations -- which is not the case;
- Does Envision SPPS represent a cost savings to the district?
- Need to provide clear timeline of process from vote to fall 2022 and fall 2023 -- reasonable time for community to understand what to expect in future years;

Chief Turner: We have not been as clear with what the opportunities for growth are with this plan. With Envision SPPS will be welcoming different types of programming and providing opportunities for discussion regarding early childhood, special education, and more.

Chief Turner then presented a map of where 4-year-olds live in the city, a map Dr. Lori Erickson and team presented a few weeks ago.

Dr. Lori Erickson: The yellow and green on the map represent a low density of 4-year-olds in the city. We zeroed in on the opportunities where there are lower numbers of early childcare seats and we believe Envision SPPS provides opportunities to welcome those families and children into those spaces. The ideal is to have some early childhood hubs with empty schools ready and available for several thousand 3 and 4 year olds who might be entering our schools.

Superintendent Gothard: St. Paul's goal is to have highly effective programming for 3 and 4 year olds in the city, this is on top of President Biden's new programs. The programs would target children who need it most. We're truly looking to provide support to families who need it.

Director Allen: I'd like to clarify that I asked for data of 2-year-olds too.

Chief Turner: This map does not include 2-year-olds.

Director Erickson: That's correct, this map is of 4-year-olds.

Director Allen: It looks like there are a lot of 4-year-olds in Frogtown, North Side, and East Side. If we project out, there would be an increase in kindergarteners, 1st graders and 2nd graders. Looking at this map an increase in kindergarteners might be a natural occurrence..

Director Erickson: You are 100% correct. I have not looked at the data with Covid impacts, but retention data from early years is high. With the early childhood hub model, built from birth with a pathway to the community school. birth.

Director Allen asked for additional information about access, fees and costs to families.

Director Erickson: Every family will receive some benefit from the program for 3 and 4 year-olds and the Build Back Better plan. It would be a sliding scale by income. We are already working through that now.

Director Allen: I'm excited for the 3-year-old pre-school. I just don't want to present opportunities for enrollment where we can increase it. It's a long term process. Change is not going to happen overnight.

Superintendent Gothard: It's important to say that we could focus resources in those hubs to enrich and provide wrap-around services that we might not be able to provide in a decentralized model.

SUMMARY OF ADDITIONAL QUESTIONS/COMMENTS BY BOARD MEMBERS CONTINUED:

- Request for 2-year-old data in district;
- Toddlers and preschool populations in Frogtown, North End, and East Side is strong and could lead to strong kindergarten enrollment;
- Excitement for preschool for 3-year-olds as part of a long-term enrollment process;

- Do some Envision SPPS recommendations not fulfill the district's intentions? Is a vote on a modified plan possible instead?
- Early childhood workgroup findings -- who are those children and families -- what are their barriers, what kind of quality services do they need? There's a need to partner with those families to understand what they need.
- There are concerns about EDD misdiagnosis of non-normative behavior, and what we owe black students in particular to avoid misdiagnoses.
- Will students in EDD or special education programs be able to enroll in dual language programs?
- Related to EDD and special education, there is a concern about the allocation of appropriate building learning spaces for students with different diagnoses.
- "Planfulness" -- intentionality -- is an important aspect of Envision SPPS, including teacher-to-teacher hand-off of students from one building to a new building.
- There's a need to ensure SPPS is taking care of the needs of the child, or we might lose some kids if we don't request for a walk-through on how students will be supported.

Chief Turner then continued with the slide presentation, emphasizing that Envision SPPS signaled a welcome growth in innovative programming, including college and career programs; culturally-specific programs; full-service community schools; community partnerships. Envision SPPS provides an opportunity to re-set and re-think school use. She said she met with community today that the district has been working with over the years. Community shared that some of the buildings could have a greater good for the community in partnership with services related to food, county workforce, and other city opportunities. She noted that sometimes we have to reconsider and re-set for the greater good. She cited the Arlington example, plus Crosswinds and Open World Learning, which now has a waiting list. She mentioned Journeys as an example of what a school could be. There always are opportunities and Bruce Vento presents such an opportunity. There are some steps to get there and passing Envision SPPS is the first step. From there we can look to create a more intentional program with diverse teachers.

SLIDE: Envision SPPS: Opportunities to Meet Emerging Needs

- Envision SPPS provides opportunity to welcome growth in :
 - Early Childhood Education
 - Special Education
 - Innovative Programming
- Opportunity to be strategic and planful

SLIDE: Envision SPPS: Opportunities to Meet Emerging Needs

- Envision SPPS provides opportunity to welcome growth in innovative programming
 - Culturally-specific programs
 - College and Career Programs
 - Full-Service Schools
 - Community Partnerships

SLIDE: Bruce Vento

- Flagship opportunity to define and meet the needs of the East Side with:
 - State-of-the-art PK-5 school
 - Early Childhood Education hub
 - Community services hub
 - Achievement and Integration, World's Best Workforce
 - Culturally representative staff

Vice Chair Vue called the first recess at 7:25 p.m. and reconvened the meeting at 7:37 p.m.

Chief Turner continued the presentation by turning to:

SLIDE: SPPS Builds: Potential Actions by Area

Potential actions on December 14, 2021, including Area C (Vento), Area E (Wellstone), and Area F (Obama):

Presenting the mid-term items slide, Chief Turner noted the opportunity for a complete program overview such that there would be the opportunity to prepare Wellstone and other school buildings to see what the options are in technical terms and then engage in strategic planning of our schools and for our communities. Also, it's an opportunity to redefine Cherokee Heights.

SLIDE: Mid-term items (March-April):

- Complete program overview
 - Reviewing the timeline of all work currently identified at closed sites
 - Impacts to timing (if any) on all other currently planned projects
- Anticipate longer term envisioning processes
- Current or future early childhood hub needs
 - Include JJ Hill Gate Check 1 for future use
- Cherokee Heights strategic hold

Chief Turner continued the presentation regarding SPPS Builds: Potential Actions by Area, the longer-term planning process including engagement and program envisioning for Area B: Highwood Hills; Area C: JA Johnson; Area E: LEAP; and Area F: Jackson. For example, can we stop and re-group to discuss what Highwood Hills could be. The district has stated those conversations with families and staff and this is an opportunity to be intentional about what's coming. Open World, Washington, and Easton are examples of success through intentionality.

SLIDE: SPPS Builds: Potential Actions by Area

- Longer-term - Spring-Summer 2022: Engagement and program envisioning -- Area B (Highwood Hills); Area C (JA Johnson); Area E (LEAP); Area F (Jackson)
 - Meeting Stakeholders: School staff, families, neighbors, partners, businesses, policy makers
 - Define spatial opportunities / constraints
 - Define strategic academic opportunities (e.g. early childhood, career readiness, etc.)

SLIDE: Aligning SPPS Achieves, SPPS Builds and Envision SPPS

There was a question about why we did not specify what these buildings would be and when the appropriate time comes to involve community we want to do that. Now is the prime time to involve community, partners, and staff to build together at this time of creation.

Chief Turner continued that this was a one-time opportunity for the district. She said she knows it's a difficult decision to make, but she asked for Board members to think beyond the initial challenges to the impact long-term. She asked the board to think about 20-30 years from now.

Superintendent Gothard noted that in 2018 he did not come here with a plan for SPPS. He said he relied on data and talks with stakeholders, and he gained community trust by going to the public with a referendum for SPPS Achieves, including the strategic use of resources. He said that as we look at that, we have to look at this differently; we need to allocate our resources to do that; we have to be that kind of culture that we want to build. The middle school model was a much needed improvement. Those were very important and strategic decisions that we made. The last piece is SPPS Builds. It's not just for show that we refer to SPPS Achieves. These are three aligned plans. We stand ready for the Board's additional questions and guidance. These are three key plans that are going to guide our work no matter the outcome on the 16th. The question is how do we get to the places we want to go?

Director Vue then asked Board members if they had any SPPS Builds related questions.

Director Kopp: If communities are merging, the Board would appreciate access to the facilities plan timeline and also allows for the co-creation of those plans.

Director Brodrick: I think I made myself clear that we should be talking tonight that we make some modifications to this comprehensive plan. I'm interested in hearing from my fellow board members if they see some components that do not align with the general mission of this plan.

Director Vue: This is a good time to discuss possible outcomes of this plan if it doesn't pass too. What do we do if it does not pass? What I'd like to hear from the administration is about approving some but not all and if it does not pass what are the implications?

Superintendent Gothard: Removing one school out of consideration is not a simple removal process. As it relates to a no vote, what's next? I'm deeply concerned about what's next as the community is on egg shells now and there's been some hurt that's surfaced. We're looking for additional efficiencies. The goal is to get direction from the board about what those next steps are. We would need to communicate clearly with families to ensure they understand what does come next.

Director Vue: Responses from board members?

Director Carrillo: I think one of the questions that I had was from our community members, parents, and staff. The idea was to request an analysis that supports multiple scenarios, for more of an analysis within each scenario that includes much more realistic scenarios. Envision SPPS appears as a laboratory experiment with assumptions that students will move that puts the burden on the schools that are going through trauma to ensure students do make the move. Can we have a real analysis, a risk analysis. Do we have a risk analyst report of the cost estimate of the full Envision SPPS and provides for a certain percentage of kids who will not show up, and a percentage of families who will make what choices. What kind of outcomes are we expecting if the plan itself is too rosy and unrealistic. It could discuss dependencies, such as if we pull a site out, are we as a Board willing to do something in response because the issue does not go away. We as a district need to have a longevity plan. I'm concerned that the plan is not a longevity plan. My concern is sites that are currently well-rounded, well-utilized, and attractive to families are on the chopping block. As a result, the perception of families that my school is next. I have really big concerns about the expectations for the outcomes and what the reality is on the ground.

Director Carrillo: I think Wellstone and Riverview need to be separate and we need to boost West Side enrollment with another plan. I have concerns about longevity of dual immersion if we wholesale accept

the plan. Are we willing to foot the bill if we accept this plan? We could all say yes, and go forward. I personally think that's irresponsible given the information I have and we need to find a middle point. The risk is too high and we do not have real analysis to measure that risk.

Director Kopp: We have all been engaging with this plan in our own ways. During site visits, I talked with principals, teachers and families who are very concerned about where we're at. We've had community come into this space, met with people who are angry at us, at me, I take that in. I know what I know in my stomach and we need to hear that as fully and completely as we can. We've talked about not everyone coming here to say what's in their heart. People have told me that this is really hard but they think it needs to happen. They don't want to come say those things either. There are a lot of reasons for speaking or not speaking. I ask my colleagues as we are moving through this with great humility and thoughtfulness, there are people in our community who are struggling in our buildings. They are there for the kids because they do not want families to know that they are suffering. If we pause and say 'nope not now', this does not go away. It is grueling to try to attract new families to a school and it's unkind to ask families to do that another year. In addition to listening and studying. I've heard from my colleagues about what we do with the building. I know it's not popular, but I'm going to have to go back to look those principals in the eye next year. I will also say our responsibility is to student outcomes. Can we get to where we're going? I love this place; I love these kids and I want what's best for them. I want to be part of doing that. We sat at that dais this summer and heard students talk about the arts and how important that we provide those opportunities. No school board comes to close schools. This is the hardest thing schools and boards have to do. I did that for those kids so they could learn. I'm a big dreamer; I love big ideas. I like the impossible. If I thought there was a different way that could be different, but I've done my homework. We can disagree and that's okay too. Depending on where you sit this looks very different.

Director Allen: Thank you Director Kopp for centering us on students and outcomes, on well-rounded education. Some of that misdiagnosis comes from a lack of a well-rounded education. Students are not interested in learning and education. You see that very clearly on the middle school level. Students weren't engaged because they had not had a well-rounded education previously. I am concerned about the numbers and the math of all of Envision SPPS. I have not seen a really clear plan about how that happens. Sometimes those things don't all fall in line and that concerns me and I'm concerned in 2,3, or 4 years other schools will be on the list. It comes down to the buy-in of our community and developing solutions to create a plan that works for everyone. It's emotional for me and emotional for parents. It's important to speak with parents about developing a well-rounded experience. We have worked really hard and what would it look like if you did this work AND it was a well-rounded program. I'm thinking about that and how hard it is to be in those spaces. Who we're affecting, what programs we're affecting and here we are coming with another disruption now. Drastic things do not have to be traumatic. I want us to get to a place so we are all on the same goal -- to provide well-rounded schools. Where does this money come from if we don't make these drastic changes? Where does the money come from? I'm excited about the last hearing on Thursday, and to process the information we have. What is the long term of this? What will 5 yrs from now look like, when we have provided well-rounded schools and all-day pre-K? It's the right direction we need to go and drastic changes are needed and I'm still processing. I'm right here in the middle weighing everything.

Director Ellis: In 2016 I was sitting in a very similar spot, not as many buildings under consideration at that time but in a similar spot. Having not followed everything that happened prior to that meeting in 2016, being a new board member at that time. We did not have as much information as we do this time...There were a lot of questions that just never got answered at that time. I did not think I'd be in this place again. We've talked a lot about enrollment and programming and a lot of things that impact programs as staff

leave and we subsidize smaller schools. Understanding that connectedness now versus 2016, I struggle now about the building locations, the demographics, and that 10% of students are impacted. It's still an impact, and we don't know what that impact will be. Looking at the demographics of the students, when they're showing up to speak or stop you on the street, will they feel like they've been heard? We're talking about well-rounded schools and in doing that the drastic changes we make will have an impact on the district. If families are not envisioning what we are, families will leave. If students aren't going from point A to point B, what happens? It isn't just a matter of we make this plan, but rather how is this going to play out in the district in the next several years? The fact that we're losing enrollment is not a reason to vote yes. I'm processing everything. Families are looking to us to understand how it will go and how long the district will limp along. We are thinking about families and staff with so much uncertainty. It's a terrible cycle to put people through year after year. Envision to get students a well-rounded education and it's a continuous conversation to express concerns and listen to innovative, creative ideas for schools with limited resources. We need to own that we've put people in those positions with so few resources. To the point of not passing Envision SPPS, are there things from this plan at all that the district would try to bring forward? Do we have a plan to tell families if not every student will go from School A to School B? We have to be able to answer that question in order for community to go with us whatever the vote is. What will the district do? Key questions: 1. What is the timeline for achieving a well-rounded education; 2. Are parts of the plan still moving forward if it does not pass? Or will it be nothing at all?

Superintendent Gothard: How long does it take to get to well-rounded education? There's a lot of continuous work to do. Chief Turner please share scenarios that you've worked with your team.

Chief Turner: What is happening now and what would happen when schools are combined? Let me give you a real example. This would happen in fall 2022. We cannot guarantee that every family will go to the new school, but this happens every year. Every single school in the district has some mobility. Communication is critical and positivity is critical. The Galtier and Hamline merger is a real example based on enrollment and teachers: Galtier Kindergarten has 1.69 teachers now; Hamline, with 37 students, has 1.5 teachers. Galtier has 26 1st grade students and 1 teacher; Hamline has 24 students and 1 teacher. If combined, you get to 356 kids in the merged school, an ideal school size is 450 but it's much closer to that ideal size. A newly merged site would have 81 Kindergarten students, 3 teachers and 3 sections of programming. Thus there would be a team of teachers and it would look similar in the rest of the grades. Principal would have much more to work with. What if a lot of kids don't come? That's a concern, but we do have ARP money this year and next year to use for extra funding.

Chief Schrul: We have FY22 ESSR II funding for 99 FTEs at elementary sites, for specialists and additional prep time.

Director Ellis: That's short-term planning, ESSR. Will you be able to sustain things you've started with ESSR II funds? When it goes away will we still be able to sustain these? You don't build on temporary funding.

Chief Turner: If we can get the majority of our schools to a 3-section base or minimum 350 enrollment, schools would have a menu of options to choose their well-rounded options, which they do NOT have now: field trips, theater. Galtier cannot offer those things now. Once we have a strong product to sell we believe people will come back. We've seen it in middle schools; we've seen it in Washington. That happens when we invest in our programs.

Director Ellis: How is using ARP Funds and ESSR funds different from subsidizing? Is that not the way I should be looking at it?

Superintendent Gothard: It is short-term funding for strategic reasons is not the same thing as subsidizing a school that's unsustainable.

Director Brodrick: I've been preparing myself for the inevitability that we're going to have to close some unsustainable schools and thus I was very interested in learning how we'd go about doing that. Director Kopp talked about the danger of getting involved in a pause. I thought Envision SPPS was about right-sizing. I know the pain of a school closing. I've been getting myself prepared for this sad time and understand that a school merger has potential for good things. I've been involved in a merger that worked out wonderfully. But as a total plan, I'm concerned about 3 plan components: 1. North End/Rice Street is on the brink. There are a lot of things that I'm concerned about at Wellstone. Rice Street does not need an empty building on the top of the hill right now, a landmark building with its first graduating class in 1925. I cannot vote for any plan that does not tell me what's going to happen to that school. I'm concerned about the future of that landmark building 2. I have a global concern and that's that St. Paul has been a welcoming community for a very long time. The global situation now for immigrants and refugees is so precarious and we need to make sure we are a welcoming community. I'm very concerned we may need to make modifications to this plan: Highwood Hills is a community center for a couple different ethnic communities and LEAP. It's not the time to close LEAP either, though perhaps it could be reimagined. How do we ensure that our plan will not do harm but do good?

Chief Turner: Director Brodrick -- Wellstone will still be used by the city as a rec center and have staff housed in that building. Title I offices are there and if people are working there would that meet your expectations?

Director Brodrick: It's been a big part of that neighborhood since 1925, as a school. I want something that's truly tied up with education.

Superintendent Gothard: Director Brodrick I heard you say something to the effect of that we have to come back with something different, but we would not bring new schools into Envision SPPS.

Director Vue: I suggest that we do break down the plan to just 5% of students. Regarding LNFI merging, what made this plan work? We have not heard much from the LNFI community about this plan.

Chief Turner: LNFI has been looking at their data and they have seen the growth and the decline, so they began to work internally to understand the issues. They then suggested innovations. They also saw their specialists are driving between their two buildings and that it was not efficient. The merger idea came from the school community. They realized the impact on their own.

Director Vue: Regarding LEAP -- we've been getting a lot of feedback. Why hasn't that worked?

Chief Turner: I encourage the board to dig deep with this one. What part of LEAP is working and what part is not? LEAP is a comfortable place to be. The LEAP meeting was all staff and former students, but no current students. LEAP worked 30 years ago but it's not the most appropriate school experience now. I had to wonder about the student who spoke if she had other opportunities, with orchestra, an IB course or other opportunities that could happen if they were aligned with a comprehensive high school.

Dr. Sarah Schidt de Carranza, Executive Director, Multilingual Learning:

Regarding LEAP, when it was established we did not have other programs like it. Today, within our language academy high schools, we have those supports for LEAP students. I've spoken with school leaders and reviewed materials. What I heard loud and clear at the LEAP meeting was that students are worried about the level of care at other schools. I truly feel that we are able to provide care at our language academy high schools. At the office of multi-lingual learning, we have just as many students not choosing LEAP as the number who do. We have invested in providing layers of support to students and achievement is very similar across both school types (MCA, ACT, etc). I have not seen something that shows us that there's something better than another. We have over 1,000 seats that could be dedicated to our EL students. I hear the care and concerns about the LEAP staff and students, but at the same time there've been a lot of changes at our schools, there have been leaps forward in the field of ESL. We don't want to separate EL students but rather provide wrap-around services for them in language academies and I'm confident we can meet those needs. Please let me know if you can provide any additional content or detail.

Director Vue: I struggle with this plan that is clear direction and goal and building use for some, but for others it's not clear. I like the plan parts where it's clear what people are getting, but those other parts need a lot of work. Schools are part of neighborhoods; they're important. The community needs to know what they are getting in return and I don't see consistency in this plan that would allow all communities to know what they are getting in return. We can make hard decisions, but the way to do that is to do it together.

Chief Turner: We have taken 18 months to bring forth a thoughtful plan. We would like to work with the city, county, and the neighborhood to envision what the LEAP building could be. When the ribbon-cutting happens the community can be proud of that outcome. We are asking for 90 or 120 days to allow for the process. We do not intend to leave the Wellstone building vacant for long. We need a building potentially for Obama. If you look at the Hmong Immersion program, they want to know where the next Hmong Immersion program could be. Maybe it could be at Wellstone? Maybe. We need enrollment support to reopen these buildings.

Director Vue: The whole purpose is well-rounded education, but how and when we do it is also important. If we don't clarify what they will be getting in return, it defies the logic of this goal. They don't know what to expect and they weren't involved in this process enough. How can we create a reliable, trusted district? There are a lot of question marks and inconsistency throughout the plan.

Chief Turner: Is it fair to assume that you're uncomfortable with the lack of plans for some schools.

Director Vue: Yes, LEAP is an example. When does that end? What's the timeline and the process for making that decision? It could be 1, 2, or 3 years.

Chief Turner: I will work with the team to provide more specific time periods for each school. We could have put something in each school as part of this plan...but there are multiple interests in each of these buildings. For example, there could be some adult and some community planning. We won't have a problem filling the schools. The issue is meeting the demands of the community.

Director Vue: Regarding John A Johnson & Vento: When will the board vote on John A Johnson plans?

Chief Turner: John A Johnson will be used immediately for summer school as it's air conditioned.

Director Kopp: What I'm hearing is we need clarity and to provide specificity about buildings that will be empty, in addition to monitoring our progress and providing milestones as we discussed last night. This includes putting in timelines and when the Board would like a report.

Chief Turner: I think a little bit of both is very helpful. I appreciate your directness and transparency. Staff have put some drafts ideas together, but we have not shared those publicly. Every department represented here -- their work will change depending on what happens with the vote on November 16th. We can provide a framework about progress and monitoring that board could react to. SPPS Builds plan perhaps is a useful guide for this regarding transparent progress reporting. It would be public and have a dashboard.

Director Vue: There's one school that's brand new: Hmong Middle School. It's brand new and I want to make sure that school is supported with a clear plan.

Chief Turner: Yes, once approved by the board, there would be time through September to develop that plan. During implementation mode, Hmong Middle School will have that support.

Director Ellis: The Obama plan is to have Montessori and Middle School in the same school and that plan is not fully detailed in the materials. Are the budgets separate? Is middle school starting with 6th or would it immediately have three grade levels, 6th-8th? Need more details about the two programs that are different in one building.

Chief Turner: If you look at work with the Montessori group, they were looking for a community in which Montessori students could continue to be in a Montessori environment even if it was not a Montessori middle school. Best practice says we should start one grade at a time, but we will listen to the community to see how it should start 6th or 6th-8th or some other configuration. If SPPS academics were to choose, the middle school would start with one grade - 6th. But we want to give some autonomy to schools to make some decisions, including whether or not to combine budgets to fund specialists.

Chief Collins: There will be conversation with community to ensure people know what to expect.

Chief Turner: We have done this in the past. Not all issues are determined because those details begin after the vote on the 16th, and we have some flexibility in that. We want to give autonomy to schools to make some of those decisions.

Director Ellis: We're hoping part of Obama will be a viable middle school starting at 6th grade or possible 6th-8th. For now it's just JJ Hill. I'm thinking about what's a viable 6th grade class. At present the plan is too squishy for me to support.

Chief Turner: All of your questions, these are what the core admissions team has been working on for some time. They worked through many scenarios and we brought forth the scenario that would work best. It would be irresponsible of me to propose something that would not work with the anticipated numbers.

SUMMARY OF ADDITIONAL QUESTIONS/COMMENTS BY BOARD MEMBERS:

- There's a need to discuss possible outcomes of the plan if it does not pass.
- There was a request for a risk assessment report that would provide a more realistic analysis for each school plan. The key question being: will students actually transfer to their new school?

- There's an appearance that the burden is being placed on schools to manage the trauma of change.
- There is a concern about the longevity of dual immersion programs with this plan.
- A request was made to consider those who are not raising their voices but who are struggling (including principals) in the current school structure. Also, that it's unkind to families to put off decisions for another time/year.
- An expression of love for the kids and a desire to have what's best for them, and an acknowledgement that depending on where you sit that can look very different.
- There's a need to center discussion on students and outcomes.
- There are concerns about the numbers and the math of Envision SPPS, and the need to consider the impact of not acting.
- Emphasis that drastic things do not have to be traumatic.
- It's difficult to know what impact Envision SPPS might be on students, families and the district.
- What is the timeline for achieving a well-rounded education?
- Are parts of the plan still moving forward if it is not passed? Or would it be nothing at all?
- Are ESSR II funded initiatives sustainable?
- Is it appropriate to consider RP and ESSR funds as subsidies?
- There's a need to ensure St. Paul remains a welcoming community and thus a need to modify the recommendations for Highwood Hills, LEAP High School and Wellstone.
- A recommendation to adjust the plan to impact just 5% of students.
- Why does it appear that some plans for mergers are accepted by those communities but others are not? What has been different about those processes?
- There's a perception that some aspects of Envision are very clear, but not others. Communities need to know what they are getting in return. The plan appears to lack consistency and there's a need to develop plans together.
- There's a need to ensure this is a reliable, trusted district.
- There's a need to provide clarity and specificity about buildings that will be empty, with monitoring of progress/milestones and timelines and reports to the Board.
- There's a need for transparency with community and with data presentation.

Vice Chair Vue called a second recess at 10:25 p.m. and reconvened the meeting at 10:37 p.m.

SUMMARY OF ADDITIONAL QUESTIONS/COMMENT BY BOARD MEMBERS CONTINUED:

- Is opening a middle school at Obama viable given there are three middle schools within a mile of that school? Is it a sustainable school on its own?

CONCLUDING QUESTIONS/RESPONSES (PARAPHRASED):

Director Vue: I'd like to get to the point of hearing board members to express that board members are comfortable with and ask administration about the ability to break up the package and make separate votes on it.

Director Kopp: I would not be in favor of going one-by-one because they are very interconnected.

Superintendent Gothard: Member of the board, first and foremost. There is not an official motion before you now. A few things come to mind as I think about modifying this now or at a later date. We've publicly listed these schools. If we move some off but not all that's problematic. If not approved, we would go back

to the drawing board. As you know., you are the directors of the school district and the administration will take your lead and take your guidance.

Director Kopp: I shared before about my experience, but what I have not shared is that part of that process involved communities working together or possibly merging or closing. It was a facilitated process that provided meals over 8 months. It was transparent. At the end of it, when the recommendation for closure came it was as if none of that had happened. In the end, it is about the decision about which school closes even after an intensive 8-9 month process. My own experience tells me that there's more than one possibility there. I'm offering that as a real life experience, something very similar to what we're doing now.

Director Brodrick: The other night I mentioned that people do not come out and give us their feedback until they've seen something they understand and feels tangible to them. I will not second guess the amount of community engagement that took place before it was unveiled to us. I have heard that some groups were not populated by students and parents, but I can't say what impact they would have had had they been a part of that group. Consequently, I think once we entered into these last few weeks. I'm looking forward to the additional public comment hearing because what bothered me most about the first public comment was not so much that people were coming but that they were demonstrating their pain and sadness. I was disappointed in what they were dissatisfied with and a lack of trust in the district. I almost felt a sense of distrust in the district among the audience. That's one of the most basic things that we need. If we come back with the exact same recommendation that we brought to them a few weeks ago, they will say that despite so much feedback, they still did the same thing. I don't think we should get into the business of changing something to make it more palatable, but we certainly have to convey the message that we did indeed listen. We have to show the public that we did. Otherwise, parents and community people will not be involved in the district. We talk so much about transparency and establishing trust and then we seem to be a little cavalier in our process. Simply voting up or voting down the same proposal we were presented with a few weeks ago. Our parents have lost trust in SPPS and left the district. I'm still very proud of SPPS.

Superintendent Gothard: Based on comments by members of the Board. There's a week until our next meeting. There's time to continue to get feedback. By noon on Friday we'll have a presentation to present to the public that we'll present to the Board for a vote on Tuesday. There's a lot of work left.

Director Brodrick: I understand exactly what Dr. Gothard just said. It's unfair for us to not give you some concrete option or counter-recommendation. I might ask Vice Chair Vue's original question, what would we like to see in terms of an option to the recommendation? Administration has come forward with recommendations. Would it be possible for us to suggest that the administration come forward to their recommendations but also options that we could decide on then. I don't want to simply vote something down when we know we need to do something.

Director Vue: What we've heard tonight from the administration is that we have a complete package. What I hear from Superintendent Gothard is that we will receive a Board Book on Friday and then we could as a Board a motion could be made by the Board.

Superintendent Gothard: In terms of how the board would consider the recommendations. Could the Board make a proposal during the session on Monday?

General Counsel Long: Once the final presentation is made on the proposal, at that time the Board can

make a motion at that time on Tuesday to vote for or against the recommendation in its entirety or to amend the plan as presented to the Board.

Director Vue: It has to be done on Tuesday night.

General Counsel Long: Yes, that's how it was presented to the public that the vote will take place on Tuesday.

Director Brodrick: Will we see the recommendations in advance?

Superintendent Gothard: Yes, it will be listed in the presentation.

Chief Turner: We have been careful not to give too much pre-notice to avoid it being published in the paper before the board meeting. If the direction is to publish it in the Board Book that could happen.

Director Brodrick: If we have the recommendation via the Board Book is there any reason we cannot discuss it Monday night?

General Counsel Long: No, meeting on Monday is a continuation of our meetings where it is being further discussed.

Director Brodrick: Yes, on this particular Monday, the day before the Board meeting, we'll have digested what we heard at the public hearing and have in hand the recommendation that the administration will be presented formally on Tuesday. So, Monday is an important opportunity to discuss what will happen the next night. So decision we make is one we can live with.

Chief Turner: One of things that the team committed to throughout this process was to make some real time additions to the plan. What we heard from LEAP was the need to provide support. The plan is to provide that additional support. Washington has a guaranteed seat for Wellstone Biosmart students. Those things you will see in there. Those are some of the things we have made adjustments on in real time. Are those the types of things the Board is looking for in the final recommendation.

Director Vue: I think so.

Director Allen: I think that's part of it, but also what is the reassurance that we'll get where we're trying to go. We've listened to a lot of communities and trust is important. We need to think about how we collaborate to get there together. For me, I really would like the time to table this until December to take time to spend with people. Not necessarily to change the recommendations but to perfect them. Where is the input from community? I think Director Brodrick was trying to ask how we bring that in so we're all comfortable with this plan. We could all continue the conversation on Monday, but the official proposal still needs to incorporate what happens each day until then. So on Friday, the administration brought forth their best effort and we all collaborated together. That's what I'd like to see happen, but Thursday to Tuesday is tough. I know it's hard on Student Placement and others to postpone. We really want to show the community that we're all working together for your student. Parents know their kids and the board knows their constituents. You all are professionals.

Director Kopp: I have concerns about waiting. I want to walk into the meeting on Tuesday with chaos. It's bad for our community. I want us to know what we're walking in to do. I had experience with SROs votes

to end the contract. Surprising the community was a real disservice. If we're talking about building trust, we won't if we show up and we don't know what we're doing. People are going to have a reaction to that. However we proceed I just ask that we're confident in what we're planning to do that day. I just ask my colleagues and administration to please let's have that conversation about people who want this to happen. They are our community too. Let's remember that part.

Director Allen: We really do need to come in as a strong Board on Tuesday. If we're not going in that direction we're here to support well-rounded schools going forward. This was really hard for our community and we definitely need to figure that out before Tuesday.

Chief Turner: Will follow up with data and share about maps in response to director Carrillo.

XII. ADJOURNMENT

Vice Chair Vue, finding no further questions or comments, concluded the Committee of the Board meeting of November 9, 2021.

As reminders, Vice Chair Vue noted a Public Hearing of the Board of Education is scheduled on Thursday, November 11, 2021 at 5:30 p.m., with public comment. A Regular Meeting of the Board of Education is scheduled for Tuesday, October 19, 2021 beginning at 5:30pm with public comment.

Finally, the next Committee of the Board meeting is scheduled for Tuesday, December 7, 2021 beginning at 4:30pm.

Vice Chair Vue, seconded by Director Allen, motioned to adjourn. The motion was approved by acclimation.

The meeting adjourned at 11:20 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:

Brian Hammer

Secretary to the Board (Interim), St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

**COMMITTEE OF THE BOARD MEETING
360 Colborne Street
Saint Paul, MN 55102**

**December 7, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Vice Chair Vue.

II. ROLL CALL

Board of Education: Z. Ellis, J. Foster, J. Brodrick, J. Vue, C. Allen, J. Kopp

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Vue moved approval of the Order of the Agenda. The motion was seconded by Director Allen. It passed by acclaim.

III. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Gothard welcomed everyone to the meeting, and shared that he had the opportunity to visit Central Senior High, and shared his observations from his visit, including the routines established, and COVID protocols in SPPS.

IV. 8/2 ALIGNED HIGH SCHOOL SCHEDULE

Staff then shared information on an overview of aligned schedules for high schools to be implemented in the 2022-23 school year. Information included the aligned schedule workgroup, timeline, proposal highlights, proposal overview, impacts to students, and next steps of implementation.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

The Board then discussed this proposal.

X. ADJOURNMENT

Director Vue moved to adjourn the meeting. Director Brodrick seconded the motion. It passed by acclaim

The meeting adjourned at 5:38 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



Envision SPPS & SPPS Builds Time Sensitive Actions

Board of Education

Tom Parent, Facilities Director

Kathy Wallace, Manager of Facility Planning

December 14, 2021

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Objective and Agenda

Objective:

To present time-sensitive actions needed to formalize decisions and meet timelines from the Envision SPPS process in the District's capital program (SPPS Builds). **A full update and overview of the full capital program will occur in the spring.**

Agenda

1. Overview of Board Actions Needed
2. Identify Next Steps

Summary of Board Actions

Board Actions:

1. Bruce Vento Elementary - Revised Gate Check #1
2. Obama - Revised Gate Check #1



What is “Gate Check #1”?

Gate check #1 represents the start of a project with the Board affirming it meets the prioritization criteria and strategically aligns with the District’s needs. Scope is not finalized, so no budgetary guidelines are established.

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Gate Check #1

To align with schedule commitments made during Envision SPPS, these two projects will accelerate certain processes compared to a typical project, namely:

- Hiring of project consultants early to assist with programming¹¹¹
- Start of stakeholder engagement / community design
- Provide rough order of magnitude cost estimates prior to a full Gate Check #2 approval (as part of overall program review in spring)

First steps after approval



- Forming the internal and external team
- Focus on program design and decisions ¹¹²
- Design stakeholder engagement process and start to implement

Board Action #1

Bruce Vento - New Construction

Bruce Vento Site: Previous Study

- 'Pause' on remodeling in 2019 to evaluate relationship between increased investment in comparison with received value; opportunity to strategically review programming offered
- Renovation cost options studied exceeded the value one would reasonably expect



Bruce Vento Site: New Building

Givens / Knowns:

- 5 section K-5 elementary program*
 - 775 - 815 students, per class size ratio
- Pre-Kindergarten, Specialized Services
 - Will be part of design, but quantity/type to be determined
- Possible to build on the same site while current school is being used
- A multi-story solution (current = single story)
- Community engagement process will be rigorous and start immediately
- Focused on reinforcing the District's Achievement and Integration Plan

Next Steps:

- Development of school programming, inclusive of:
 - Early Childhood programming
 - Specialized services spaces
 - Wrap-around or other¹¹⁵ community support services
- Assembly of design team
- Design of stakeholder engagement and initial engagement actions
- Predesign and project chartering
 - Gate Check #2 anticipated in summer 2022

* 2019 'Pause' design was based on a 4-section PK-5 elementary program

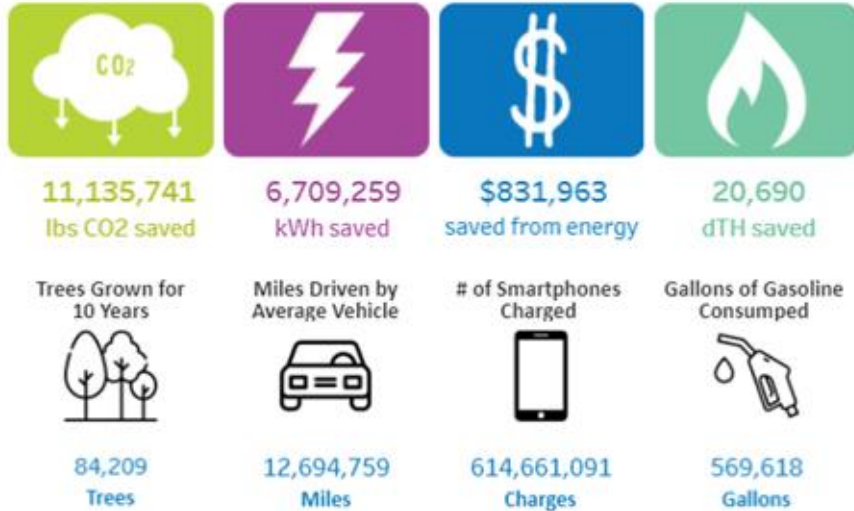
Bruce Vento Site: New Building

As part of next Gate Check approval by the Board (GC2) there will be a specific **sustainability** / **community resilience** goal recommendation for the project. Possibilities include:



Sustainability, generally

Sustainability in Action: Energy Design in New Construction & Renovations



Annual estimated savings from Energy Design Assistance (EDA) verification reports. CO2 equivalencies calculated using EPA calculator.

+ a b l e a u

Sustainability is a core value of all of the work we do. While Vento is a unique and significant opportunity to demonstrate these values, energy efficiency, carbon impact, financial benefit, and impact on communities permeate the entire capital program.



Vento: Preliminary Schedule Snapshot

2022				2023				2024				2025				2026			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
VENTO PROGRAM FUNCTIONS IN EXISTING BUILDING																			
PROGRAMMING, DESIGN, BIDDING																			
								CONSTRUCTION OF NEW BUILDING											
																DEMO EXISTING & POSSIBLE 2ND PHASE			

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- Time is represented in calendar, not fiscal, years
- Information is very preliminary and will change
- Schedule may be influenced by funding strategy decisions (spring 2022)

Board Action #2

*Barack and Michelle Obama -
Major Renovation*

Obama: Major Renovation

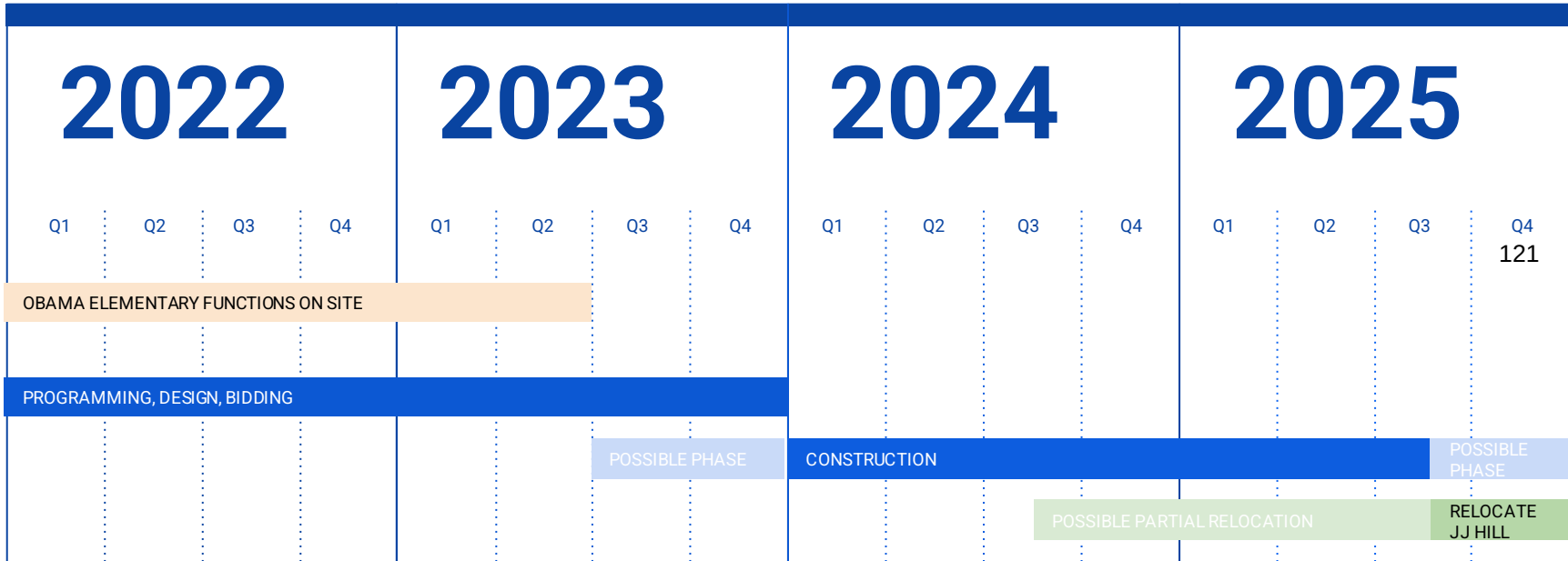
Givens / Knowns:

- New vision for the site
 - Previous vision was for early childhood learning hub colocated with Obama Elementary
- 950-1050 students, per class size ratios
- Montessori PK-5 elementary program
- Grades 6-8 middle grades experience
 - Not Montessori, but aligned to Elem. experience
- Specialized Services
 - Will be part of design, but quantity/type to be determined
- Efficient, unoccupied construction, striving for students returning to the site quickly
- Community engagement process will be rigorous and begin quickly

Next Steps:

- Development of school programming, inclusive of:
 - Specialized services spaces
 - Wrap-around or other community support services
 - Middle School program¹²⁰
- Design of stakeholder engagement and initial engagement actions
- Assembly of design team
- Predesign and project chartering
 - Gate Check #2 anticipated in Summer 2022

Obama: Preliminary Schedule Snapshot



▲ School year
2025-2026

- Time is represented in calendar, not fiscal, years
- Information is very preliminary and will change
- Schedule may be influenced by funding strategy decisions (spring 2022)

Next Steps

Next Steps

With approval the revised Gate Check #1 for the two projects, we will:

1. Provide update on scoping and rough order of magnitude cost estimating on the two projects in advance of Gate Check #2₁₂₃
2. Whole **SPPS Builds** program overview and update in the spring
 - a. Inclusive of finer grained / less time sensitive impacts of Envision SPPS

Questions?

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Thornton, M. D.	Central Administrator	12/08/2021	\$55.07	Colborne Admin Offices
Vidlock Petersen, K. D.	Central Administrator	11/15/2021	\$52.19	Como Service Center
Anderson, J. R.	Classroom Teacher	01/18/2022	\$29.13	Jackson Preparatory Elem
Anderson, L. M.	Classroom Teacher	11/08/2021	\$53.63	Hamline Elementary
Berg, C.	Classroom Teacher	12/06/2021	\$31.34	American Indian Magnet
Crandall, B.	Classroom Teacher	09/29/2021	\$32.38	Creative Arts Secondary
Kokayi, A.	Classroom Teacher	12/06/2021	\$34.86	Harding Senior High
Yunker, L. S.	Classroom Teacher	10/04/2021	\$31.34	Creative Arts Secondary
Haugen, A. E.	Classroom Teacher	11/29/2021	\$49.30	Como Park Senior High
Vang, T. K.	Classroom Teacher	11/06/2021	\$34.86	Bruce F Vento Elementary
Mulera, K.	Classroom Teacher	11/20/2021	\$35.12	Maxfield Elementary
Jewett, C.	School/Community Professional	11/15/2021	\$26.87	Johnson Achievement Plus
Lopez, G.	School/Community Professional	10/23/2021	\$23.30	American Indian Magnet
Adem, K. A.	Education Assistant	11/15/2021	\$17.27	Global Arts Plus UPR
Benito Rodriguez, J. F.	Education Assistant	11/29/2021	\$15.94	Four Seasons A+
Durden, A.	Education Assistant	11/15/2021	\$17.46	Virtual Learning School
Htoo, P.	Education Assistant	10/23/2021	\$32.04	Student Placement Center
Loiselle, T.	Education Assistant	11/20/2021	\$17.81	1780 West 7th St
Malle, M.	Education Assistant	10/23/2021	\$26.29	Student Placement Center
Mohamed, N.	Education Assistant	11/29/2021	\$15.94	Four Seasons A+
Omer, A. A.	Education Assistant	11/03/2021	\$15.94	Humboldt Secondary
Schoon, P.	Education Assistant	11/15/2021	\$23.91	Virtual Learning School
Sweeney, S.	Education Assistant	11/30/2021	\$16.11	Four Seasons A+
Berger, A. M.	Teaching Assistant	11/29/2021	\$15.30	L Etoile du Nord LWR
Brito Ortega, J. I.	Teaching Assistant	11/22/2021	\$15.38	Harding Senior High

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cobbins, K.	Teaching Assistant	10/23/2021	\$15.30	Maxfield Elementary
Czapiewski, J.	Teaching Assistant	11/15/2021	\$15.61	Maxfield Elementary
Diaz Figueroa, L. A.	Teaching Assistant	11/01/2021	\$15.30	Adams Spanish Immersion
Flood, D. B.	Teaching Assistant	12/01/2021	\$15.38	Hamline Elementary
Gail, A.	Teaching Assistant	11/15/2021	\$15.49	E-STEM Middle School
Grist, T. P.	Teaching Assistant	11/03/2021	\$15.30	Cherokee Heights Elem
Harris, C. S.	Teaching Assistant	11/15/2021	\$15.38	Wellstone Elementary
Hicks, T.	Teaching Assistant	11/06/2021	\$15.59	Obama Service Learning
Johnson, D.	Teaching Assistant	10/26/2021	\$15.38	RiverEast Elem/Secondary
Joson, A.	Teaching Assistant	11/15/2021	\$15.30	Mississippi Creative Arts
Kabeya, D. K.	Teaching Assistant	09/24/2021	\$15.30	L Etoile du Nord LWR
Kruchowski, B. L.	Teaching Assistant	09/07/2021	\$15.49	Randolph Heights Elem
Mansur, P.	Teaching Assistant	11/10/2021	\$15.53	Highwood Hills Elementary
Matsumoto, M.	Teaching Assistant	10/25/2021	\$15.30	Jackson Preparatory Elem
Medina, M. J.	Teaching Assistant	12/06/2021	\$15.38	Daytons Bluff Achievement
Moo, N.	Teaching Assistant	11/22/2021	\$15.30	St. Paul Music Academy
Nord, S.	Teaching Assistant	10/23/2021	\$15.30	Riverview School of Excel
Purvis, S. J.	Teaching Assistant	10/25/2021	\$15.38	Groveland Park Elementary
Ray, H.	Teaching Assistant	10/25/2021	\$15.49	Nokomis Montessori North
Scott, K. L.	Teaching Assistant	11/29/2021	\$15.38	Washington Tech Sec
Staeheli, B.	Teaching Assistant	11/01/2021	\$15.38	Global Arts Plus UPR
Tesfai, N. D.	Teaching Assistant	11/15/2021	\$15.61	Highland Park Senior High
Vavra, S. A.	Teaching Assistant	11/22/2021	\$15.53	St. Paul Music Academy
Xiong, J. N.	Teaching Assistant	11/15/2021	\$15.38	Phalen Lake Hmong Studies
Fleming, L. M.	Clerical	11/15/2021	\$21.50	Obama Service Learning
Anderson, I. M.	Custodian	11/22/2021	\$17.65	Crossroads Science
Campbell, V. C.	Custodian	11/29/2021	\$17.65	Riverview School of Excel

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gerard, M. M.	Custodian	11/20/2021	\$17.65	St. Paul Music Academy
Jackson, K. J.	Custodian	11/29/2021	\$17.65	L Etoile du Nord UPR
Johns, E.	Custodian	12/20/2021	\$17.65	Como Service Center
Karki, Y.	Custodian	11/29/2021	\$17.65	Farnsworth Aerospace UPR
Manning, C. D.	Custodian	11/09/2021	\$17.65	Harding Senior High
Moua, Z. K.	Custodian	11/29/2021	\$17.65	Hamline Elementary
Naber, D. N.	Custodian	11/29/2021	\$17.65	Frost Lake Elementary
Rewey, B.	Custodian	12/06/2021	\$17.65	Rondo Education Center
Torrez, B. L.	Custodian	11/20/2021	\$17.65	Humboldt Secondary
Yang, F.	Custodian	11/20/2021	\$17.65	St Anthony Park Elem
Byrd, R. C.	Nutrition Services	11/22/2021	\$15.00	Ramsey Middle School
Cossio Coria, E. G.	Nutrition Services	11/22/2021	\$15.00	E-STEM Middle School
Escobar Colin, V.	Nutrition Services	11/01/2021	\$15.00	Central Senior High
Nwachan, M.	Nutrition Services	11/08/2021	\$15.00	Battle Creek Elementary
Pangburn, S. S.	Pipe Fitter	12/06/2021	\$49.06	Como Service Center
McColley, J.	Professional Employee	11/29/2021	\$29.94	Colborne Admin Offices
Ess, R. H.	Technical	11/20/2021	\$28.06	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Campbell, A. J.	Central Administrator From: Classroom Teacher	12/01/2021	\$52.19	Como Service Center
Ishaug, J.	Classroom Teacher Career Progression	10/18/2021	\$56.24	271 Belvidere Bldg
Lowther, L. M.	Classroom Teacher Career Progression	11/06/2021	\$51.09	Four Seasons A+
Packard, R. E.	Classroom Teacher From: Teaching Assistant	11/15/2021	\$28.14	Wellstone Elementary
Harper-Godderz, N.V.	School/Community Professional Career Progression	11/15/2021	\$27.65	1780 W. 7th Street

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Johnson, D. A.	School/Community Professional From: Teaching Assistant	11/29/2021	\$21.77	Hazel Park Preparatory
Boeke, P. C.	Education Assistant From: Teaching Assistant	11/15/2021	\$17.67	The Heights Community
Bruestle, R. D.	Education Assistant From: Teaching Assistant	11/08/2021	\$17.81	Harding Senior High
Egal, O. D.	Education Assistant Career Progression	09/13/2021	\$28.49	Como Park Elementary
Huelster, M.	Education Assistant From: Teaching Assistant	10/23/2021	\$22.62	St. Paul Music Academy
Huot-Link, A.	Education Assistant Career Progression	11/08/2021	\$25.91	Washington Tech Sec
Klay, E.	Education Assistant Career Progression	11/15/2021	\$19.08	Phalen Lake Hmong Studies
McGee-Kahveci, J. L.	Education Assistant From: Teaching Assistant	10/23/2021	\$22.76	Bridge View
Singhal, Y. R.	Education Assistant From: Teaching Assistant	11/08/2021	\$23.05	Nokomis Montessori South
Winters, B. D.	Education Assistant Career Progression	11/29/2021	\$26.29	Humboldt Secondary
McGraw, J. L.	Teaching Assistant Career Progression	10/27/2021	\$21.07	Riverview School of Excel
Montgomery, A. T.	Teaching Assistant From: Nutrition Services	11/29/2021	\$15.38	Benjamin Mays/Museum
Singhal, Y. R.	Teaching Assistant Career Progression	10/04/2021	\$20.37	Nokomis Montessori South
Friesen, M. R.	Clerical Career Progression	11/15/2021	\$20.22	Washington Tech Sec
Hernandez, P. L.	Clerical Career Progression	11/20/2021	\$29.22	Colborne Admin Offices
Johnson, K. B.	Clerical Career Progression	11/08/2021	\$21.50	Benjamin Mays/Museum
Ackerman Eng, K. E.	Custodian Career Progression	10/27/2021	\$27.42	St. Paul Music Academy

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
DiMartino, A. L.	Custodian Career Progression	11/22/2021	\$28.35	Como Park Senior High
Fuller, B. A.	Custodian Career Progression	11/01/2021	\$27.42	Como Service Center
Langfield, W. H.	Nutrition Services Career Progression	10/11/2021	\$18.83	Cherokee Heights Elem
Sanders, J. J.	Nutrition Services Career Progression	11/29/2021	\$23.60	Rondo Education Center
Wirtz, C. M.	Nutrition Services Career Progression	11/01/2021	\$27.08	Como Service Center
Buck-Hopkins, L. R.	Professional Employee From: Clerical	11/06/2021	\$27.14	Colborne Admin Offices
Hafner, S. M.	Professional Employee Career Progression	10/23/2021	\$39.03	Colborne Admin Offices
Nyquist, B. C.	Professional Employee Career Progression	11/08/2021	\$38.49	Como Service Center
Alexander, T. L.	Supervisory From: Nutrition Services	10/04/2021	\$43.24	Como Service Center
Motz, K.	Supervisory Career Progression	11/08/2021	\$48.58	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Martin, N.	Classroom Teacher	12/13/2021	\$29.13	Harding Senior High
Tate, S.	Classroom Teacher	11/15/2021	\$28.14	Virtual Learning School - Elem
Thomas, J. A.	Classroom Teacher	11/15/2021	\$31.34	Como Service Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Boulos, A. B.	Classroom Teacher	11/19/2021	Battle Creek Middle School
Dobbelaere, T.	Classroom Teacher	10/28/2021	Como Service Center
Doty, D. M.	Classroom Teacher	11/12/2021	Hazel Park Preparatory
Emmons, S. G.	Classroom Teacher	10/02/2021	Battle Creek Middle School
Erickson, J. L.	Classroom Teacher	11/08/2021	Bruce F Vento Elementary

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hansen, M.	Classroom Teacher	11/13/2021	Jie Ming Mandarin Immr
Hernandez, T. M.	Classroom Teacher	09/26/2021	American Indian Magnet
Bishop, E. S.	Classroom Teacher	10/11/2021	Como Park Senior High
Cahill, C. A.	Classroom Teacher	11/24/2021	RiverEast Elem/Secondary
Dam, E. M.	Classroom Teacher	11/20/2021	Hamline Elementary
Sack, A. E.	Classroom Teacher	10/25/2021	Frost Lake Elementary
Adams, L. D.	Education Assistant	11/08/2021	Wellstone Elementary
Ehlers, M. L.	Education Assistant	11/10/2021	RiverEast Elem/Secondary
Jimenez, O.	Education Assistant	10/12/2021	Cherokee Heights Elem
Murray, K. R.	Education Assistant	10/12/2021	Central Senior High
Butler, L.	Teaching Assistant	11/01/2021	American Indian Magnet
Bynum, P.	Teaching Assistant	11/30/2021	Chelsea Heights Elementary
Uriostegui, S. M.	Teaching Assistant	11/08/2021	Humboldt Secondary
Vang, X. C.	Clerical	10/26/2021	Eastern Heights Elementary
Yang, M.	Clerical	10/14/2021	Crossroads Science
Duperval, S.	Nutrition Services	10/28/2021	Highland Park Elementary
Kirk, C. A.	Nutrition Services	11/18/2021	Open World Learning
Shockency, R. A.	Nutrition Services	10/15/2021	Como Park Senior High

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Mucha, V. A.	Classroom Teacher	11/17/2021	\$40.58	Hazel Park Preparatory
Nadeau, M. P.	Classroom Teacher	11/22/2021	\$49.30	Battle Creek Elementary
Reeves, F. L.	Classroom Teacher	11/15/2021	\$53.42	Virtual Learning School
Sandstrom, S. R.	Classroom Teacher	11/15/2021	\$32.30	Virtual Learning School
Zimmerman, D. T.	Classroom Teacher	11/15/2021	\$42.10	Virtual Learning School
Voss, N. R.	Classroom Teacher	11/29/2021	\$45.74	Washington Tech Sec
Feske, L. A.	School/Community Professional	11/15/2021	\$27.65	1780 W. 7th Street

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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
MaGee, D. O.	School/Community Professional	11/29/2021	\$26.87	1780 W. 7th Street
Lowe-Krause, T. E.	Education Assistant	11/29/2021	\$26.29	Virtual Learning School
Steinhauer, E. W.	Education Assistant	11/01/2021	\$26.29	1780 West 7th St
Hodge, F. J.	Teaching Assistant	11/06/2021	\$15.30	Adams Spanish Immersion
Kroell, S. M.	Teaching Assistant	11/08/2021	\$15.59	Mississippi Creative Arts
Walker, L. L.	Clerical	11/15/2021	\$17.57	Central Senior High
McCuen, K. K.	Custodian	11/08/2021	\$17.65	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Emmons, S. G.	Classroom Teacher	11/01/2021	Battle Creek Middle School
Hernandez, T. M.	Classroom Teacher	11/22/2021	American Indian Magnet
Kyllo-Peters, N. A.	Classroom Teacher	11/15/2021	271 Belvidere Bldg
Thao, N. R.	Classroom Teacher	11/08/2021	Battle Creek Elementary
Becker Peterson, A.	Classroom Teacher	11/01/2021	Global Arts Plus LWR
Bishop, E. S.	Classroom Teacher	11/15/2021	Como Park Senior High
Dove, M. A.	Classroom Teacher	11/22/2021	Mississippi Creative Arts
Gorham, K. T.	Classroom Teacher	11/08/2021	Battle Creek Middle School
Yarbrough, M. C.	School/Community Professional	11/01/2021	Jie Ming Mandarin Immr
Adams, L. D.	Education Assistant	11/15/2021	Wellstone Elementary
Murray, K. R.	Education Assistant	11/08/2021	Central Senior High
Wagner, P. A.	Education Assistant	11/22/2021	Focus Beyond
Brown Gantt, L. L.	Teaching Assistant	11/22/2021	St Anthony Park Elementary
Butler, L.	Teaching Assistant	11/09/2021	American Indian Magnet
Sullivan, T. D.	Teaching Assistant	11/01/2021	Focus Beyond
Tungland, H.	Teaching Assistant	11/17/2021	Benjamin Mays/Museum
Vang, X. C.	Clerical	11/15/2021	Eastern Heights Elementary
Kuczaboski, M. P.	Custodian	11/10/2021	St Anthony Park Elementary

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Duperval, S.	Nutrition Services	11/08/2021	Highland Park Elementary
Eubanks, M. L.	Nutrition Services	11/23/2021	Highland Park Senior High

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Reese, A. R.	Clerical	11/05/2021	\$28.63	Obama Service Learning

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kruger, J. J.	Classroom Teacher	10/21/2021	\$43.15	271 Belvidere Bldg
Reese, A. R.	Education Assistant	11/09/2021	\$25.60	Groveland Park Elem
Hinschberger, C. J.	Teaching Assistant	11/15/2021	\$15.59	Farnsworth Aerospace LWR
Moreland, S. T.	Teaching Assistant	11/20/2021	\$15.30	Johnson Achievement Plus
Murray, M. B.	Teaching Assistant	11/04/2021	\$15.53	Hamline Elementary
Ticknor, M. J.	Clerical	11/20/2021	\$31.85	Colborne Admin Offices

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Scott, L. K.	School/Community Professional From: Classroom Teacher	11/20/2021	\$44.79	Colborne Admin Offices
Fischer, J.	Clerical From: Teaching Assistant	11/20/2021	\$18.90	Como Service Center

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Egyhazi, A. L.	Classroom Teacher	01/01/2022	Hamline Elementary
Haaf, S.	School/Community Professional	01/01/2022	Hamline Elementary
Sekorski, K.	Teaching Assistant	01/01/2022	Global Arts Plus UPR

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Callahan, J. M.	Classroom Teacher	11/20/2021	American Indian Magnet
German, K. E.	Classroom Teacher	11/12/2021	Galtier Elementary
Grund, T. L.	Classroom Teacher	11/13/2021	Battle Creek Middle School
Lee-Yang, K.	Classroom Teacher	11/25/2021	Frost Lake Elementary
Moore, T. V.	Classroom Teacher	11/05/2021	American Indian Magnet
Vadnais, K. M.	Classroom Teacher	12/04/2021	Battle Creek Middle School

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wagner, G. L.	Classroom Teacher	11/13/2021	Frost Lake Elementary
Berger, E. D.	Classroom Teacher	11/30/2021	Mississippi Creative Arts
Birkeland, S. L.	Classroom Teacher	11/25/2021	Maxfield Elementary
Filo, A.	Classroom Teacher	10/15/2021	Global Arts Plus LWR
Jakes, D. E.	School/Community Professional	11/06/2021	Johnson Achievement Plus
Thone, C. A.	School/Community Professional	11/25/2021	RiverEast Elem/Secondary
Ali, A. F.	Education Assistant	11/23/2021	Como Service Center
Cobbins, K. A.	Education Assistant	12/03/2021	Johnson Senior High
Tmoo, H. T.	Education Assistant	11/27/2021	Daytons Bluff Achievement
Wiggins, K. D.	Education Assistant	11/25/2021	Focus Beyond
Barnes, S.	Teaching Assistant	11/20/2021	Como Park Elementary
Beamon, J. S.	Teaching Assistant	11/06/2021	Washington Tech Sec
Brennhofer, A. T.	Teaching Assistant	11/25/2021	1780 West 7th St
Clepper, K. L.	Teaching Assistant	11/05/2021	Como Park Elementary
Crowley, D. K.	Teaching Assistant	11/30/2021	Galtier Elementary
Koestler, Z. M.	Teaching Assistant	12/04/2021	Hazel Park Preparatory
Moua, P.	Teaching Assistant	11/25/2021	Highwood Hills Elementary
Newcom, S. B.	Teaching Assistant	11/25/2021	Groveland Park Elementary
Ryan, A. J.	Teaching Assistant	11/06/2021	RiverEast Elem/Secondary
Stueber, L.	Teaching Assistant	11/09/2021	Battle Creek Elementary
Vang, S.	Teaching Assistant	12/07/2021	Johnson Achievement Plus
Virnig, B. E.	Teaching Assistant	11/03/2021	Open World Learning
Waldt, G. C.	School Bus Driver	01/01/2022	Transportation Services
Palmer, T. L.	Custodian	01/01/2022	Jackson Preparatory Elem

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Piorek, B. V.	Custodian	01/28/2022	Expo for Excellence
Buege, C. M.	Nutrition Services	11/13/2021	Como Park Elementary
Hawkins, E. A.	Nutrition Services	11/19/2021	Adams Spanish Immersion
Mingo, M. C.	Nutrition Services	11/13/2021	Murray Middle School
Smith, M. J.	Nutrition Services	11/13/2021	Nokomis Montessori South
Sudduth, C.	Nutrition Services	10/29/2021	Chelsea Heights Elementary
Vidal, L. C.	Nutrition Services	10/08/2021	Four Seasons A+
Cavalletti, B. A.	Professional Employee	11/20/2021	Colborne Admin Offices
Iwaszek, T. T.	Technical	01/01/2022	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., D. M.	Classroom Teacher	11/06/2021
M., M.	Education Assistant	11/05/2021
P., M.	Education Assistant	11/20/2021
B., J.	Teaching Assistant	11/02/2021
B., L. R.	Teaching Assistant	10/29/2021
M., R.	Teaching Assistant	11/24/2021
M., D. M.	Teaching Assistant	11/09/2021
N., B.	Teaching Assistant	11/13/2021
P., C. Q.	Teaching Assistant	10/26/2021
S., A.	Teaching Assistant	11/19/2021
W., P. N.	Custodian	10/26/2021

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Acceptance of Gift from Kathy Dumas

A. PERTINENT FACTS:

Como Park tennis courts have been deteriorating for the past couple of decades without any maintenance. With the new SPPS five-year facility plan, the court renovations have been pushed back to the year 2026. Recently, a former teacher and tennis coach at Como Park, Kathy Dumas has offered to donate the necessary funds to expedite the project. She is donating \$350,000 to reconstruct and renovate the existing courts with the possibility of creating room for one additional court in between the two banks of tennis courts.

The \$350,000 will be earmarked for Como Athletics towards the construction/renovations of the tennis courts set for completion in the summer of 2023.

1. **Como Park - \$350,000; reconstruction and renovation of the tennis courts.**
2. This gift will meet the District strategic plan goals of sustainability.
3. This grant will meet the District target area goals by ensuring high academic achievement for all students and accelerating the path to excellence.
4. This item is submitted by Koua Yang, Como Athletic Director, Laura Ranum, Athletic Department Specialist, and Efe Agbamu, Assistant Superintendent for Athletics.

B. RECOMMENDATION:

Authorize the Superintendent (or Designee) to accept the gift from Kathy Dumas for Como Park Athletics.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Acceptance of Gift from Twin Cities Dunkers Fund of the Minneapolis Foundation

A. PERTINENT FACTS:

Our district high schools to accept monetary gifts in the amount listed below from the Twin Cities Dunkers Fund. The Dunkers Fund Foundation, in response to reports that Minneapolis and St. Paul public high school athletic programs were massively underfunded, the Twin Cities Dunkers in 2011 created the Twin Cities Dunkers Fund to provide targeted assistance to 14 high schools in the two cities.

Working in conjunction with The Minneapolis Foundation, the Dunker Fund has been able to direct \$587,649 to the schools. The money has been used to purchase equipment and uniforms, to improve athletic facilities and enable road trips. The school will receive the following amounts and use the money as listed.

1. **Central:** \$10,000 – Uniforms and equipment for soccer, basketball, and misc. equipment.
Como Park: \$10,000 – Basketballs, canopies for scoreboard/announcer, recovery whirlpool
Harding: \$10,000 – Uniforms, volleyball standards, basketball scoreboard controller.
Highland: \$10,000 – Uniforms and equipment for soccer, track, swimming and softball.
Humboldt: \$10,000 – Uniforms and equipment for soccer, swimming, track and wrestling.
Johnson: \$10,000 – Soccer balls/uniforms, girls soccer uniforms, football game socks, track hurdles, tennis balls.
Washington: \$10,000 – Equipment for badminton, soccer, swimming, wrestling. Canopy tents for concession stand and misc. concession equipment.
2. This gift will meet the District strategic plan goals of sustainability.
3. This grant will meet the District target area goals by ensuring high academic achievement for all students and accelerating the path to excellence.
4. This item is submitted by Laura Ranum, Athletic Department Specialist and Efe Agbamu, Assistant Superintendent for Athletics.

B. RECOMMENDATION:

Authorize the Superintendent (or Designee) to accept the gifts from the Twin Cities Dunkers Fund of the Minneapolis Foundation.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: DONATION TOWARD STUDENT SERVICES

137

A. PERTINENT FACTS:

1. St. Paul Public Schools Volunteer Michael Rose donated \$8,000 to Hubbs Center to use in support of adult students.
2. St. Paul Public Schools Adult Basic Education works with approximately 4,000 learners a year who are pursuing personal and educational goals. Students require assistance in many areas of their lives, including help with training and testing costs related to job training, help paying for transportation to attend school, and with other basic needs.
3. This project will meet the District strategic plan goal of College and Career Paths as well as Family and Community Engagement.
4. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor; Anthony Walker, Community Education Director; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$8,000 donation to be used to support adult learners.

**Independent School District 625
Gift Acceptance Form**

If the donor requires specific financial reporting procedures to ensure that the gift is used for allowed expenditures, within a specific period of time or if unspent funds have to be returned, do not use this form. Contact the SPPS Office of Fund Development for acceptance of the gift.

Recipient: Ronald Hubbs Center **School Number:** 502
School/Program

Donor: Michael Rose
Name
724 Ridge St
Street Address
Saint Paul MN 55116
City State Zip

138

☒ **Gift is \$5,000 or greater.**

Individual donations that are \$5,000 or greater must be accepted by the Board separately. Please submit a Board agenda item for this gift to your Area Superintendent. The Gift Acceptance form should still be completed and submitted to Business & Financial Affairs.

☐ **Non-monetary gift valued at \$ _____**

Description of gift or attach list: _____

If the value of a gift item is \$1,000 or greater and fits the description of equipment as listed in the Business & Financial Affairs Procedure Manual, Property Control form PRP-1 must be submitted to Property Control.

☒ **Monetary gift in the amount of \$8,000.00**

Check No. 5302 (Attach check and any additional paperwork received from the donor including the check stub to the completed form and submit to Business & Financial Affairs.)

Monetary gift is to be deposited to the following budget code:

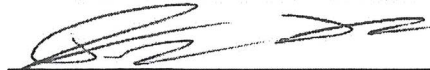
04-005-520-000-5096-5201

This gift is to be used for the purchase of Hubbs Emergency Fund

It is the donor's desire that any excess monies be expended at the Board's discretion, for items similar in nature and purpose.

As the Building Principal or Program Administrator I am submitting this gift acceptance form and gift (if in check form) to the Business & Financial Affairs Office in compliance with School Board Policy and sending a letter of appreciation to the donor.

☒ I have reviewed the paperwork received from the donor. Reporting is not required and unspent funds do not need to be returned.



Building Principal/Program Administrator

12/11/21

Date

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: December 14, 2021

TOPIC: Olympic Hills 9/11 Lemonade Stand

A. PERTINENT FACTS:

1. Como Park Senior High School/MCJROTC would like to accept a monetary gift of \$19,194.00 from North Star Marine Veterans Corp.
2. Como Park Senior High School/MCJROTC was designed to receive the gift because of the Olympic Hills 9/11 Lemonade Stand fundraiser and the MCJROTC Como Park Cadets participation.
3. This donation was awarded to the Como Park Senior High School MCJROTC in the amount of \$19,194.
4. This item will meet the District target area goal of ensuring high academic achievement and improved environment for MCJROTC students.
5. This item is submitted by Sgt. Major James Kirkland, Acting Marine Instructor at Como Park Senior High School

B. RECOMMENDATION:

That the Saint Paul public Schools Board of Education authorize the Superintendent Gothard to allow Como Park Senior High School/MCJROTC to accept a monetary gift from North Star Marine Veterans of \$19,194.00. The money will be deposited into the JROTC intra-school account, 19-212-291-000-5096-J001, and will be used with the above projects.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

Board Agenda Item Routing

ITEM: North Star Marine Veterans Corp.

This form is to be used to submit items for the Board of Education meeting agenda. Its purpose is to ensure that everyone listed in the "submitted by" entry has reviewed the item. It is the responsibility of the originator of the item to initiate this form.

Please sign and date in the appropriate place and forward it to the next person.

	<u>NAME</u>	<u>DATE</u>
Originated by:	<u>James Kirkland</u>	<u>11-18-21</u>
Reviewed by:	<u>Kirk Morris</u>	<u>11-22-21</u>
	_____	_____
	_____	_____
	_____	_____
	_____	_____
*Assistant Superintendent	_____	_____
*Chief Officer	_____	_____
Chief Executive Officer	_____	_____

* Must be approved by one of these administrators.

Independent School District 625
Gift Acceptance Form

If the donor requires specific financial reporting procedures to ensure that the gift is used for allowed expenditures or within a specific period of time, do not use this form. Contact the SPPS Office of Fund Development for acceptance of the gift.

Recipient: Como Park Sr. High/MCJROTC **School Number:** 212
School/Program
Donor: North Star Marine Veterans Corp
Name
9540 Olympia Dr
Street Address
Eden Prairie, MN. 55347
City State Zip

☒ **Gift is \$5,000 or greater.**

Individual donations that are \$5,000 or greater must be accepted by the Board separately. Please submit a Board agenda item for this gift to your Area Superintendent. The Gift Acceptance form should still be completed and submitted to Business & Financial Affairs.

☐ **Non-monetary gift valued at \$** _____

Description of gift or attach list: _____

If the value of a gift item is \$1,000 or greater and fits the description of equipment as listed in the Business & Financial Affairs Procedure Manual, Property Control form PRP-1 must be submitted to Property Control.

☐ **Monetary gift in the amount of \$** _____

Check No. _____ (Attach check to completed form and submit to Business & Financial Affairs.)

Monetary gift is to be deposited to the following budget code:

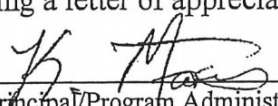
☐ **Intraschool (19-XXX-000-000-5096-0000)**

☐ **Other budget code:** 19-212-291-000-5099-J001

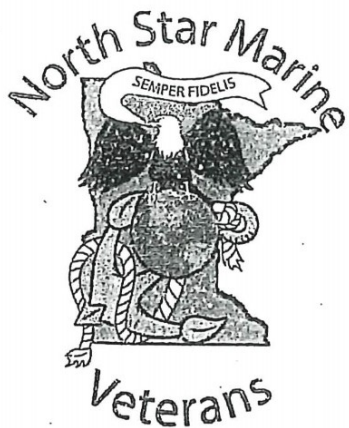
This gift is to be used for the purchase of _____ The intent of this donation is for field leadership camp, field trips as well as classroom upgrades.

It is the donor's desire that any excess monies be expended at the Board's discretion, for items similar in nature and purpose.

As the Building Principal or Program Administrator I am submitting this gift acceptance form and gift (if in check form) to the Business & Financial Affairs Office in compliance with School Board Policy and sending a letter of appreciation to the donor.


Building Principal/Program Administrator

11/18/21
Date



11/12/2021

Bill Crawford
North Star Marine Veterans Corp.
9540 Olympia Dr
Eden Prairie, MN. 55347

Sgt. Major James Kirkland
Marine Instructor
Marine Corps JROTC
Como Park Senior High School
740 W. Rose Ave.
St. Paul, MN. 55117

REF: \$19,194.00

Dear Sgt. Major Kirkland,

The North Star Marine Veterans are pleased to present you a check for \$19,194. This the result of the Olympic Hills 9/11 Lemonade Stand fundraiser and the MCJROTC Como Park Cadets participation. The intent of this donation is for field leadership camp, field trips as well as classroom upgrades.

We sincerely appreciate the opportunity to be involved and see firsthand the enormous amount of time and dedication you put into the MCJROTC program at Como Pk. and the positive impact you are making with these young men and women MCJROTC Cadets. A special thanks to Sue Dongersgoed and all the participants in the Olympic Hills 9/11 Lemonade Stand that made this donation possible. Congratulations and continued success.

Sincerely

Bill Crawford

Semper Fidelis

No goods or services were given or received for this donation



NORTH STAR MARINE VETERANS CORP
9540 Olympia Dr
Eden Prairie, MN 55347

11/12/21 Date

1122
17-1/910 215

Pay to the MCJROTC Conno OK H.S. \$ 19,184.00
Order of Nineteen thousand One Hundred Eighty Four and 00/100

WELLS FARGO Wells Fargo Bank N.A.
Minnesota
wellsfargo.com

Photo Safe Deposit Boxes

For _____

William P. [Signature]

⑆091000019⑆ 7155622793⑈ 01122

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: South Robert Street Business Donation

A. PERTINENT FACTS:

1. A donation in the amount of \$5,000 has been provided to fund student scholarships and is designated for the school scholarship fund.
2. The gift is designated by South Robert Street Business to support students who are pursuing a higher educational program.
3. All funds should be gifted during the school year 2021-2022.
4. Recipients will send a letter of thank you to South Robert Street Business.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Abdirizak Abdi, Principal, Humboldt High School and Dr. Efe Agbamu, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$5,000 from the South Robert Street Business and provide a letter expressing appreciation for the gift.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Timothy W Scott Donation

A. PERTINENT FACTS:

1. A donation in the amount of \$7,000 has been provided to fund student scholarships and is designated for the school scholarship fund.
2. The gift is designated by Timothy W Scott to support students who are pursuing a higher educational program.
3. All funds should be gifted during the school year 2021-2022.
4. Recipients will send a letter of thank you to Timothy W Scott.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Abdirizak Abdi, Principal, Humboldt High School and Dr. Efe Agbamu, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$7,000 from Timothy W Scott and provide a letter expressing appreciation for the gift.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

146

TOPIC: Request for Permission to Accept Grants from the Assistance League of Minneapolis/Saint Paul

A. PERTINENT FACTS:

1. Assistance League of Minneapolis/Saint Paul awards Operation School Bell grants to schools and programs that support learning, enrichment projects, student health and safety, and academic achievement.
2. Saint Paul Public Schools received the opportunity to participate in Operation School Bell for at least three years. Assistance League will provide reimbursement for goods and services under programs such as Academic All-Stars, Clothes for Kids, Links to Learning, Our School Reads, and Start Smart.
3. Saint Paul Public Schools will serve as fiscal agent for these projects. These grants are for an undetermined amount due to the reliance on fundraising activities by Assistance League and are not expected to exceed \$5,000 per year.
4. This project will meet the District strategic focus areas of Positive School Culture, Culturally Relevant and Effective Education, and Family and Community Engagement.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Heather Kilgore, Office of Family and Community Engagement Director; Marie Schrul, Chief Financial Officer; Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the opportunity to participate in Assistance League's philanthropic program Operation School Bell; to accept funds, if awarded; and to implement the projects as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to ACCEPT a Grant from the Minnesota COVID-19 School Testing Program

147

A. PERTINENT FACTS:

1. The State of Minnesota has designated \$55 million of its Epidemiology Laboratory Capacity (ELC) Reopening Schools Grant supported through the American Rescue Plan Act of 2021 to support safe, in-person instruction in schools, screening testing provides another important layer of prevention to protect students, teachers, and staff by slowing the spread of COVID-19. While it is critical for schools to remain open for academic, social, and emotional benefits, it is equally important to do so safely. The resources available through this award are aimed at providing support for schools to detect and prevent the transmission of COVID-19 within schools.
2. Saint Paul Public Schools Health and Wellness department submitted an application for the Minnesota COVID-19 School Testing Program. The goal of this project is to provide COVID-19 screening tests and monitor compliance with the Board of Education Resolution regarding COVID-19 vaccination and testing.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for \$1,935,211 and will support the entire district.
4. This project addresses the District strategic plan focus area of Positive School and District Culture, supporting the health of students and staff.
5. This is a NEW grant-funded project. Funds must be used by June 30, 2022.
6. This item is submitted by Mary Langworthy, Director of Health and Wellness, Marcy Doud, Deputy Chief of Schools, and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to ACCEPT a grant from the Minnesota COVID-19 School Testing Program; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Accept a Grant from the Minnesota Department of Education

A. PERTINENT FACTS:

1. The American Indian Education Aid (AIEA) program is administered by the Minnesota Department of Education (MDE) and provides per-pupil funding to districts, charter schools, and tribal schools that report an American Indian student count of 20 or more on the October 1 MARSS reporting deadline.
2. Saint Paul Public Schools Office of Indian Education receives funds to support education for American Indian students with college and career prep, academic supports, intercultural awareness activities, fostering the development of a positive cultural identity, and provide professional development opportunities for staff and board.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$263,440.
4. This project aligns with the District strategic plan objective of creating inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.
5. This is a recurring grant project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; John Bobolink, Supervisor, Office of American Indian Education; Dr. Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education to support the Office of Indian Education; to accept funds; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Resolution Supporting the City of Saint Paul Safe Routes to School Project and the Application for Safe Routes to School Funding

A. PERTINENT FACTS:

1. The City of Saint Paul is preparing a grant application to the Minnesota Department of Transportation to improve infrastructure in the neighborhood around Maxfield Elementary School.
2. Safe Routes to School is grant program that supports projects that create a safer and more accessible environment for students to walk and bike.
3. The District will continue to collaborate with the City of Saint Paul and other stakeholders through the Safe Routes to School steering committee.
4. The District will not receive or contribute any funds to the project. The City of Saint Paul is the applicant and will receive all funds to complete the project.
5. The project will not take place on District property or school grounds. The project serves school walkers and bicyclists on the route to school.
6. The granting agency requires that the Board of Education approve the resolution language as part of the grant application.
7. This item is submitted by Megan Garrido, Fund Development Coordinator; Mary Langworthy, Director, Health & Wellness; Marcy Doud, Deputy Chief; Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education approve the resolution language.

RESOLUTION SUPPORTING THE CITY OF SAINT PAUL'S APPLICATION FOR MNDOT SAFE ROUTES TO
SCHOOL INFRASTRUCTURE FUNDING TO MAKE PEDESTRIAN SAFETY IMPROVEMENTS NEAR MAXFIELD
ELEMENTARY SCHOOL

WHEREAS, it is our understanding that the City of Saint Paul is developing an application to seek funding for a Safe Routes to School Infrastructure grant to install permanent pedestrian safety improvements near Maxfield Elementary School;

WHEREAS, Maxfield Elementary collaborated with the City of Saint Paul and other partners to develop a Safe Routes to School plan in 2018 that outlines pedestrian safety concerns near the school;

WHEREAS, the City of Saint Paul's application for funding would address safety concerns identified in the 2018 Safe Routes to School plan;

WHEREAS, it is our belief that the proposed activities are consistent with the goals of the Safe Routes to Schools program and the policies of Saint Paul Public Schools, and that funding this project would provide a significant opportunity to improve student safety in Saint Paul Public Schools.

NOW, THEREFORE, BE IT RESOLVED, the Board of Education fully supports the City of St. Paul's efforts in seeking Minnesota Department of Transportation Safe Routes to School Infrastructure funding and will collaborate to collect data as necessary, assist with engaging the school community, and support the goals of the project, namely, to improve safety, encourage walking and biking to school, and to improve the walking and biking environment for students of the district and other users of the routes.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit a Grant to 3M Gives – Innocent Classroom for STEM Teachers Pilot

A. PERTINENT FACTS:

1. 3M Gives is currently accepting grant applications for projects that build interest and achievement in STEM among underrepresented populations.
2. Saint Paul Public Schools Office of Equity has prepared an application for funds to design and pilot an Innocent Classroom training series for STEM teachers. The goal of this project is to increase representation of and achievement of students of color and American Indian students in secondary STEM courses. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$150,000. The pilot year will include a small number of STEM teachers and content area leads (less than 20 total).
4. This project aligns with the District strategic plan focus area of Systemic Equity by addressing institutional and system inequities.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Myla Pope, Assistant Director, Office of Equity; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for the funds to design and pilot an Innocent Classroom training series for STEM teachers; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit a Grant to 3M Gives – Skilled Trades Scholarships

A. PERTINENT FACTS:

1. 3M Gives is currently accepting grant applications for projects that build interest and achievement in STEM among underrepresented populations.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to provide scholarships to graduating seniors with an interest in continuing training and education in the skilled trades. The goal of this project is to increase participation of underrepresented populations in skilled trades careers. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$50,000. Ten awards of \$5,000 each will be distributed to students in the class of 2022.
4. This project aligns with the District strategic plan focus area of College and Career Readiness by increasing opportunities for students to envision their future, explore careers and prepare for postsecondary education.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Darren Ginther, Director, Office of College and Career Readiness; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for the funds to provide scholarships to graduating seniors with an interest in continuing training and education in the skilled trades; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit a Grant to 3M Gives – XR Terra
Summer Pilot

A. PERTINENT FACTS:

1. 3M Gives is currently accepting grant applications for projects that build interest and achievement in STEM among underrepresented populations.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to pilot a summer program for high school students to explore augmented reality technology careers. The goal of this project is to increase student awareness of emerging technology careers in augmented reality. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$80,000. Up to 50 high school students will participate in the pilot program during Summer 2022.
4. This project aligns with the District strategic plan focus area of College and Career Readiness by increasing opportunities for students to envision their future, explore careers and prepare for postsecondary education.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Darren Ginther, Director, Office of College and Career Readiness; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for the funds to pilot a summer program for high school students to explore augmented reality technology careers; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit a Grant to the Ecolab Foundation

A. PERTINENT FACTS:

1. The Ecolab Foundation is currently accepting grant applications for projects that promote youth development, particularly youth at-risk, in the St. Paul area.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to support its AVID college readiness program. The goals of this project is to continue expanding the number of students who are served by the AVID elective class and AVID as a school-wide system for all classroom teachers to use to affect all students. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$60,000. The project will affect all students and staff at Humboldt High School.
4. This project aligns with the District strategic plan objective of increasing our capacity to meet the instructional needs of each learner.
5. This is a recurring grant-funded project. The project period is 12 months. The Ecolab Foundation is a long-time supporter of Humboldt High School.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Abdirizak Abdi, Principal, Humboldt High School; Dr. Yeu Vang, Assistant Superintendent; and Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

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

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – Summer Agriculture Program, Como Park Senior High School

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects to pay for licensed agricultural education teachers to provide an agriculture program over the summer for high school students.
2. Saint Paul Public Schools Como Park Senior High School has prepared an application for funds to provide an agriculture program over the summer for high school students in extended programs under Minnesota Law 2017, 1st Special Session, chapter 5, article 2, section 51. The goal of this project is to have students explore more hands-on activities without the constraints of the class period and school day.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$3,100. The project will impact one agricultural education teachers and approximately 15 students.
4. This project aligns with the District strategic plan objective of providing career-focused, hands-on opportunities for all middle and high school students.
5. This is a new grant-funded project. The project period is Summer 2022.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Kirk Morris, Principal, Como Park Senior High School; Marcy Doud, Assistant Superintendent; and Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to provide an agriculture program over the summer for high school students; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – Summer Agriculture Program, Humboldt High School

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects to pay for licensed agricultural education teachers to provide an agriculture program over the summer for high school students.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to provide an agriculture program over the summer for high school students in extended programs under Minnesota Law 2017, 1st Special Session, chapter 5, article 2, section 51. The goal of this project is to have students explore more hands-on activities without the constraints of the class period and school day.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$7,000. The project will impact two agricultural education teachers and approximately 25 students.
4. This project aligns with the District strategic plan objective of providing career-focused, hands-on opportunities for all middle and high school students.
5. This is a recurring grant-funded project. Humboldt has received this grant for several years to help pay for the summer agriculture program at the school. The project period is Summer 2022.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Abdirizak Abdi, Principal, Humboldt High School; Dr. Yeu Vang, Assistant Superintendent; and Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to provide an agriculture program over the summer for high school students; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Transportation – Safe Routes to School, Planning Assistance Program

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation's Safe Routes to School program is currently accepting grant applications for planning assistance projects.
2. Saint Paul Public Schools Student Health and Wellness has prepared four applications for funds create Safe Routes to School plans for: 1) Como Park Elementary School & Como Park Senior High School, 2) Mississippi Creative Arts Schools, 3) Central High School, and 4) Harding High School & Nokomis Montessori Magnet School South Campus. The goal of this project is to analyze existing conditions, provide public outreach and identify potential infrastructure and non-infrastructure solutions to help more children walk and bike safely to school. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. There is no funding associated with this grant program; awardees will receive consulting services to help them create a Safe Routes to School plan.
4. This project aligns with the District strategic plan focus area of Program Evaluation/Resource Allocation by allocating resources strategically with grant funding.
5. This is a new grant-funded project. The project period is spring 2022 through June 2023.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mary Langworthy, Director, Health & Wellness; Marcy Doud, Deputy Chief; Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit four grant applications to the Minnesota Department of Transportation to receive planning assistance for create Safe Routes to School plans; to accept consulting services, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Transportation – Safe Routes to School, Boost Program

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation's Safe Routes to School program is currently accepting grant applications for non-infrastructure projects that support the goals of Safe Routes to School. The Boost grant program will support communities with existing Safe Routes to School plans, or other comprehensive approaches, in advancing non-infrastructure strategies for schools that support making it safe, easy and fun for students to walk and bicycle to school.
2. Saint Paul Public Schools Student Health and Wellness has prepared an application for funds to replace the bicycles in the district's bicycle fleet and install bicycle parking at five elementary schools. The goal of this project is to increase opportunities for students to learn bicycling skills and promote bicycling to district school sites. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$40,000. The project will affect approximately 6,700 students at 15 schools which participate in annual Safe Routes to School events.
4. This project aligns with the District strategic plan focus area of Program Evaluation/Resource Allocation by allocating resources strategically with grant funding.
5. This is a new grant-funded project. The project period is spring 2022 through June 2023.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mary Langworthy, Director, Health & Wellness; Marcy Doud, Deputy Chief; Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Transportation for the funds to replace the district's bike fleet and install bike parking at five elementary schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request for Permission to Submit Four Grants to Project Lead the Way

A. PERTINENT FACTS:

1. Project Lead the Way (PLTW) is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.
2. Saint Paul Public Schools Office of College and Career Readiness partnered with three schools to prepare four applications for funds to expand PLTW programming at the schools. The three schools are: Washington Technology Magnet School, Highland Park Senior High School, and Capitol Hill Gifted and Talented Magnet School. PLTW curriculum will engage students in hands-on activities in computer science, engineering, and biomedical science to develop design-thinking mindsets and inspire continued education in the STEM field.
3. Saint Paul Public Schools will act as fiscal agent for these grants. Each grant is for approximately \$10,000.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by providing courses that are hands-on, engaging, relevant, real and rigorous.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Darren Ginther, Director, Office of College and Career Readiness; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit four grants from Project Lead the Way to expand PLTW programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Phase Gate Approval of the ARP Indoor Air Quality Projects: Gate #3 – Program Budget; Gate #3A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the ARP Indoor Air Quality Projects at the following phase gate(s):
 - a. Gate #3 – Program Budget / Proceed to Bidding
 - b. Gate #3a - Finance Plan Update
2. Program project sites include the following:
 - 2170-22-01 Creative Arts – ARP HVAC Upgrades
 - 4190-22-01 Mississippi Creative Arts – ARP HVAC Upgrades
 - 3081-22-01 Highland Park Middle – ARP HVAC Upgrades
 - 4180-22-01 Maxfield ES – ARP HVAC Upgrades
 - 3170-22-01 Rondo Complex – ARP Rooftop Unit Replacements
 - 1150-22-02 Johnson HS – ARP HVAC Upgrades
 - 4000-22-01 Education & Operations Services – ARP HVAC Upgrades replacements
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – *BOE Approval of District ARP Plan	September 21, 2021
#2 – *MN Dept of Education Pre-Approval of Construction Projects	November 29, 2021
#3 – Schematic Design #3A – Finance Update	December 14, 2021
#4 – Contract Award #4A – Finance Update	TBD
#5 – Project Close-Out #5A – Finance Update	TBD

*Due to the unique nature and timing of the funding source these milestones are being considered as equivalent to our gate checks. This project will follow our typical gate check process henceforth through completion of the work.

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$28,340,000	\$0	\$0	0%

5. A summary of current and anticipated funding is as follows:

Funding Source	Issuance	Amount	Date Issued
ARP			

6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

7. This item is submitted by Tom Parent, Director of Facilities; Leah Corey, Director of Innovation Office; Cheryl Carlstrom, Director of Title I Federal Program Offices; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the ARP/ESSER 3 Indoor Air Quality Projects at Phase Gate Check #3 – Program Budget; Gate Check #3a –Finance Plan Update.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: **REVISED** Phase Gate Approval of the Barack & Michelle Obama Elementary School – *Major Renovation* Project: Gate Check #1 – Master Planning (Project # 3210-23-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to modify the representation of Barack & Michelle Obama ES Major Renovation, Project # 3210-23-01, in the Five-Year Capital Improvement and Deferred Maintenance Implementation Plan that was Board approved on March 23, 2021.
 - a. Barack & Michelle Obama ES was previously approved by the Board, based on Board approved criteria for prioritization, as a candidate for a major renovation to bring the site into alignment with District defined characteristics of a quality learning environment on March 23, 2021.
 - b. Envision SPPS provided such an opportunity for strategic review, and based on Board actions and discussions as part of that process the District has redefined the programmatic elements to be designed as part of this project to include:
 - i. Relocation of Montessori-based learning program(s) in grades prekindergarten through 5th grade
 - ii. A new grade 6-8 middle grades program, aligned with (but not included with) the elementary programs, to be determined as part of the design process
 - c. The previous investigation and analysis combined with this new programmatic direction will result in revisions to the scope, schedule and budget which will be put before the Board by means of Gate Check 2: Project Charter for approval at a later date.
2. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
3. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the **REVISED** Barack & Michelle Obama Elementary School – *Major Renovation* Project: Gate Check #1 – Master Planning

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: **REVISED** Phase Gate Approval of the Bruce Vento Elementary - *New Construction* Project: Gate Check #1 – Master Planning (Project # 1020-22-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to modify the representation of Bruce Vento, Project # 1020-22-01, in the Five-Year Capital Improvement and Deferred Maintenance Implementation Plan that was Board approved on March 23, 2021.
 - a. Bruce Vento was previously approved by the Board, based on Board approved criteria for prioritization, as a candidate for a major renovation to bring the site into alignment with District defined characteristics of a quality learning environment on October 23, 2018.
 - b. Through staff evaluation, and agreement by the Board, around that time it was deemed strategically questionable to modify the existing building and the project was paused to allow for strategic review.
 - c. Envision SPPS provided such an opportunity for strategic review, and based on Board actions and discussions as part of that process the District has redefined the programmatic elements to be designed as part of this project to include:
 - i. A larger, 5 section per grade, elementary school focused on innovative learning environments and culturally responsive practices.
 - ii. Prekindergarten and other early childhood learning opportunities
 - iii. Possible community supports and partnerships
 - d. The previous investigation and analysis combined with this new programmatic direction indicate a prudence in pursuing ground-up new construction for this school, and not renovation as previously explored.
2. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
3. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the **REVISED** Bruce Vento Elementary - *New Construction* Project: Gate Check #1 – Master Planning

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Settlement of Bond Claim

A. PERTINENT FACTS:

1. On May 24, 2017, the School District entered into a contract with Peoples Electric Co. Inc. ("**Peoples Electric**") in the amount of \$4,516,500.00 for the Humboldt High School Addition & Remodel: Electrical & Technology (the "**Contract**"). The School District has issued change orders to the Contract totaling \$164,531.00, resulting in an adjusted contract price of \$4,681,031.00.
2. Western Surety Company issued Performance Bond and Payment Bond Number 30012560 effective May 24, 2017 (the "**Bond**") on behalf of Peoples Electric. The penalty of the Bond is \$4,516,500.00.
3. Following Peoples Electric's bankruptcy filing, the School District filed a claim with Western Surety Company alleging that Peoples Electric abandoned the project and failed to complete the work.
4. The School District has paid the sum of \$1,548,122.97 on the Contract, leaving a contract balance of \$3,132,908.03.
5. The School District spent the following amounts to complete the work required to be performed under Phase 1-4 of the Contract: Master Electric \$705,291.61; Egan Companies \$170,263.47; H+U (formerly Wenck) \$3,315.41 and Cunningham Design Services \$27,838.00. The School District has obtained a bid from Master Electric in the amount of \$3,978,300 to complete the work required to be performed under Phases 5-8 of the Contract.
6. Western Surety Company has agreed to pay the School District the sum of **\$1,752,100.46** in settlement of the School District's bond claim conditioned upon the School District's execution of the Release and Assignment.
7. This settlement supports the strategic plan focus area of Program Evaluation and Resource Allocation.
8. This item is submitted by William Forbes, Assistant General Counsel, Charles Long, General Counsel, and Tom Parent, Facilities Director.

B. RECOMMENDATION:

That the Board of Education approve the Release and Assignment and authorize its Superintendent, or his designee, to execute the Release and Assignment.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

A. PERTINENT FACTS:

1. New Agreement is for a two year period from July 1, 2021, through June 30, 2023.
2. Contract changes are as follows:

Wages: Effective September 11, 2021, the salary schedule is increased 1.5%. Effective September 10, 2022 the salary schedule is increased 1.5%; delete longevity language and add in as a longevity step into the salary schedule; create a single step system with no lanes, delay step movement in year two until October 8, 2022. Employees eligible for a step movement will move a step effective October 8, 2022.

Incentive Pay: Effective December 17, 2021, all employees in this group will be provided a one-time lump sum payment of \$500.00.

Sick Leave: Effective July 1, 2022, employees will be able to use 5 days of sick leave per year for personal leave, for a total of (5) five sick leave days per year.

Holidays: Effective January 1, 2022, employees will be eligible for New Year's Day as a paid holiday.

Longevity Pay: September 10, 2022, implement year 2 at rates on salary schedule. Rates shown on year 2 salary schedule include \$1.00 Fed III premium payment to level 5 and each of the longevity levels 6, 7, & 8. Eliminate \$1.00 premium payment for Federal III programs. Maintain \$1.00 premium for Fed IV buildings of Bridgeview, Focus Beyond, Journeys, River East. New longevity levels include the current longevity amounts.

Benefits: Effective January 1, 2022, for each eligible employee covered by this Agreement who is employed full time and who selects employee insurance coverage, the Employer agrees to increase the single coverage contribution amount from \$630 to \$640 per month. For each eligible full-time employee who selects family coverage, the Employer will increase the contribution amount from \$1,225 to \$1245 per month.

Effective January 1, 2023, for each eligible employee covered by this Agreement who is employed full time and who selects employee insurance coverage, the Employer agrees to increase the single coverage contribution amount from \$640 to \$650 per month. For each eligible full-time employee who selects family coverage, the Employer will increase the contribution amount from \$1,245 to \$1265 per month.

MOA Health Insurance Re-Opener: Effective July 1, 2021, this new MOA is an agreement to discuss a potential insurance re opener for discussion on cafeteria plan if decided.

MOA Remote Learning and Professional Development: Effective: July 1, 2021, this new MOA explains the definitions of remote learning days and professional development days as duty days. This MOU will expire June 1, 2023.

3. The District has 712 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2021-22 budget year: \$13,752,119
 - in the 2022-23 budget year \$13,895,826
5. This item will meet the District target area goal of alignment.
5. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Daniel Wells, Labor Relations Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2021, through June 30, 2023.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2021, through June 30, 2023.
2. Contract changes are as follows:

Wages: Effective September 11, 2021, increase salary schedule by 1.5%. September 10, 2022, increase salary schedule by 1.5%; create new step 10 at 3% above step 9 for NSA; NSS 1, 2, & 3 and NSA 2. Effective July 1, 2022 through June 30, 2023, freeze NSA step movement for steps 7 & 8; NSA at step 7 & 8 on July 1, 2022 would not advance to next higher step; NSA at step 7 & 8 would advance to next step on July 1, 2023. Effective September 10, 2022, create new steps 11, 12 and 13 incorporating current longevity amounts to step 10 wage amounts. These would be new 10 year longevity step (step 11), new 15 year longevity step (step 12), and new 20 year longevity step (step 13). Longevity language would no longer be effective starting 9-10-22.

Premium Pay. Effective January 1, 2022, employees who are assigned an additional duty assignment as determined by the Director of Nutrition Services will be paid a premium of \$1.00/hr above their regular hourly rate for those hours worked in the additional duty assignment. Examples of additional duty may include, but is not limited to, lead for a particular function, floater to staff sites within the district, short term supervisor fill-in, and/or cooking duties in a school building or central kitchen.

Incentive Pay: Effective December 17, 2021, all employees in this group will be provided a one-time lump sum payment of \$500.00.

Sick Leave: Effective July 1, 2021, employees will be able to use 5 days of sick leave per year for personal leave, for a total of (5) five sick leave days per year.

Insurance: Effective January 1, 2022, this group will move to cafeteria plan design. Employee benefits will be offered to eligible employees through a Cafeteria Plan qualified under IRS Codes §105, §125, and §129. The Cafeteria Plan will contain a core set of benefits. Enrollment in these core benefits is required in order to participate in the Cafeteria Plan and receive any Employer contributions. Additional optional benefits are offered allowing employees to select benefits that meet their individual needs. Life Insurance, Dental and Long-Term Disability Insurance are core benefits.

Contribution to Cafeteria Plan Credits. Each eligible full-time employee with single coverage shall receive \$730 per month which may be spent in a District-qualified cafeteria benefits plan. Each eligible full-time employee with family or single+1 coverage shall receive \$1,305 per month which they may spend in a District-qualified cafeteria benefits plan. Any dollars remaining from this amount after enrollment in core and optional benefits will be returned to the employee as salary.

Dental Insurance: Effective January 1, 2022, single dental insurance shall be part of the core benefits. Employees who enroll in family dental coverage will pay the difference between the cost of family and single coverage with any remaining credits provided by the district toward core benefits.

Life Insurance: Effective January 1, 2022, the Employer agrees to increase each eligible employee's life insurance coverage by \$25,000, for a total of \$50,000 of life insurance coverage. This is in alignment with other groups within the District.

Severance: Effective January 1, 2022, if an employee notifies the Human Resource Department three (3) months in advance of the date of retirement and requests severance pay and if the employee meets the eligibility requirements set forth in 16.2 above, he or she will receive a District contribution to the District 403(b) Tax-Deferred Retirement Plan for Sheltering Severance Pay and Vacation Pay in an amount equal to \$13.50 for each hour of accrued, unused sick leave, up to 1,460 hours to a maximum of \$19,710.

Effective January 1, 2022, Nutrition Service Supervisors who notify the Human Resource Department three (3) months in advance of the date of retirement and requests severance pay and if the employee meets the eligibility requirements set forth in 16.2 above will receive a District contribution to the District 403(b) Tax Deferred Retirement Plan for Sheltering Severance Pay and Vacation Pay in an amount equal to \$15.50 for each hour of accrued, unused sick leave, up to 1,460 hours to a maximum of \$22,630

3. The District has 311 employees in this bargaining unit.
4. The estimated new total package costs for this agreement have been calculated as follows:
 - in the 2021-22 budget year: \$7,826,917
 - in the 2022-23 budget year \$8,139,341
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Daniel Wells, Employee Relations Manager.

B. RECOMMENDATION:

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 nutrition services employees in this District for whom the Minnesota Teamsters Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2021 through June 30, 2023.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Memorandum of Understanding between INROADS College Links and Saint Paul Public Schools.

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership renewal between INROADS College Links and Saint Paul Public Schools. This MOU is effective through August 31, 2024.
2. There is no cost to SPPS, students or families for participating in INROADS College Links.
3. The mission of INROADS is to deliver innovative leadership development programs and creative solutions that identify, accelerate and elevate underrepresented talent throughout their careers. In collaboration with SPPS, the INROADS program provides high school students with college preparation and career readiness. Students who participate in this program will be trained to become competitive candidates for INROADS Internship opportunities.
4. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and INROADS College Links.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: December 14, 2021

TOPIC: Memorandum of Understanding between Raymond W. Cannon Education Foundation and Saint Paul Public Schools

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between Raymond W. Cannon Education Foundation and Saint Paul Public Schools.
2. The mission of the Raymond W. Cannon Education Foundation is to create, generate, and leverage resources to promote scholarship, encourage personal development, and sponsor community based educational programs for all people, with a specific focus on youth.
3. The Raymond Cannon Foundation is the non-profit charitable arm of the Gamma Xi Lambda Chapter of Alpha Phi Alpha Fraternity, Inc.
4. Alpha Phi Alpha has selected Central, Como Park, Gateway, Johnson, and Harding High Schools to partner with and provide test prep and postsecondary readiness programming to 50 11th graders from each school beginning January 2022.
5. Total fees paid to Raymond W. Cannon Education Foundation are at a minimum of \$16,250 and a maximum of \$20,000. Participation fees are calculated at \$65/student. Fees include the cost of all Princeton Review test materials and program coordination.
6. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
7. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Raymond W. Cannon Education Foundation for the 2021-22 school year.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Request to Sign Student Teaching Agreement with Luther College.

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Luther College. This formal agreement will meet the District strategic plan of recruitment and retention. 171
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2023.
5. This item is submitted by Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period October 1, 2021 through October 31, 2021.

(a) General Account	#741610-742672	\$58,091,012.26
	#0004262-0004292	
	#7004216-7004250	
	#0006206-0006314	
(b) Debt Service	-0-	4,800.00
(c) Construction	-0-	<u>\$5,233,716.66</u>
		\$63,329,528.92

Included in the above disbursements are two payrolls in the amount of \$41,175,194.12 and overtime of \$260,955.86 or 0.63% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending May 31, 2022

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 14, 2021

TOPIC: Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 121A.15 Health Standards: Immunizations

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 121A.15 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. Requested by Mary Langworthy, Director, Health and Wellness, and Marcy Doud, Deputy Chief, Division of Schools.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective December 21, 2021, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.



Saint Paul
PUBLIC SCHOOLS

3rd Reading Policy 510.00 Graduation

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Cedrick Baker, Chief of Staff
Darren Ginther, Director, Office of College and Career Readiness
Maijue Lochungvu, Assistant Director, Office of Teaching and Learning

December 14, 2021

510.00 Graduation

Why are we proposing an update to this policy?

Adding graduation credit requirements necessitates a board policy update.

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510.00 Graduation

Proposed updates to be made to the current policy:

- **Add “Critical Ethnic Studies” in paragraph 2 so it reads:**

"2. Basic course credit requirements for Saint Paul Public School high school diploma also include:

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- Health & Wellness credit
- Fitness & Physical Education credit
- Family & Consumer Science, Industrial Technology or Business credit
- **Critical Ethnic Studies**
- Elective credits
- Post High School Planning

510.00 Graduation

See [here](#) for proposed policy.

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Vote to Approve Policy 510.00 Graduation

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Saint Paul
PUBLIC SCHOOLS

Proposed Pay22 Levy

Board of Education Meeting
Marie Schrul, Chief Financial Officer
December 14, 2021

Purpose

- To present the proposed Pay22 Levy to the Board of Education for final certification

The Levy Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- The Pay22 school levy funds the 2022-23 school year
- Districts receive payments after the May and October collections from the County
- Levy funding is approximately 22% of the SPPS budget
- Levy can only move down after October 1
- Pay22 Final Levy data is from the MN Department of Education's Levy Limitation & Certification report as of 11/30/2021

Pay22 Levy Calendar

	Date	Action
X	August-early September	District submits levy information to MDE
X	September 8	MDE provides preliminary calculations
X	September 14	COB Meeting - School Finance & Levy 101
X	September 21	BOE Meeting - Pay22 Levy Update
X	September 27	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
X	September 27	Special BOE Meeting - BOE sets ceiling for Pay22 levy
X	September 30	SPPS provides Pay22 levy ceiling data to Ramsey County and MDE
X	Beginning October 1	Ramsey County calculates taxes and prepares tax statements
X	November 10 – 24	Ramsey County mails tax statements
X	December 7	TNT Hearing - SPPS holds truth in taxation hearing (note: COB meeting that evening)
X	December 14	BOE meeting - BOE certifies Pay22 levy
	December 28	SPPS certifies Pay22 levy to Ramsey County

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Proposed Pay22 Levy

Levy Category	Certified Pay21 Levy	SPPS Proposed Pay22 Levy	Difference
Operating	\$74,575,918.38	\$80,169,761.20	\$5,593,842.82
Pension/OPEB/Contractual	43,190,748.07	44,246,697.80	1,055,949.73
Facilities	74,609,060.94	74,297,022.16	(312,038.78) ¹⁸³
Community Service	<u>4,212,526.87</u>	<u>4,074,563.87</u>	<u>(137,963.00)</u>
Total - All Levy Categories	\$196,588,254.26	\$202,788,045.03	\$6,199,790.77
Percent Change			3.15%

Estimated Annual Property Tax Impact | Home from 2021 to 2022

(assuming a 6.0% increase in market value)

Pay 2021 Estimated Home Market Value	Pay 2022 Estimated Home Market Value	Estimated Change at 1.0%	Estimated Change at 2.0%	Estimated Change at 3.15%	184
\$75,000	\$ 79,500	\$22	\$25	\$29	
\$100,000	106,000	\$29	\$34	\$40	
\$215,800	228,700	\$53	\$67	\$83	
\$300,000	318,000	\$71	\$91	\$115	
\$400,000	424,000	\$88	\$116	\$149	
\$500,000	530,000	\$130	\$166	\$207	

Source: Ramsey County
Median home market value is \$228,700

Estimated Annual Property Tax Impact | Commercial/Industrial from 2021 to 2022

(assuming a 0.8% decrease in market value)

Pay 2021 Estimated Commercial/Industrial Market Value	Pay 2022 Estimated Commercial/Industrial Market Value	Estimated Change at 1.0%	Estimated Change at 2.0%	Estimated Change at 3.15%
\$200,000	\$198,400	(\$86)	(\$72)	(\$56)
\$486,600	483,000	(\$241)	(\$202)	(\$157)
\$500,000	496,000	(\$250)	(\$210)	(\$163)
\$1,000,000	992,000	(\$523)	(\$439)	(\$343)

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Source: Ramsey County
Median commercial/industrial market value is \$483,000

Estimated Annual Property Tax Impact | Apartment from 2021 to 2022 (assuming a 0.4% increase in market value)

Pay 2021 Estimated Commercial/Industrial Market Value	Pay 2022 Estimated Commercial/Industrial Market Value	Estimated Change at 1.0%	Estimated Change at 2.0%	Estimated Change at 3.15%
\$700,000	\$ 702,800	(\$99)	(\$41)	\$27
\$1,024,000	\$1,028,100	(\$145)	(\$59)	\$39
\$1,500,000	\$1,506,000	(\$212)	(\$87)	\$58
\$2,000,000	\$2,008,000	(\$283)	(\$116)	\$77

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Source: Ramsey County
Median commercial/industrial market value is \$1,028,100

Recommendation

- That the Board of Education approve the recommendation to certify the Pay22 Levy in the amount of \$202,788,045.03

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BOARD OF EDUCATION | 2019-2021 MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment 5:30 Board of Education Meeting 6:05pm

2019-2020SY		
SEPT	9/10/2019	9/17/2019
OCT	10/15/2019	10/22/2019
NOV	11/12/2019	11/19/2019
DEC	12/3/2019	12/17/2019
JAN	1/7/2020 4:30 pm	1/7/2020 6:45 pm Annual Meeting
		1/21/2020
FEB	2/11/2020	2/18/2020
MAR	~~3/10/2020~~ 3/17/2020	3/24/2020
APR	4/7/2020	4/14/2020
MAY	5/5/2020	5/19/2020
JUNE	6/9/2020	6/9/2020 Special Non-Renewals 4:00 pm
		6/23/2020
JULY		7/21/2020
AUG	Wed. 8/5/2020 Wed. – National Night Out	8/18/2020

2020-2021SY		
SEPT	9/8/2020	9/22/2020

OCT	10/6/2020	10/20/2020
NOV	11/10/2020	11/17/2020

DEC	12/8/2020	12/15/2020
JAN	1/5/2021 4:30 pm	1/5/2021 6:05 pm Annual Meeting
		1/19/2021
FEB	2/9/2021	2/23/2021
MAR	3/9/2021	3/23/2021
APR	4/6/2021	4/20/2021
MAY	5/4/2021	5/18/2021
JUNE	~~6/8/2021~~ 6/15/2021	~~6/8/2021 Special Non-Renewals 4:00 pm~~ 6/15/2021 Special Non-Renewals 4:00 pm
		6/22/2021
JULY		7/20/2021
AUG	8/10/2021	~~8/24/2021~~ 8/17/2021

2021-2022SY

SEPT	~~9/7/2021~~ 9/14/2021	9/21/2021
OCT	10/5/2021	10/19/2021
NOV	11/9/2021	11/16/2021
DEC	12/7/2021	12/14/2021
JAN	1/4/2022	1/4/2022 6:45pm Annual Meeting 1/18/2022

FEB	2/8/2022	2/22/2022
MARCH	3/8/2022	3/22/2022
APRIL	4/5/2022 4/12/2022	4/19/2022
MAY	5/10/2022	5/24/2022
JUNE	6/7/2022	6/7/2022 4:00pm Non-Renewals 6/21/2022
JULY	-----	7/19/2022
AUG	Wed. 8/10/2022	8/23/2022

2022-2023SY - PROPOSED

SEPT	9/6/2022	9/20/2022
OCT	10/4/2022	10/18/2022
NOV	11/8/2022	11/15/2022
DEC	12/6/2022	12/13/2022
JAN	1/3/2023	1/3/2023 6:05pm Annual Meeting 1/17/2023
FEB	2/7/2023	2/21/2023
MARCH	3/7/2023	3/21/2023
APRIL	4/11/2023	4/18/2023
MAY	5/9/2023	5/23/2023
JUNE	6/6/2023	6/6/2023 4:00pm Non-Renewals 6/20/2023
JULY	-----	7/18/2023
AUG	Wed. 8/9/2023	8/22/2023