

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
<https://spps.eduvision.tv/LiveEvents>

February 23, 2021
6:05 PM

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- B. Committee of the Board Meetings (4:30 unless otherwise noted)
 - 1. Motion to Cancel the Committee of the Board Meeting of April 6, 2021, and Reschedule to April 13, 2021

XIV. **ADJOURNMENT**

#BoldSubject#

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

DATE: February 23, 2021

TOPIC: Acknowledgement of Good Work by Students

1. **Subashri Buck**, a junior at Harding Senior High School and **Afiya Ward**, a 2020 graduate of Central Senior High School, were recently selected as winners of the National Youth Safety Essay Contest through CareerSafe.

These students completed the Summer 2020 “Earn as You Learn” program sponsored by the Office of College and Career Readiness. The students had the opportunity to explore careers, learn financial literacy skills and earn an industry-recognized certificate and a \$300 stipend. Students were encouraged to enter the National Youth Safety Contest. Each contest winner received a \$500 scholarship for their essays about Occupational Safety and Health Administration (OSHA) workplace safety.

2. This item is submitted by Dave Watkins, Chief of Schools

B. RECOMMENDATION:

That the Board of Education recognizes the students above for their contributions and outstanding work.

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

DATE: February 23, 2021

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

1. Three SPPS teachers are candidates for Minnesota Teacher of the Year 2021. They are: **Eugenia Pope**, ESL Teacher at Harding Senior High School; **John Horton**, classroom teacher at J.J. Hill Montessori; and **Kathy Romero**, English teacher at Como Park Senior High School.

Eugenia Pope says her career as an educator spans over 38 years. She began teaching in her native country, Romania, then continued in the United Kingdom, the U. S. and most recently in Poland. She has experienced working with students of all ages, from preschool to adults, in both public and private Montessori settings. Eugenia has been an ESL teacher in SPPS for 25 years. Most of this time she has taught in elementary schools, however for the past six years she has been working with secondary students at Harding Senior High School.

John Horton says this is his 16th year of teaching elementary school. He had previously taught nine years in traditional elementary schools and then came to Saint Paul where he has taught Montessori education for the past seven years. John has lived in Saint Paul his entire life and is a proud graduate of Saint Paul Public Schools attending Groveland Park Elementary, Murray Middle School and Central Senior High School. He says his interest in teaching came from his own teachers in SPPS. John says his amazing educators led him on a path to work with children and become a teacher.

Kathy Romero says this is her 14th year of teaching and 8th year teaching in Saint Paul Public Schools. Her first five years at SPPS were teaching 8th grade at Murray Middle School and this is her 3rd year teaching high school English at Como Park Senior High. The first six years of her teaching experience was spent in the 9th & 10th grade English classrooms at Crosswinds Arts & Science School which was a part of the former East Metro Integration District. Kathy spent 30 years working in the Business industry before getting her college degree at 53-years-old and becoming a teacher.

This year's program will name the 57th Minnesota Teacher of the Year. The program celebrates the tradition of excellence in teaching in Minnesota. Eligible candidates include pre-kindergarten through 12th-grade, Early Childhood Family Education and Adult Basic Education teachers, from public or private schools.

An independent panel of leaders in the fields of education, business, government, nonprofit and philanthropy will read candidates' portfolios over the next few weeks and narrow the list to a group of semifinalists. In March, the panel will convene again and review additional materials from the semifinalists to choose a group of finalists. Because of safety precautions related to the COVID-19 pandemic, the scheduled Minnesota

Teacher of the Year banquet, set for May 2 at the Saint Paul RiverCentre, may be postponed.

2. This item is submitted by Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education recognizes the staff above for their contributions and outstanding work.

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

**REGULAR MEETING OF THE BOARD OF EDUCATION
360 Colborne Street
Saint Paul, MN 55102, and**

**Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16**

**January 19, 2021
6:05 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:06 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

Absent: S. Marchese (family emergency)

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Jackie Turner, Chief Operations Officer; Kate Wilcox-Harris, Chief Academic Officer; Stacey Gray Akyea, Director, Office of Research, Evaluation and Assessment; Kenyatta McCarty, Executive Director of Human Resources; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Kalid Ali, SEAB Member; Sarah Dahlke, Secretary to the Board

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda with one change - to move Old Business - Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic to follow the SPPS Onsite Update within the Superintendent's Report. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

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

III. RECOGNITIONS

BF 32299 Acknowledgement of Good Work Provided by Outstanding District Employees

1. **SPPS' Gateway to College Area Learning Center (GATEWAY)** has received the Program Excellence Award for the third consecutive year from Achieving the Dream, which includes the Gateway to College National Network. This award is in recognition of exceeding all four benchmarks used to assess the performance of Gateway to College schools nationwide. The four benchmarks exceeded include Gateway to College's first-term success, fall-to-fall persistence, two-year persistence and three-year graduate rate.

Saint Paul College has hosted the Gateway to College ALC since 2014. All Gateway to College students take some college classes as they work to finish their high school diploma. During SY 2019-2020, Gateway had the largest student population amongst the ALC high school sites in SPPS. It served 298 students throughout the school year, and 126 students graduated from high school. During SY 2019-2020, students earned 1630 college credits.

SPPS' Gateway to College ALC will receive the Program Excellence Award in July at the network's national peer learning conference.

2. The existing staff and leadership of Community Education's Discovery Club, members of the Early Childhood Family Education program team, school district Teaching Assistant's and nursing staff have worked in collaboration to serve over 500 daily young people during a global pandemic since March 18, 2020.

Their dedication to the safety and well-being of young people is on display each day as they: facilitate small group activities, support distance learning, provide social emotional support, build connection and establish belonging. And, at the same time, maintain safety protocols that have resulted in zero cases of COVID-19 originating in our programs.

In January of 2020, none of us could have imagined the situation we currently face. Nor can most of us understand the daily dedication of these particular staff members in facing ever-changing conditions and expectations. Governor Walz' executive order 20.02 of the State of Minnesota, mandated public school districts to provide essential childcare programs for members of our Tier 1 community starting March 18, 2020.

We recognize and thank the following staff members for their perseverance, commitment and dedication to our community's children and families.

**Joan Brenhoffer
Forrester Pack
Melissa Reyenga
Koua Vang
Laura Simon
Erik Sykes
Kimyada Robinson
Camryn Benjamin**

**Erica Churchill
Becky Bye
Christ Quiroga
Lilia Lobough
Janet Nelson
Emily Robeck
Nora Melkorian
Julee Dwe**

**Roberto Diaz-Martinez
Alaina Petro
Leslie Her
Kieran Schwartz
Angela Xiong
Amy Hylton
Thom Carroll
Micaela Rodriguez**

Becky Lee	Jack Metzdorf	Kayla Buchmann
Diane May	Morgan Offerdahl	Madison Burger
Marlene Tupy	Kari Soeffker	Cathy Lor
Lynne Aldana	Rob Curran	Susan Nelson-Price
Irene Skramstad	Jenny Lind	Allie Brennhofer
Sam Johnson	Eh Soe Dwe	Alica Freidmeyer
Gao Zong Her	Denise Scott	Sherman Troupe
Elienor Mytty	MacKenzie Negen	Abby Guetter
Laurie Watson	Ann Tuhy	Gunnar Olmstead
Bruce Abas	Christopher Meggitt	Bridget Kruchowski
Kalis Her	May Kao Ly	Darlene O'Conner
Rachelle Bilek	Beth DeWolf	Lois Knutson
Patricia Jaworski	Lena Martinez-Torres	Maria Salguero
Carol Either	Nou Vang	Kej'Ora White
Emily Basques	Katie Lilja	Cee Xiong
Elaine Ryden	Georgia Robertson	Carrie Brooks
Xa Lor	Susan Ware	Matt Wucherer
Catherine Miller	Sam Williams	Maren Olson
Mike Grostephan	Hanna Nelson	Robert Tschida
Celia Knieff	Alison Stanke	Ericka Yang
Amran Ali	Intisar Babiker	Khadijja George
Jenn Hammer	Jasmyn Ortiz	Lesly Rios
Tri Martodrikomo	Nancy Ambriz	Rinku Balchandni
William Buckner	Goa Chia Lee	Ivy Millard
Marisa Shackleford	Ashley Israel	Wendy Rios
Larissa Kiel	Maria Bonilla	Monica Loughrey
Kairoon Jones	Eli Simmer	Jennifer Her
Aisling O'Neill	Kendra Morisette	Sarah Sanvik
Nicole Jansma	Bethany Rohde	Lisa Crocker
Kelsey Dressey	Joe Loye	Gabe Sandvik
Erica Erickson	Chrissy Negen	Cathy Nordman
Caron Handberg	Nicole Craig	Emily Holder
Toni Herman	Amy Olson	Steven Egbert
	Sarah Gamble	

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda item D6 -- Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Superintendency Members of Independent School district No. 625 (Saint Paul Public Schools) pulled for separate consideration. The motion was seconded by Director Vue and Director Allen.

The motion was approved by roll call vote:

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

Director Kopp	Yes
Director Marchese	Absent
Director Ellis	Yes

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of December 15, 2020
- B. Minutes of the Annual Meeting of the Board of Education of January 5, 2021

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of December 15, 2020; and Minutes of the Annual Meeting of the Board of Education of January 5, 2021 . The motion was seconded by Director Kopp.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of January 5, 2021

At the Committee of the Board Meeting on January 5, 2021, Superintendent Gothard welcomed everyone to the New Year of 2021. He shared more details about the plan to begin the return of students to in-person learning on February 1, including a recap of events, timeline, acknowledgement of staff in making distance learning meaningful and effective, safety protocols developed, and COVID-19 plans available online. He also went on to note the case rate trend in Ramsey County and their determination of those figures, as well as communication with colleagues across the state and country, and rationale for the decision and acknowledgement of feedback and input from stakeholders. Board member discussion focused on vaccine availability, potential changes to the plan, engagement with community, concerns about the return to buildings, thanks to community members for their emails and calls, clarification on the deadline to apply for Virtual Learning School and opportunities to move between VLS and in-person learning, and additional staff readiness.

The next presentation was the Audit Report Year Ended June 30, 2020. Further information was requested on the timeline of the audit, and board members thanked the Finance Team and the MMKR team for their work. The Board approved the recommended motion to accept the Audit Report Year Ended June 30, 2020.

The next presentation was the SPPS Ethnic Studies Update. Discussion on this topic centered on the content and design of the course, timeline, staffing within this area, questions on the course development committee and cultures and groups within the course, models for this work and curriculum from across the country or world, knowledge and expertise from local partners, the Board's role and action in the

policy and procedure in this course as a graduation requirement and the timeline around that, alignment with MDE's plan for social studies, and the thematic design of the course to ensure effective content and purpose for students and families. Superintendent Gothard noted the Board requested more details, and that this is important work across the District for PreK-12 students within 3a of SPPS Achieves.

Lastly board members conducted a work session where they discussed external committee assignments and internal committee assignments. While board members are elected to serve the District at large, board members do determine focus Areas of schools in order to be a direct link to the students, staff, families, and community within that area, as well as school event attendance. School focus Areas for 2021 were also determined.

A full video of the Committee of the Board Meeting can be found at www.spps.org/boe.

MOTION: Director Vue moved that the Board accept the report on the January 5, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Ellis and Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

B. Equity Committee Meeting of January 11, 2021

At the Equity Committee Meeting held on Monday, January 11, 2021, Tri-Chair Myla Pope began by welcoming committee members and encouraging them to participate in a grounding exercise about how recent racial and civil unrest in the United States has changed their life from a personal and professional level within their small groups. Members then shared their thoughts with the entire group. The purpose and charge of the committee were also reviewed - to identify and examine disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities. Recommendations will be submitted to Saint Paul Public Schools Administration.

Members then examined 8 identified inequities and reflected on them. Themes that emerged from these included: access, discipline, personalized learning, and practices and policies. Members were encouraged to review the inequities and revisions to them individually as well as within their small groups. Discussion within small groups focused on the narrative, themes, impacts and possible inequity statements including the relation to and possible impacts. Ideas of what could be beneficial or helpful in this work were also discussed and included preparation for the meeting, and process and timeline for and after presenting to the Board of Education.

Members were also encouraged to begin to consider two nominees to bring forward for the 2021-2023 Equity Committee.

In closing, members expressed how they are feeling about their work. At the next meeting, there will be additional time to continue discussing the revisions of the inequities, and then move into the next steps.

MOTION: Director Foster moved that the Board accept the report on the January 11, 2021 Equity Committee meeting and approve the recommended motions and minutes of that meeting as published. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

VII. SUPERINTENDENT'S REPORT

Superintendent Gothard began his report by noting the celebration of Martin Luther King, Jr. Day on January 18th. He also shared an update on the vaccine rollout, SPPS plans for distribution of the 88 doses allotted to SPPS, process, priority staff including those in Essential Kids Care and staff serving medically fragile students with 44 in each group. He noted SPPS received the most in this initial rollout of districts across the state and indicates to our state leaders that we are ready, we want more, and begin to put pressure on the federal government to deliver a vaccine plan. He also noted the Governor's plan to prioritize our youngest learners in the state of Minnesota, as announced on December 16th. He provided a recap of the timeline, including that the last day students were in buildings was March 5, 2020. He provided a recap of the SPPS Reopen plan, including the return of students on February 1st and February 16th and the plan for 11,000 students to return to buildings. He noted the challenges with learning model transitions and movement of staff and students, including ADA accommodations. He noted distance learning as a model does not work for all students as a way to receive information and learn. He noted the plans for support for secondary students in person. We will enact this plan in a safe way, and partnering with health and medical experts to be prepared. He noted that with vaccinations, we don't turn away from safety protocols and mitigation strategies - we need both. He thanked Governor Walz and other state leaders for their work, and partners in Saint Paul and Ramsey County Health to do this work in a healthy and safe, and effective and efficient way.

A. SPPS On-Site Update

Superintendent Gothard then welcomed staff to present the SPPS On-Site Update. Topics included:

1: Elementary (PreK-5) and Specialized Services Fully On-Site in February, including the elementary calendar with details of staff return to buildings, non-instructional days, distance learning days, and return of students to buildings. Groups of students who will be returning on February 1 to fully on-site and some on-site support were also discussed, as well as preparations underway for the return to sites from the schools side, as well as operationally, in transportation, nutrition services, and facilities.

2: Academic Support Center Updates, including that the center will be returning to Washington Tech on January 19, 2021; available to 6th-12th grade students from 8:30am-3:00pm with transportation provided; and there are approximately 400 students registered.

3. Secondary Distance Learning On-Site Support included details on the support opportunities, including on-site instructional support for students who most need face-to-face connections; logistics of support, transportation, meals, and communications.

The full presentation can be found in the BoardBook.

QUESTION/DISCUSSION:

- Director Vue requested information on the process for changing learning models - from in person to virtual. What should they expect for turnaround, and what will the notification be for their child's teacher? Response: The requests are coming to Student Placement Center right now, and principals are to encourage parents to submit those notifications to Student Placement Center with the official request, and the principal to send a note to SPC with the desired change. We are developing that waiting list, and beginning on Monday, SPC will begin processing those requests, and our goal is to expedite those requests on an internal shift and change. Communication will go out on Monday to those families, and schools would be notified, and then the school communicates with the family. SPC process the request, and the school picks up that request and closes that communication loop. Our goal is to finalize all rosters right now, and honor the deadline for the initial sort and roster to be uploaded to Campus. Then gave the sites to the end of this week to finalize and process. Some families will hear on Monday and during the course of the week to do so as soon as possible to ensure K-2 students can begin with their peers on February 1.
- During this time of transition, should family expect to continue with current learning model until they hear on the final change? Response: Yes. The principal is in constant communication with SPC and this list isn't a lot of students, and a building may have 1-2 students, and preemptively plan for that transition. We have provided guidance to principles about list of students to start planning, and as having conversations with parents, to express with confidence that change will happen, but will be communicated next week.
- Regarding on site secondary supports starting to implement support similar to the Academic Support Center? Response: Yes - the difference of academic support, and with this context, it will be through licensed teachers depending on the content.
- Curious as the to the impact of the distance learning schedule already in place for those sites, and how teachers and principals and leaders are designing their own academic support center. Response: In looking at the current DL schedule and consider the model to be in, there will be an adjustment to DL to support the onsite. A site may experience some degree of change. We have been clear in the schedule for morning and afternoon for each secondaries, so there is not a teacher having to do two jobs. In the design, principles charged with working with leadership teams to design a distance learning on site schedule conducive to the needs of their students, as well as adjustments that need to happen in DL. This design is needed and necessary is giving site the opportunity and autonomy to develop a schedule to support students in capacity and acknowledge the needs they need in developing and designing their schedule. There will likely be a degree of change in distance learning because we did not factor in the in-person support in initial schedule.
- Intrigued to how this will play out, and more direct support is what students need to turn around achievement gap currently,

- Director Allen requested information on the number of students to gain new teachers in this transition, or percentage of students to a new teacher, or teaching environment? Response: That information can be provided once the rosters are finalized.
- Once the program is running, and students want to go back to distance learning, how long will that process be? Response: It should be a matter of once official request is made, and shouldn't be elongated process and able to expedite it. If going from in-person to virtual, want to ensure they have technology, and verifying roster for class space - a couple of days to turn around requests. For some buildings, that shifting back and forth, we can accommodate the request of virtual learning but may not be in that school to honor class size agreements, and SPC does an excellent job of providing opportunities and choice. If a family does choose a VLS option outside their school, their in-person spot would be saved for fall 2021.
- How do we ensure social distancing on buses? Who will be monitoring students on the bus? Response: We will continue to have our regular bus monitors depending on IEP or previous plans, and they will maintain, and a lot will come with communication and reminders to students for masks. We will continue to remind students of the need to wear a mask and provide masks. There will not be additional adults on the bus to adhere to COVID guidelines. In talking to other colleagues, mask compliance has not been a big issue.
- It was mentioned it was 3 feet is a recommendation - not a requirement. How are we doing that to ensure everyone is keeping 3 feet of social distancing? Response: This is a major departure from previous guidance. This is at the elementary level for students only - the 6 feet will remain between adults and students. Our custodial team is setting up each room to maximize social distancing with the room enrollments we have which will dictate physical space. Appreciate the work of educators for their work. We are also encouraging staff that rooms be as empty as possible and remove personal items, or more decorative pieces for visual that they are removed - primary purpose is chairs and desk and teacher.
- Director Allen also requested information on the disinfection and protocol for cleaning. Response: These are potent tools to maintain safe and disinfected learning environments - because of the nature of the spray, they will not be used in occupied spaces. The chemicals are safe, but challenged is when they are aerosolized, and staff wear PPE when disinfecting. The only time an electrostatic machine will be used during the school day is in the COVID isolation room after a student with related symptoms, and 15 minute lag. The chemicals are incredibly safe, and disinfection during the day is sprayed instead of fogging. The disinfectant fogging will happen after hours.
- Director Kopp thanked staff for the presentation, and her colleagues for their questions.
- She noted the calendar and return, and what will PreK-2 students be doing next week as teachers are back in buildings? Response: Those will be non-instructional days. It has been communicated to families and teachers will not be posting lessons, but teachers preparing learning environments. It will be all PreK-5 students with all staff preparing for the return on the 1st and 15th. These are days provided by the State and Safe Learning Plan for a change in this magnitude.
- With staff returning together, with the focus on protocols, and to be together and appreciate time is built in.
- For the secondary on-site supports, is this something that parents opt-into, or out-of? How are students identified? Response: In K-8, and 6-8 bands - there will be all students, and looking at 25% of each of the all, and each will have a day they are on-site. There is the opt-out for the parents to decline. We will work with those parents to determine support for opt-outs as well. In 9-12, and 6-12, they will be looking at how they identify with the support criteria with sites depending on their data and what supports will look like - including specialized services, Project REACH, graduation. With that, there will be opportunities to focus in on a student to determine supports that may not have been identified through their support criteria with our design team looking into that and that work.

- This is open to all students, unless a family makes a decision that they do not wish to have or want to have on site supports and element of choice for families? Response: Yes, that is correct.
- She also offered suggestions that as we are moving into this big change, and how folks feel about that step may be is evolving and changing and new questions arise, and how to think about communications and opportunities for community members to ask questions and have places to better understand this process, including moving models. Want parents and community members to have confidence as we move through this for opportunities for continued engagement and questions answered. Response: We are going to schedule a series of townhall meetings to answer questions, and they are numerous. Also believe that as school staff come back with information, and that will shift things, and getting back into a new routine with questions answered as well - including logistical items. The webpage has a lot of information, and to challenge to present it in different ways with interactive engagement, and ideas from the team on communication. Mr. Burns and his team are also putting together a session for next week with Q&A from families and staff.
- Director Ellis noted questions on the enrollment for in-person being 11,000 - how are we tracking that number, and a rough estimate of the number of students in each building? Response: Yes, there was an update shared with by-school data and regular report and number that is verified and shared.
- As we have students who may start in person and families opt to virtual learning, that number may fluctuate. That update of that information will be very helpful.
- Will there be split classrooms by grades, and how often will that occur? Response: One of the pieces discussed with sites on the work of understanding our new rosters for new enrollment, and sorting and placing students to 1 of 2 enrollment lists - VLS and in person. Next step was allocating staff accordingly, including class size and did an initial sort by each assistant superintendent meeting with each principal. The list isn't final yet, but can be shared, and will have a large number of multi-age opportunities with the priority of VLS still site-based opportunity for connection and keeping at the site was a priority, and limitations that come with that including staffing. We will work through that to support students and staff. That information can be sent with a breakdown by building.
- She noted there will be fluctuations in buildings, and operations of a building with not as many students, and what we will be doing - especially for fluctuation of students and families moving between models. Wondering on the impact staffing-wise. Response: We are looking at it site-by-site, and sometimes the shift doesn't work. We are allocating additional FTEs. In buildings with broader capacity have more flexibility, and working with additional staff and allocate additional staff to buildings in the most equitable manner. Moving into a multi-age design is something we want to avoid and minimize and move students on what makes sense. Principals are also discussing with teachers to create a class list that is functional, student-focused and plays to the strength of the teacher. There is planned fluctuation, and want to solidify our lists. We do get into a situation if more students were to shift from VLS to in-person, that creates a situation to re-roster that could potentially affect a staff with an accommodation.
- With the learning centers, and transportation would be available for 6th-12th grade students and details? Response: The plan is to cover the area geographically - on any given day a school may have a fraction of the students attend on that day. We are establishing bus stops for students to access within 1-2 blocks of their home. We will be using the 50% capacity that we had under hybrid, and planning 15 routes to cover each high school, and they will naturally be dispersed throughout those 15 routes.
- How many students would be the maximum or cap at each of our high schools? Response: It is somewhat based on school's enrollment. On K-8, and 6-8, it is 25% capacity, but does not include potential opt-outs. In secondary, and 6-12 and 9-12, that will be looking at amount and capacity they feel is necessary up to 33% of the student body on a campus. Our messaging has been to be thoughtful in starting small and sustainable and targeted in approaches, and as we get moving and

get more comfortable at on-site support looking at expanding those numbers and capacity, and adjusting as necessary. Our goal is to look at safely expand work but not in manner that is not sustainable, safe, or not able to be managed logistically.

- If we are going to be at capacity given any location, are we putting emphasis on our seniors for additional support? Response: There will be continued emphasis in senior work, and working with them in collaboration to identify a very consistent model that will support identifying seniors that is ongoing. One thing we know is that there will be necessity for graduation piece and constant, recurring things for students and need support to graduate. That will be happened at the secondary sites for seniors. Also, in-person supports added also looking at preventing from seniors to struggle with our underclassman.
- SEAB Member Ali noted questions on when will the on-site support start? Response: Superintendent Gothard provided a recap on the Governor's orders and timeline for Safe Learning Plan. A number of schools in the state and metro had experience for in-person secondary students, and for them to open into the support environments is default for them with preparation. We need to look at a brand new support model, and have the Academic Support Center as a foundation to take it to other schools in the district. We are looking at understanding that we are still using the county case rate to guide decisions and important to note for secondary students. For the youngest students, transmission did not cause mass case surges - but is different for secondary students where it is more easily transmitted, and are being cautious with this model, including PPE and safety precautions. We are looking at the county case rate to ensure it is somewhat flat, and continued downward trend to make a decision. We want it to be sustainable. We are working with secondary teams to ensure the start date, and hoping for February and give change to secondary staff to have similar time to elementary staff. The first is getting staff back in secondary sites for safety protocols and new equipment, and start date for students to be on site and hoping for February and will continue to work with schools and families.
- How are we working to prevent what happened in the first quarter and not let that happen in second quarter? What does the data show from mid-quarter that might be an improvement from the first quarter? Response: Darren Ginther shared updates on the work. It is looking tough, especially for our 12th graders, and three workgroups to ensure those students with Cs and Ds can change those to Pass grades. Mr. Ginther noted in looking at all systems and larger interventions across all schools. He noted credit recovery and module, or project-based segment of credit recovery and implement in 3rd quarter. Engaging with schools to work with their students in this Tier 1 support, to see the pieces of what can be changed in short-term manner to graduate and allow as capacity allows for 9th, 10th, and 11th graders as well. We want to take the learnings from this year to support students and apply to future years, and strength-based for students. Mr. Anderson has also worked to align our courses to understand what is expected. Evening High School is exploring supports as well in credit recovery efforts as it is safe in more in-person support setting. Details were also provide in the Tier 1 of all schools for patterns, interventions, and monitoring of that pattern to ensure those changes are happening. At site levels, there are meetings with leaders regarding data and plans to intervention plans. In addition, as we approach a new grading period, the data received will be used to make informed decisions about continuous work at sites and approaches to use in on-site supports to address future grading periods. Also looking at our freshman, 6th grade data, and where those dips are to develop plans at site levels to support students. While in DL mode, it will not stop us in looking at adjustments to provide more supports at secondary level. We will continue work of intentionality for supports for students. Ms. Kimani also provided details on social-emotional learning supports - including working with lead counselors and social workers to ensure they have the resources for Academic Support Centers, information for leaders when welcoming students back to increase academic success, but also the importance for students to feel connection at school and

develop relationships and feel sense of community; and continuing to use Foundations class in middle school to steady that work; in-person, and providing teachers with first 10 days of running a morning meeting, topics, and focus to build communities. In addition, for some students, we are working to ensure school-based mental health partners are able to come to school and provide supports in person.

- How does mid-quarter data differ, or still seeing the same thing from first quarter? Response: We can prepare that information and bring it back, but are seeing continuation of trends with 12th graders.
- Chair Foster noted clarifying questions around the non-instructional days and clarification about calendar days - these are part of the order, and do not count against students? Response: Correct, within the Safe Learning Plan, the state directs districts when making the transition to have a minimum number of non-instructional days and maximum. Furthermore, if there are multiple transitions, the Department has been supportive in asking for additional days, and are within the guidelines of the Safe Learning Plan.
- About busing, our PreK-5 will be assigned seats. Will secondary students be assigned seats as well? Response: Yes, they will be assigned seats and will be receiving information on bus postcard.
- Superintendent Gothard thanked the team for their thought into this work. Every inch of our organization is impacted by this transition, there is excitement and apprehensiveness. He noted dial-back, and that the numbers used for county case rate - those numbers did increase to correlation of other indicators for not enough staff or showing in a different way, and that was a staffing issue. With contact tracing and guidelines, there are many who may need to be removed which was a challenge for districts. Once a number is high, there may be one place that is not impacted, or the opposite. Our decision making will be guided by the impacts, and case investigation into class, school, and do have dial-back mechanisms built in and will be communicating. Our goal is to suppress cases and respond if positive case or potential exposure and have systems in place to do that. We have also asked Ramsey Health partners to speak again prior to the next board meeting. Thanks to board members for their engagement and sharing concerns and questions to provide that information to our community.

B. SPPS Online

Next, Superintendent Gothard introduced Hans Ott, Executive Director of Digital and Alternative Education to provide details on SPPS Online. The purpose of SPPS Online School was reviewed, including to meet the needs of our community, supporting ongoing enrollment, addressing opportunity gaps, well-rounded education, and college and career paths. Details on SPPS Online School for 2021-22 were provided. Our approach includes: January 2020 - prioritizing and conversations with MDE; July 2020 - advisory group; July 2020 - core team; Fall 2020 - input from students, families and teachers. Examples of input summary comments were also shown. Next steps will include the Board vote to approve submitting the application, and the Board resolution defining the enrollment area at the January 25 Special Meeting of the Board of Education.

The full presentation can be found in the BoardBook.

QUESTION/DISCUSSION:

- Director Vue noted questions about the cost of this to the District. Curious whether we will run into the same problems as distance learning, including the unknown learning environment for each student and inequities? How does this impact enrollment? Response: On the cost, we are still in our budget cycle, and always cost to opening a new school, and also know given the number of students

with FTE staffing needed, not needed elsewhere, and if new students, growing that staffing. Shifting enrollment within the district, and looking to new students outside the district. The budget is based on new students, retaining current students, and students moving to this option. There are some costs, but part is filling the need of community, opportunities, and support families. In problems with connectivity and student success, and we need to recognize we are in distance learning, which many did not choose. With most online schools with how they are communicated, marketed and clear on what families will get and not get. When we are clear with what it means to choose an online school, and the level of support at the home to be successful, and starting with high schoolers with an hour of direct support outside of school, and elementary students may need support 5-6 hours a day, and where those challenges come in. We want to set it up to be clear to have commitment to the students, and certain supports from the schools and navigators to help students connected and supported. We need to be clear with what is offered and not offered. There are 3 dimensions of enrollment - some students changing to online, other students may have left and can stay with SPPS, and others may be new to SPPS or recapturing students back to SPPS.

- Director Kopp wondered if there are models across the state or country for models to understand what it may look like. Response: We have looked at other online schools across the state and country. Many of the state-approved online schools, so it's not most amicable to have direct conversations, but there is consortium of online models for the state support. Florida requires every student to take at least one online class. Our largest online provider has about 3500 students last year. There are scales of that, and learning from others, as well as being innovative in meeting the needs of our students to be intentional in offerings.
- Will be interesting in DL model to learn what is working well from students and teachers to be truly unique and responsive to the students of Saint Paul. It can become a school choice option. Excited to be a part of this, and exciting to be thinking of this even before we were forced into online learning.
- It needs to be state-approved, and what is the process for that? Thinking about the cost, is the cost including devices and will they continue to be iPads? Response: For state approval, there is an application process, with a long narrative and details on the structure. Upon submission, it takes about 4-5 weeks and may be revisions. We have a foundation and adapting them for the online school scenario and able to build off the past 10 months. For costs, and enrollment will affect that. The primary tool will be an iPad, and for some students in career pathways, some students may need a different device depending on the course and will require a laptop, and looking at options for choice-based program for instructional tool.
- Adjoining districts and defining the area and how we get to determine that? Response: State statute allows definition of enrollment area. We want to create a high-quality program to minimize the challenges, and keeping student local helps us to do that. A lot of students are highly-mobile, and they can continue to be enrolled in SPPS. There are other challenges to enrollment areas outside the metro, such as technology and social-emotional learning.
- Director Foster noted this is not new, and started to talk about students leaving the district and survey them and good portion going to online. This isn't new, but a lot of behind the scenes work to get to this point. Thanks for the presentation and the work.
- Superintendent Gothard noted that discussion began far in advance of a pandemic, with reorganization of departments, and able to pivot to DL and support structure to do this. The idea of creating an online community - is a larger community to serve our students. A lot of time in community understanding events, activities, and partnerships with high student engagement and great opportunities. One of the limiting factors in opportunities are after school, at the same company. Introducing online opportunities could open flexibility for a student's day, forge a new way to work with businesses; students could still stay on track with online learning and do their work anytime. Into the future is how to redefine the community for learning for our students and exciting

opportunities. This fits the larger possibility to serve students that they are sharing with us. Innovative and relevant for students, and partner with community in new ways.

C. SPPS Achieves: Envision SPPS

Superintendent Gothard then introduced Jackie Turner, Chief Operations Officer, to present information on Envision SPPS. A progress update including refinements to timeline, purpose statement, decision-making process workgroups; the progress of workgroups; external and internal influences; and next steps. A review of the original timeline was presented, as well as a revised timeline with full implementation in 2023-2024. A review of the original statement of purpose was shown, as well as a revised statement of purpose - *Ensure all families have equitable access to viable school programs.*

The alignment with SPPS Achieves was also presented, including Strategic Focus Area Objective 4: Program Evaluation/Resource Allocation with the objective to ensure all families have equitable access to viable school programs through building usage, aligning efforts with Effective and Culturally Relevant Instruction; ensure solutions are equitable, viable, cost-effective, and align with long-term outcomes, and identification of how COVID-19 will have long lasting impacts on learning spaces and school choice.

A diagram of the original high-level project organization chart was shown, as well as a revised version which was updated to reflect the suggestion that the original appeared to be very “top-down.”

Planning workgroups were also reviewed, as well as the leaders of each workgroup. The status of each was also shown. The strategic alignment with parallel initiatives, projects, and events was displayed.

Next steps include the approval of the five-year capital plan on March 23, continue to maintain sites to protect SPPS investments, review and approval of the FY22 District budget, update on Cruz-Guzman settlement, and an Envision SPPS update in late spring/early summer.

The full presentation can be found in the BoardBook.

QUESTION/DISCUSSION:

- Director Brodrick noted questions on the new org chart. How on the planning process side with these important folks with stakeholder involvement and workgroups, and following the arrows, how do we get from the planning process with the stakeholders to the executive decisions? Response: The planning workgroups are the 11 groups where staff are meeting, and work leading will be the actual data and root of information brought forth, and working with members that fall within those work groups and stakeholders within those groups. Examples were provided with PreK and Early Education workgroup. All data will be formulated and come together and information for generation of recommendations. The core planning team is not generating information on their own - but from the workgroups. Details on the work of each workgroup and the formulation of recommendations. It is a dynamic feature, and will be involved throughout. We learned a lot from families within the Superintendent Search, and valuable data to formulate.
 - The original org chart was noted that more than one board member - concerns to be top-down, and the updated org chart has been modified. Response: Yes.
 - On the modified org chart, still don't see the arrows pointing from below up, and don't see arrow connecting directly from core planning team and planning groups over to the project sponsor and executive sponsor. How can we assure the folks on the right hand side of the chart can feel they

have a direct pipeline? Response: The Board will still have the decision on budgetary and governance on Envision SPPS.

- Concerns that the decision of the Board of Education needs to be based on the information from the stakeholders, and want to make decisions based on that information, and difficult to follow on this planning process. How are we going to make sure those involved feel their time is worth it?
- Director Vue emphasized the bullet point that COVID-19 will have long-lasting impacts on this plan. Understanding this plan crafted prior to COVID-19, and there is a pause, and re-evaluating. It sounds ambitious to determine the long-lasting impacts and fit into the plan going forward. Recommend move with caution depending on findings with COVID-19, which hasn't ended yet, and as we find out new things as students and families are learning, and feels this plan will likely change a lot.
- Director Allen appreciated the adjustments and incorporating community, and reporting back on the work.
- Director Kopp noted seeing this update at her first or second meeting at 360, and remember being excited about the work and looking at the list of workgroups and appreciation for them. Heartening to see work moving ahead even if on a brief pause, and excited to talk with community about what we think we can be as SPPS.
- SEAB Member Ali noted questions on language immersion work group - are there plans to add additional language immersion programs in SPPS? Response: Right now, it does include the current programs offered. However, it is dynamic if the work group brings forth data that particular immersion programs may be successful, they may bring forth findings to look at that. In this initial phase, they were asked to look at current programs.
 - How can SEAB work with particular group to find that data they need to encourage or show that within a particular language our district's enrollment is declining, and an immersion program in that language may help to sustain enrollment? Response: We will follow-up with SEAB to reach out and incorporate that information.
- Director Foster thanked staff for the presentation and clarity on the input on this plan, and glad to see direct ties to the strategic plan, and work evolved in process.
- Superintendent Gothard thanked staff for the report, and noted the decision-making process process and with SEAB Member Ali's comment, and the core planning work groups take that into consideration and a series of recommendations, and the Board look at that information for engagement and information - where it comes directly from stakeholders. Another way is to bring ideas to stakeholders and ask them for guidance. See those as two examples of how to engage with stakeholders and what the Board of Education can expect to hear - there is a process to understand the engagement with stakeholders throughout the process.
- Director Brodrick thanked Superintendent Gothard for that reference, because he looked at it more static, and suggesting that it is more fluid throughout the process. The Board will be advised all along the process.

D. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period December 1 through December 31, 2020. Director Allen and Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

Director Kopp	Yes
Director Marchese	Absent
Director Ellis	Yes

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding item D6 -- Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Superintendency Members of Independent School district No. 625 (Saint Paul Public Schools) for separate consideration. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

BF 32300 Ecolab Foundation Gift to Humboldt High School 2020-2021

That the Board of Education authorize the Superintendent (designee) to accept the \$17,000 from the Ecolab Foundation and provide a letter expressing appreciation for the gift.

BF 32301 Timothy Scott Scholarships

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

B. Grants

BF 32302 Request for Permission to Accept a Grant from Assistance League of Minneapolis and St. Paul

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Assistance League of Minneapolis and St. Paul to provide winter boots to homeless students in SPPS.

BF 32303 Request for Permission to Accept a Grant from Geronimo Energy

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Geronimo Energy to purchase molecule kits; to accept funds; and, to implement the project as specified in the award documents.

BF 32304 Request for Permission to Submit a Grant to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds to support school year and summer programs in FY22 funded by 3M Gives, and to support immediate distance learning needs in response to the COVID-19 pandemic; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32305 Request for Permission to Submit a Grant to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds to support Skilled Trades programs, and to support immediate distance learning needs in response to the COVID-19 pandemic; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32306 Request for Permission to Submit a Grant to the Ecolab Foundation

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.

BF 32307 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 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.

BF 32308 Request for Permission to Submit a Grant to the St. Paul Jaycees Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the St. Paul Jaycees Foundation for funds to support the East African Student Union group; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 32309 Request to Sign Career Pathways Academy PSEO by Contract Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

D. Agreements

BF 32310 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law

Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2020 through June 30, 2022.

BF 32311 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for Operating Engineers in this school district for whom Local 70 is the exclusive representative; duration of said agreement is for the period of June 11, 2020 through June 30, 2021.

BF 32312 Memorandum of Understanding between Minnesota Alliance with Youth 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 Minnesota Alliance with Youth for the remainder of the 2020-21 school year.

BF 32313 Playworks: Keep Playing Subscriptions

That the Board of Education authorize the Superintendent (designee) to approve the acceptance of a grant-funded gift from the Playworks Keep Playing (Program).

BF 32314 Request to Sign Online Tutoring Agreement with TutorMe

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

E. Administrative Items

BF 32315 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2020 – November 31, 2020.

(a) General Account	#731290-732042	\$54,830,478.00
	#0003906-0003940	
	#7003903-7003930	
	#0005153-0005227	
(b) Debt Service	-0-	\$63,738.00
(c) Construction	-0-	<u>\$6,868,310.45</u>
		<u>\$61,762,526.45</u>

Included in the above disbursements are two payrolls in the amount of \$38,496,443.07 and overtime of \$62,289.18 or 0.16% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending April 30, 2021.

BF 32316 Appointment to Civil Service Commission

That the Board of Education approve the appointments of Stephanie McCauley and Karen Francois to the position of Commissioner on the Civil Service Commission as requested by the Office of the Mayor of the City of Saint Paul.

Resolution Approving Mayor Melvin Carter's Appointment of Stephanie McCauley and Karen Francois to the Civil Service Commission

WHEREAS, Section 12.02 of the Saint Paul City Charter states that there shall be a Civil Service Commission consisting of three (3) members and two (3) alternates appointed by the Mayor with the consent of the Saint Paul City Council and the Board of Education of Independent School District Number 625; and

WHEREAS, there are currently two vacant seats on the Civil Service Commission; and

WHEREAS, Stephanie McCauley and Karen Francois have applied for appointment to the Civil Service Commission; and

WHEREAS, Mayor Melvin Carter, on the recommendation of staff, wishes to appoint Stephanie McCauley and Karen Francois as members of the Civil Service Commission to a six-year term ending February 01, 2026;

NOW, THEREFORE BE IT RESOLVED, that the Saint Paul Public Schools Board of Education approves the appointment of Stephanie McCauley and Karen Francois to the Civil Service Commission for a term ending February 01, 2026.

F. Bids

BF 32317 Phase Gate Approval of Johnson Aerospace & Engineering HS HVAC Project (Project # 1150-19-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A21-1097-A Johnson Aerospace & Engineering HS HVAC project (Project # 1150-19-01) to Market & Johnson, Inc. for a lump sum base bid plus Alternates 1, 3 and 8 of \$12,865,000.

BF 32318 Request for authorization to award ITB-A220768-A Food Service Equipment

That the Board of Education authorizes the award of ITB-A220768-A Food Service Equipment to Douglas Equipment for the value of \$321,623.44 and Trimark-Hockenberg for the value of \$971,660.00.

G. Change Orders - None

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32319 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Superintendency Members of Independent School District No. 625 (Saint Paul Public Schools)

Director Brodrick noted he pulled this item because the Board did not have the opportunity to discuss this agreement, and questions to be asked and answered. Why isn't the Superintendent one of the submitters? What is the process for negotiating with the Superintendency and who participates? By what criteria was a small group within a large group selected for special treatment, and what is salary compression? With all of our bargaining units during this last cycle, this Board frugally and courageously and in support of the Superintendent held the line at 1.5 and 2. Most employees responded in good faith. Will this agreement betray that good faith, and will it poison the well in future negotiations?

Superintendent Gothard noted his desire to create a set of guiding values and principles to help us in contract negotiations, with more than 20 individual bargaining groups and process to be guided in that work. We have held tightly on those parameters. This is a bit different and Executive McCarty shared details on the make-up of the group and history. This is one of the only groups not governed by a bargaining unit, but do not have negotiations in same sense of other bargaining groups. This group will provide a proposal, and goes after the largest bargaining groups. The District will bring forth the proposal for the Superintendency contract, and important to remain in 1.5 and 2 parameters. Details on salary compression were also shared, including the ties to assistant superintendents and principals, including the salary range and adjusting, not intended to provide an increase in pay within this proposal. How do we create these contracts and evaluate them? With the group that comes up with the proposal, and 26 staff in the group, and quite a range of job titles and salaries. Details on the process of this MOA were shared, including that there is a contract they work under, and there is a proposal brought forth recommended by the HR team who look at the contract based on previous years and contract. For this one, it was looking at salary schedule and longevity and insurance, and increases in 1.5 and 2. It's typically a recommendation provided to Superintendent and Chief of Staff, and then brought forth to the Board of Education. There is a review of the proposal with the group, but not necessarily negotiations brought forth.

Director Brodrick expressed concerns on the process, including who is involved. Mr. Vollmer also provided details on salary compression - including two different types of compression with other employees or job classifications in relation to another bargaining unit or classification. Typically seen where series for promotions may move from one classification to another, and from one group to another, or one pay group to another as part of promotional ladder. The other type of compression is that there are no steps in Superintendency or lanes. There is no opportunity to move through a salary schedule. With the range, as folks get a COLA each year, over time where places within that range, that staff member will eventually get to the top of the range, and even if COLA was applied with a range with fixed top, there would not be an increase because at the top of the range. In an effort to prevent that, that top and bottom of the range need to be increased to avoid compression and allow for folks to obtain the yearly COLA increases they are eligible for.

There was also discussion on if a long-time experienced principal with 20-25 years of service in SPPS at the front line of their job, and if they may be getting more money than an assistant superintendent. Also, challenges if a principal would like to move into administrative role, and viewed as a promotion but may be a salary decrease.

There were also questions on the range of increase of \$5,000 as a "salary compression solution." Chief Baker also highlighted the history of superintendency agreement and concerns about compression, and if staff would want to move into the role based on the work and responsibilities, and if a good solid pipeline of staff moving to those roles. These are within the guidelines that were Board-approved at 1.5 and 2. Clear to superintendency that this conversation does not take away from their great work and have called upon superintendency staff to work around the clock to work to the different transitions during this pandemic, and appreciation for their work. There is nothing agreed to that is different than other bargaining units agreed to.

There were further questions and discussion on the salary range increases, based on the fact that the range has increased. The increase in the range would accommodate the COLA increases that were Board-approved for members of the superintendency to take advantage of - there is no additional money outside of the 1.5 and 2 that were Board-approved and within the parameters. Administration has come back to the Board several times, and this would alleviate that, and still stays within the parameters. No one is taking more money from the Superintendency outside of the 1.5 and 2. There were also questions if staff would be able to move outside the range, and there is potential in future negotiation cycles to move up within the parameters to receive the increase up to their range. It does not change that this group and small subsection are only receiving the 1.5 and 2. These increases should be applied so they can be planned, and the parameters that remain. Individually, staff would not be able to negotiate, and the ability as the Board dictates what they do. We all agree that this is different, and discussed to make changes to be more streamlined and will be a proposal to mirror and look more so like other contracts.

Director Brodrick noted he cannot understand how we can increase the range of salaries and have folks that are occupying places in that range that will not result in those folks getting a raise in pay. Further explanation was provided and examples. Director Brodrick also noted our staff who received the agreed upon 1.5 and 2.

Director Brodrick also reiterated his fourth question for discussion. Will this proposal betray that good faith, but will it poison the process for the next cycle? It will not poison, and have done it in good faith and all sticking to 1.5 and 2. The rationale that anyone in superintendency is getting more than other bargaining units is not true. The superintendency is still looking at 1.5 and 2.

Director Vue noted he understand the process, about the compression, and reason for salary increase, and if not approved, it could be a barrier. One of the problems is that it is highly formulaic and numbers-driven. Wondering about members of the superintendency and what they bring to the table and strategic plan. More concerned about how we hold the staff in these positions accountable and how we measure how well they do based on the strategic plan and return on pay increase, instead of formulaic response. Response: There should be performance reviews with these members, and conversations about progress. Also, the difference is that this is not a bargaining unit and more so at-will employees.

Director Allen noted that she also has concerns, not about work ethic or staff, but place of equity and not equality. There are a couple items being addressed including the cap out of a paraprofessional of \$26-27 who are capped out at that amount, and further details around the paraprofessional range. That is a concern on the impact of paras on our school district to value those individuals, and longevity is another main issue and the paraprofessional contract. We need to start to address the disparities that paraprofessionals are valued in the way they are, and the 1.5 and 2 percentages on higher incomes is quite a bit of money. Start to look at it from an equity perspective and not equality until we can value every single employee in our district, because it takes all of us to be successful.

Director Kopp thanked her colleagues for this conversation and demystifying this process. She also noted questions if these salaries are comparable when looking at neighboring districts. She also noted that the size of SPPS is difference, and our needs vary. The salaries are comparable to other districts for similar positions within that range.

SEAB Member Ali noted that educators across the nation are underappreciated and underpaid.

Director Foster reiterated that this is a different process for this group.

Superintendent Gothard thanked the team for presenting and sharing, and this is the second time an item like this has come before the Board during his time in SPPS. There has been a lot of work with other bargaining groups in closed sessions, and this group is difference and looking for ways to be heard and feedback under the direction of HR leaders to find ways to be equitable within the parameters and nuances of the contracts of 20 different bargaining units. He noted the pay equity research being conducted. He is devoted to attracting, retaining, and supporting staff and having a diverse workforce at all levels to reflect the racial, cultural, and linguistic diversity of SPPS.

MOTION: Director Foster moved approval that the Board of Education of Independent School District No. 625 approve the recommended salary and benefits increases for members of the Superintendency; duration of said recommendation is for the period of July 1, 2019 through June 30, 2021. Director Vue seconded the motion.

The motion failed by roll call vote:

Director Foster	Yes
Director Brodrick	No
Director Vue	No
Director Allen	No
Director Kopp	Yes
Director Marchese	Absent
Director Ellis	Yes

IX. OLD BUSINESS

A. Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic

This resolution is continuation of one created in August, and reviewed it various times, and language has been added to it.

BF 32320 Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic

MOTION: Director Foster moved approval of Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic. Director Brodrick seconded the motion.

The motion was then opened for discussion.

QUESTION/DISCUSSION:

- Director Brodrick noted that he is not reluctant to speak his mind to Administration, but tonight and in coming days, feel it is his role as a board member to as supportive as possible as Superintendent Gothard struggles to deal with this terrible calamity that has struck the entire world. He is not oblivious that SPPS community is deeply divided over this, and whichever path we take, it will not satisfy or please everyone. But, at this point in time, he has no questions and in complete support of extending the resolution that we have had in place.
- Director Vue noted questions concerns on Line 1 including sites that will return, and Line 2 for return to in-person for PreK-2, and programs. If we approve this, the Board is authorizing the Superintendent to move forward with the in-person learning plan? Response: Yes, that is correct to continue with the plans outlined in the discussion for return for full-time in person learning for those programs and grades.
- He noted that in the future in terms of changing learning models, that a districtwide learning model change must be a vote by the Board? Response: The Board has the ability to make any revisions or amendments to the resolution. The one feedback is that understanding learning models go in both directions, and a situation may arise where a school or system needs to change back, and would necessitate an emergency meeting by the Board. This resolution is giving the ability to be flexible, and work with the direction of the Board.
- The February 1 date has many parts of the district in motion, but going forward should learning models change there is an opportunity to vote on that, and listening to other board members' feedback, and potential amendments to this resolution. Should there be future changes, amending this resolution to incorporate those changes.
- Director Allen noted similar concerns, and authority to the Superintendent to make changes on a school by school basis, but changes in districtwide model should go to the Board.
- When approve this resolution, then it will move forward? Response: The resolution says to "continue toward", and if things were to change, all that would factor into this. One of the points is to allow the district to be nimble to make immediate changes and circumstances dictate if there should be sudden change.
- Concerned about specific language in 1 and 2 and specifically what will be done. Why would we have that language and do like before where giving authority to make decisions on a school by school basis? Response: This resolution is very similar to the previous resolutions, and rationale for the

change of the language mirrors the stage we are in. The past resolutions mentioned distance learning. The goal is to connect to the state we're in stage we are in.

- Director Kopp noted that if districtwide change, the Board convene and vote on it, but also ensure Superintendent has ability to respond to site-based and school decisions and not lose time in trying to convene a meeting to meet the needs of our sites. Interested in seeing draft language of other districts following a similar path with resolutions to be more precise and provide authority, with space for the Board to make decisions, and to be clear about the language - possibility of drafting amendment, or bring it back at a future meeting, and to ensure we are not losing time when decisions need to be made and precise language. Response: To do what is suggested, it would not do anything different, but with added step with recommendation to vote on. The current process wouldn't change, but it could slow things down, but is completely up to the Board.
- Does not acting on this change our current work and plan for February 1 and February 16? Response: No, don't believe it does.
- We could look at alternative language and consider at the special meeting on January 25th. We would need to amend the notice of the meeting and have time to do that to comply with the Open Meeting Law. Another option could work on amended language now and require a motion to amend, seconded, and discussed. There could also be a motion to change Line 8 in changing the date to amend, rescind, and extend instead of March 23.
- When we say "district wide", very little is actually districtwide, with the exception of nutrition services and meals, and the variety of learning models.
- How we define our terms in important and "district wide" which might look different as we are considering that.
- Director Ellis noted for decisions we have Monday special meetings, and decisions to make as a Board, there are Monday meetings scheduled, and how we have been approaching the work for MOUs and MOAs. Okay with it being moved to Monday. Response: Also important to note the Monday meetings are for purchases especially with PPE and other materials. The learning model was to provide Administration with flexibility in learning model, and will work with the Board, including pushing stop and authority to restart. It has given the opportunity to work collaboratively across the district. This has given us the ability to work openly with the community and support via the resolution has been appreciated.
- General Counsel Long then reviewed the available options again.

MOTION: Director Allen moved approval that the Board of Education of Independent School District No. 625 postpone action definitely on Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic to the January 25, 2021 Special Meeting of the Board of Education in hopes of other language for Board authority for changing from in-person to distance learning, or distance learning to in-person district wide. Director Ellis seconded the motion.

Further discussion was conducted.

- Director Brodrick requested clarification on the motion, and because he does support the resolution as is presented. He is concerned about how to prepare for Monday's meeting in the language to be contained in that amendment. He is in favor of extending the current resolution.
- Director Allen requested information if the vote is 3-3. It will not pass in event of a tie.
- General Counsel requested clarification on the motion.
- Chief Baker ensured that the Board is clear on this motion - there was an original motion and second. Then another motion and second. Within the initial motion was to approve the resolution as is. The second motion was to wait until Monday during the special meeting to talk about alternative language and that is clear and broad enough to not limit board members and to have discussion at Monday's

meeting to clear up questions. It could be amended if needed at the meeting on Monday. The motion would allow the Board to lay over this action to vote on it instead at the special meeting.

The motion failed by roll call vote:

Director Foster	No
Director Brodrick	No
Director Vue	Yes
Director Allen	Yes
Director Kopp	No
Director Marchese	Absent
Director Ellis	Yes

The motion failed. The original motion was put back on the table.

MOTION: Director Foster moved approval of Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic. Director Brodrick seconded the motion.

The motion passed by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	No
Director Kopp	Yes
Director Marchese	Absent
Director Ellis	No

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Director Brodrick referred back to the Minutes of the Committee of the Board meeting and that many are interested in the actual, clear description of the content in the proposed course and the impact it may have on existing courses and curriculum
- Director Vue noted questions from the community in how SPPS is partnering with MN Department of Health and MN Department of Education in setting guidelines from the Safe Learning Plan and adapting them to SPPS. He requested information on how the Superintendent is communicating with those agencies and how we are using those guidelines to apply to our plan, and the process for that communication.
- Director Allen reiterated her request for information on data around students who may be gaining a new teacher as a result of shifts or changes.
- SEAB Member Ali reiterated his request for collaboration with SEAB around language immersion programs; as well as the request for data in student grades between first quarter and second quarter
- Director Foster requested more information on the upcoming town hall, including format and priority as we prepare to reopen buildings.

C. Board of Education Reports/Communications

- Director Kopp noted her first meeting as Treasurer of Ramsey County League of Local Governments, and the planning for this year with the City and County and suburban partners.
- She also went on to thank those who have called, emailed, and communicated their thoughts and feelings during this difficult time. We hear you and appreciate your thoughts during this time of big change.
- Director Ellis thanked her colleagues for attending the MSBA Leadership Conference. She noted the first annual Marny Xiong Award presented, with Marny's family in attendance. She noted Marny's continued impact on all of us in SPPS, the state, and across the country.

XI. FUTURE MEETING SCHEDULE

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

- January 5, 2021 (Annual)
- January 19
- February 23
- March 23
- April 20
- May 18
- June 22
- July 20

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

- January 5, 2021
- February 9
- March 9
- April 6
- May 4
- June 8
- August 10

Chair Foster also noted an update to the Public Comment process beginning with the February 23, 2021 Regular Meeting. Members of the public may register for public comment by:

- 1) Contacting the Board secretary at sarah.dahlke@spps.org or 612-434-1105
- 2) Submitting the Public Comment input form at www.spps.org/boe.

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 11:55 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**

**SPECIAL MEETING OF THE BOARD OF EDUCATION
360 Colborne Street
Saint Paul, MN 55102, and**

**Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16**

**January 25 2021
5:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:01 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; Kate Wilcox-Harris, Chief Academic Officer; Stacey Gray Akyea, Director, Office of Research, Evaluation and Assessment; Kenyatta McCarty, Executive Director of Human Resources; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Kalid Ali, SEAB Member; Sarah Dahlke, Secretary to the Board

II. 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 Brodrick.

The motion was approved by roll call vote:

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

Superintendent Gothard updated the Board and community on a new direction for education in Minnesota present before the state budget, and priorities for Minnesota schools for the next biennium. There was a

press conference, and will continue to look at the plan. An initial comment is the initial similarities and parallels of SPSS Achieves and shell of the MN Due North Plan. The second good news is that SPPS has been able to schedule around 200 staff in SPPS to receive their first dose of the COVID-19 vaccine. Over the weekend, we received there would be 15,000 doses prioritized to the 7-county metro region with a site in the metro, and SPPS has received more than 2,000 doses of the vaccine we are working to distribute and the pilot program has been moved to the Excel Center for this week. As staff prepare for the return of students, and coordinating to ensure staff has access to those doses. It's good news to go from 200 to 2,000.

QUESTIONS/DISCUSSION:

- Board members expressed their gratitude and looking forward to going forward with this plan. It is good news, and excited to see the plan for the roll out. Appreciate this has happened and great development for staff and students and hopefully begins to address access, and encourage and support with the State to move this forward Both developments positive and excited to move forward with them. This is encouraging, and also hope that more doses are coming sooner and faster.
- Superintendent Gothard noted we are ready and partner with the State on technology, and we continue to learn together.

III. OLD BUSINESS

A. Resolution Approving Online Learning Program Application and Limiting Enrollment in School District Online Learning Program

Superintendent Gothard introduced Executive Director Hans Ott. He reminded the Board and community that this plan was in place in October 2019, before the pandemic hit, and hope that last Spring to get approval to begin, but we delayed. The resolution mentioned as part of his report is further support to move in this direction. As part of state statute approving the establishment of the online school, it requires board approval we are ready for this application, and ability to declare our attendance and enrollment areas. Mr. Ott reviewed the plan for grades and supplemental learning, and enrollment areas as noted in the resolution.

BF 32321 Resolution Approving Online Learning Program Application and Limiting Enrollment in School District Online Learning Program

RESOLUTION APPROVING ONLINE LEARNING PROGRAM APPLICATION AND LIMITING ENROLLMENT IN SCHOOL DISTRICT ONLINE LEARNING PROGRAM

WHEREAS, the mission of Saint Paul Public Schools (SPPS) is to inspire students to think critically, pursue their dreams, and change the world; and

WHEREAS, Saint Paul Public Schools Board of Education adopted the district strategic plan, SPPS Achieves, which sets goals for student achievement, guides decision-making and focuses efforts on long-term outcome; and

WHEREAS, the Saint Paul Public Schools wishes to offer a variety of educational program options to meet the many and varied learning needs of its students; and

WHEREAS, pursuant to the State of Minnesota's Online Learning Options Act, Minnesota Statute § 124D.095, a public school district may submit an application to and be approved by the Minnesota Department of Education to provide online learning courses as an "online learning provider"; and

WHEREAS, the Board of Education wishes to seek approval for the School District as an "full-time online learning provider" and intends to establish a full-time online learning program, "SPPS Online School" beginning with the 2021-2022 school year offering a comprehensive program for students in grades 9 through 11, and grades 9 through 12 in the 2022-2023 school year, as well as a supplemental program for students in Kindergarten through grade 12; and

WHEREAS, pursuant to Minnesota Statute § 124D.095, Subd. 3(d), the Board of Education may limit enrollment in its online learning program by adopting by resolution specific standards for accepting and rejecting students' applications; and

WHEREAS, the Board of Education has determined that enrollment in the SPPS Online School should be limited to: a) students residing within the boundaries of Saint Paul Public Schools and, b) students residing in school districts whose boundaries adjoin those of Saint Paul Public Schools;

NOW, THEREFORE, BE IT RESOLVED, that the School Board does hereby approve the application to the Minnesota Department of Education School District to become a "full-time online learning provider" beginning with the 2021-2022 school year offering a comprehensive program for students in grades 9 through 11, and grades 9 through 12 in 2022-2023 as well as supplemental program for students in Kindergarten through grade 12; and

BE IT FURTHER RESOLVED, that enrollment in the School District's online learning program shall be limited to: a) students residing within the boundaries of Saint Paul Public Schools and b) students residing in school districts whose boundaries adjoin those of Saint Paul Public Schools.

QUESTION/DISCUSSION:

- Board members expressed clarity on the vote on the resolution at this meeting.
- Superintendent Gothard added thanks to Executive Director Ott and the team. We will continue to keep the Board and community involved in this process as we move forward.

MOTION: Director Foster moved approval that the Board of Education approve the Resolution Approving Online Learning Program Application and Limiting Enrollment in School District Online Learning Program. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

IV. NEW BUSINESS

A. SPPS Achieves, World's Best Workforce, and Achievement & Integration

Superintendent Gothard then introduced staff to present on SPPS Achieves, World's Best Workforce, and Achievement and Integration measures. The strategic alignment of these three plans was reviewed, as well as details of each plan including timeline and overview.

The goal alignment of each plan was also presented, and the alignment of the goals of each plan to the others.

The World's Best Workforce and Achievement and Integration SY 2017-2020 results summary were presented, including meeting three of the five WBWF goals in ready for school, students career and college ready, and all students graduating; not meeting goals in two of the five WBWF goals of grade level literacy and achievement gap between groups; not meeting the three A&I goals of MCA growth, achievement gap between groups, and school choice activities.

The SPPS Achieves SY2019-20 results summary was also shown, including small decrease to no change in racial disparity index; mixed results in outcome preparation for college, career, and life; and no change in English language acquisition.

Strategic plan adjustments include address SPPS Achieves/WBWF and A&I results; build on strengths and experiences from initial two years of strategic plan; review and revise the strategic plan to take into account COVID-19; tighten the plan's focus while bringing in other system-wide work underway.

Following review and stakeholder input, adjustments include prioritizing Phase 1 initiatives that get at fundamental ways learning takes place in SPPS in support of our mission; prioritizing initiatives that address responsible resource allocation; creating new Systemic Equity focus area, objective and initiative; addressing impact of COVID-19 and Envision SPPS within framework of strategic plan; addressing six initiatives in departmental context; also new A&I requirement; push pause on three initiatives at this time.

The SPPS Achieves Adjusted Strategic Plan was then reviewed, including focus areas and objectives.

Staff were also recognized for their work in these plans. Superintendent Gothard noted the alignment and accountability within these three plans. We have a foundation that the State's plan is built on, and making changes to ensure the work is aligned and working with community to better the experience for current and future SPPS students.

QUESTION/DISCUSSION:

- Director Brodrick noted the similarities between the State's plan and SPPS's plans, and watched the press conference in rolling out the Due North education plan, and listening to the media ask questions about the what and the why of our goals. He requested more concrete details on how we are going to do these things. We all know why we want to do this work - did not see enough concrete strategies with how we are going to do this work. Think we should be further along. What's the how and when are we going to see it? Response: The area to point to is about what would make the difference in reading by 3rd grade. The team has a specific set of plans that were discussed - the strategic plan is a mighty plan written with great depth and collaboration. Dr. Wilcox-Harris noted her history in SPPS and the input into the strategic plan. Like any continuous improvement plan, it need to improve and those goals that are not being met - that is a critical added piece of our strategic plan in those focus areas. We have seen progress and celebrating reading improvement for 3rd graders and 10th

graders making gains at the small group instruction at the elementary level, and all workshop model. We know aspects, have plan, and work underway. Some work was halted. All staff will say the best PD is through the relationship between the teachers and peer learning. It has to be that relational trust, and foster that by setting up PLCs and coaching, and investing in materials to help teachers. It will turn us towards effective instruction and define it - students reading at grade level, staff who look like our students and are licensed staff.

- Director Brodrick also noted that at the press conference were two bright young high school students, and one student asked for an expression of actionable and measurable steps. He requested more concrete actionable and measurable steps.
- Director Vue noted that in the summary of SPPS Achieves, and the mention of increases and decreases to the benchmarks - what was the goal that started? With the impact of COVID and aftermath of the murder of George Floyd, do we revisit those goals based on the impact of those two major events? Response: The goals that we are looking at are 5-year student outcomes and can provide the metrics with the baseline and goals. We built in 5 year goals with a 5 year strategic plan implemented over 3 years, to give 2 years for full implementation and actualize the results. After this year, it is the recommendation to look at how far we have gone and revise as necessary. The goals are attainable as well as aspirational. In revision of the goals in the future, if revised, our recommendation would continue to be aspirational and attainable, and even more important in social and cultural climate. The baseline and targets will be provided and more details were provided. We have specific and aggressive goals, and there were details provided for the hiring of more teachers of color specifically and the impact of those strategies.
- Director Allen noted questions about “racially isolated schools” and some examples of why that is problematic as opposed to community schools. Response: Because at times a racially identified school, for example at one school, there may not be enough white students enrolled in the school, and their efforts to invite, showcase, and attract white families. Our identification of schools is really a part of the whole historical piece around desegregation and the data that students in integrated environments do better academically than students in situations. The idea of racially identifiable schools is to ensure the population of the school itself is representative of the community and integrated program. The legislation that was references is the legislation for A&I focused and based on in desegregation of largely Black and white segregated spaces. That legislation is somewhat dated and pre-dates multicultural education, current efforts of racial diversity and social justice, interconnection of ethnicity, linguistic diversity and family diversity. It is built on somewhat a dated assumption that students that are in concentrated racially areas do poorer - it definitely is challenge for us as SPPS because we value our ethnic, linguistic, racial, and family diversity. We actually have created education spaces like magnet schools that would draw particular ethnicities like dual immersion schools and see as pride offering the possibility and chances for students to be educated in spaces where they feel the most comfortable. We continue to ensure none of spaces are suffering because of any sort of overlooking in that space, because that space is homogenous - racially and ethnically. We have tried to balance what we know is dated, but somewhat pertinent and balance in a district that is racially isolated district because we have everyone - when we talk about diversity and pride we don't call ourselves racially isolated. It is a balance and will continue but does not overshadow our pride in who we educate and what we call ourselves.
- What is the factor that allows integration schools that “better education for all students”. What is the variable that changes? Response: The research is still out, but many point to educational standing of the family and educational experience of instructors in instructional pedagogy circle, some say expectations of the instructors and administrators and adults that make the difference. It depends, and not all would agree or say it is true. It does vary and many times come to resources.

- She values community and knows in a place in Saint Paul where disparities lie across the board, and one thing to survive is community, and when we start moving students, it starts to break up the community around the school that they need to be supported. Any student should be able to attend any school, and concerns around integrating schools and moving students for the purpose of that particular policy and concerns around that.
- The percentages for teachers to student ratios was also provided.
- Do we know how many building leaders are working with staff to start to implement Zaretta Hammond's model in the schools? Response: It is moving forward, and a few staff acknowledging the circumstance also. We all need to use the book, and until in the hands of every teacher and read it thoroughly and understands to point where constantly trying for spaces ready for rigor and independent learning. We have a 5 year roll out, and the research. Last year, we landed on this framework and purchased the text for every teacher. COVID impacted professional development, and have focused on the building leaders and 100% of building principles are going through the course designed by Zaretta Hammond and a team of SPPS teachers who have developed modules for each of the chapters and have done 1, 2, 3, and 5 - out of 8, and will be through all by May. Next year, in the school continuous improvement plan, every principal will have evidence based portion of the SCIP plan and help to monitor progress in culturally responsive spaces for students to be independent learners. Right now, we are with the leaders, and the feedback is excitement for the work of the future. We have also doubled down and purchased digital copies for every staff member also available soon.
- The importance of buy-in from teachers to do this work in the classroom.
- Data of teachers of color from October 1, 2019 when the plan was written was provided; Asian teachers: 293, 9% -- Asian students: 11,359, 31%, Target is 22% increase; Hispanic teachers: 130.2, 4% -- Hispanic students: 5,346, 14%; Target is 10% increase; Black teachers: 185.3, 6% -- Black students: 9,415, 25%, Target is 19%. There has been remarkable research about teachers of color in dreams, goals, and aspirations and the impact across the entire class. There is funding set out for it and working with the team and plans to bring to monitor. The timeline wraps up in 2023.
- Where are we going to get all these teachers, and how do we balance this? How many are retiring a year? Response: Yes, we have some work to do regarding our teachers that reflect our student demographics. We are putting forth efforts and hiring a recruiter around intentional efforts to increase teacher candidate pool and administration. We are looking at recruitment and retention efforts. Over the last 5 years, there have been incremental increases and goal of 23% of teachers of color by 2023. We will be posting this position by the end of February and internal staff who have helped to grow our SUTR program also. Some of our retention efforts are taking work in our SUTR program around supporting residents as graduates with pair navigating and scaling up to support new teachers, and affinity groups, and also PD opportunities - how to help new teachers navigate and feel connected. The other part is access to experienced teachers and high-quality teachers and licensed teachers with certain levels of tiered license - both internal and external. There were also additional details provided on the pathway program in grow your own partnerships within the district and outside, and pathway from high school through college to teaching. All 7 comprehensive high schools will be adding an education pathway with our own students and schools across the state. The other piece is community justice pathways in our high schools.
- Director Kopp thanked staff for the presentation and happy to see the whole team join the meeting. Appreciate all the effort. The important of the alignment of our strategic plan, state plan, and priorities to make us more efficient and effective in student outcomes.
- Appreciate the importance of having the book and using it. Excited to see that investment.
- Questions around the literacy goal, and interested to know more about the support structure around early literacy and framework to help educators, and do we have an understanding of the why of our

literacy gaps, what's missing or needed going forward? Response: Literacy team members shared information on a gap that has been remedied - phonics. There has also been a doubling down on the work around Readers and Writers Workshop and providing student opportunities for writing. We can't focus on one without the other. Staff are leading up in this speciality area, and an explosion of brilliant ideas, and fast-moving plans, and determining what is next. Further details were provided on this team and the excitement of this team with teachers. The foundation in early learning and that 3rd grade literacy were shared, including the continuum of early learners in learning how to read and has 5 pillars associated with the science of reading. Practitioners learn those 5 pillars and a reader's workshop to meet the needs of the students on the continuum in specific groups of students, and plans for guided reading and differentiate with differentiated students - pre-emergent, emergent, early reader, and reader - and get to a point to accelerate kids using guided reading. One of the 5 pillars is phonics. The team has brought this program to SPPS and implemented it fully and happening in PreK-2, and differentiated on age, and go on to independent reading. When there are things we can't explain, we diagnose and explain in the professional learning community and talk about class needs, and interventions for individual students and progress monitors and plans. We are one component away from a new literacy set of materials to reach standards and teach children - the mini-lesson. All those steps along the way will lead to the discovery and unfolding of reading and writing to express elves in choice and students experience. Access to the literacy plan was also noted, and readily available.

- Director Kopp noted appreciation for phonics, and reading and writing as part of independent learning.
- Director Marchese thanked staff for the presentation.
- Sense that we are learning while we are delivering under DL and in COVID, curious in thinking about changes to the plans, what we are learning about how students are learning in current environment, that is pushing the team to change, and using this opportunity to do different things than what was done before. How are we thinking about blending different modes of instruction in the strategic plan? What lessons are we learning from the current environment that will be incorporated into these plans? Response: Some of things we are looking at are the transition from a traditional classroom to a DL format, and interventions to combat those digressions in unfinished learning. We have learned that if we look at technology integration to create a traditional process of delivering instruction and personalize the learning experience for students. The pros are choice for students and allowing voice in learning and what works best. The drawback is shift in cultural learning so drastically, it was hard for families and students to adjust and will take time to the new culture of learning during COVID-19. The successes of DL environments and differentiation for learning in preference, style, and receiving information - we are anticipating that in online school for blended learning environment, and when we come back to traditional setting to incorporate strategies to leverage strategies as we come back into schools. It will take time to structure and PD to staff to do that work, and collaborating with leaders around leading instruction in different alignment.
- Wondering about clear about shortcomings of DL, and hope and beginning to think in ways in which to be helpful for particular groups of students who learn differently, or learning style, and hope to see the next generation of plan to integrate learning once processed so that it can be a part of transformational way of instructing students. We have offered voice and choice in technology and how teachers have adapted tools for students in special education, and the ability to do that. What do we take from now from DL that furthers that forward. Hear from comments in community, folks looking for different ways for children to be educated and online school, virtual learning, blended learning, project-based, learning offers other opportunities for other learning styles to be incorporated and hope to see that as laid out in the strategic plan and see evidence of it.

- Talking about increasing the proportion of teachers of color, and will have success in recruiting teachers of color for a variety of reasons, and how are we creating retention efforts, and how does it harmonize with existing contracts? Response: One of the things is looking at SUTR and trying to scale up, including PD efforts and mentoring. And a good point in looking at contracts and efforts to retain teachers of color. We do need to follow statute with limitations, and it is tenured teacher piece to look at to collaboratively have language to ensure students in our schools have licensed teachers who are ethnically diverse and similar to demographics.
- Know our teacher's union will also speak to teacher diversity, but also opportunity for both to come to necessary agreements that demonstrate that commitment to keep teachers in our district. The results of changes in enrollment and learning environment, and those changes will affect the least senior teachers, and if we want to protect that group to nurture and sustain, we need to see that expressed in contract with our teacher's union. Hope to see in future labor agreement for concrete action.
- One of the things difficult as parent to evaluate what their student will experience, and see strategic initiatives and specific components of the experience, a narrative or descriptive document is necessary for the qualitative experience for our students, and how it will look different - in a descriptive way. We need to tell the story about what we are trying to do, and hope descriptive work can be part of promotional materials, student recruiting, and be a part of the story of the district beyond the metric differences.
- Director Ellis noted the five schools, including Phalen that were racially identified schools in 2017. Today we have one - Phalen Lake. At the other schools, they were able to meet their achievement and integration targets. The reason Phalen Lake remained racially isolated is because the District was at 79% but students of color at Phalen Lake was 99%. They had to write specific steps and meet metrics. One was increasing the number of white parents invited to explore attending Phalen Lake to balance the integration, and did increase welcome meetings. It was about making efforts to address integration. As a result, they still remain in the new plan, that school will be racially isolated, and probably be joined by one additional - likely Jackson. The other four were Highwood Hills, Mississippi, Obama, Phalen Lake, and Riverview.
- They made a point to efforts to reach out to specific groups of families for integration, and want to be careful about calling effort versus what we'd like to see and what families choose, as opposed to trying to set it up in a way that makes it look like we're doing the work. Hope that any family choosing SPPS wants to be here as opposed to meet criteria at a particular school. Response: The goal is written by the school with the team, and this is helpful feedback.
- She also noted SUTR and students interested in teaching, and given where we are, tensions around that career path. Wondering how we are thinking about that in how it shows up in college and career choices. How will that be felt by our students, and a potentially difficult career choice. Also for SUTR, are staff still thinking about it? Acknowledge there may be hesitations for that moving forward.
- In things that we stopped, but what may be stopped? Thinking about information and data we thought we'd have versus where we are and currently have at this point, wondering how we will base what we do next on data and information we do have, and what may stop or continue? Response: We are stopping 3 initiatives - includes talent development process, community schools as a hub, and setting up community programs that support students at key points, parent support classes, etc. Within the work around the initiative of Evaluation, commitments are also being reviewed. Within 5a, we previously looked at about 100 commitments to review for effectiveness. We did come with preliminary recommendations for things to sunset, and we are taking this year to go deeper to look at more effectiveness data. The largest was what to sustain for this year, and will be collected more quantitative data using rosters from programs. There are also related to priority budget and Envision SPPS, as we bring those closer we may be looking at larger, districtwide commitments that we have invested in that may be sunsetted as well. We may adjust resources depending on the circumstance.

As we move forward and stronger instructionally, some practices will be stopped, and see reallocation of those resources to another priority area and will be brought to the Board, revision to the budget, or strategic plan report.

- There was mention of parent support and community schools, and urge to think carefully about how we are talking about parent support because we know how important families are, and even if we need to move things around, encourage us not to think parent support or engagement is something to do less of - need to continue to do more.
- SEAB Member Ali noted questions on the percentages of teachers of color - what percentage are classroom teachers? Response: We can pull that information and can provide that information.
- There is decrease in college enrollment, but increase in graduation rates. How does the data support that for students not pursuing post-secondary education. Response: It is part of the discussion regionally and across the nation. The hypothesis is that there is some interruption in college enrollment, with our metric as the Fall after graduation. It has been interrupted due to COVID, and there may be a delay on college enrollment in the Fall particularly because of the pandemic. We may see that pick up next year or the summer.
- With efforts to retain and recruit teachers of color from our own schools, academy-based programs for high schools. How could we further that to help other schools implement those programs? Response: That is exactly the initiative within college and career readiness which is being implemented to ensure there are pathways to create a solid pathway to certain pathways. We are looking at combining community justice and education pathways, and interconnectedness, knowing disproportionality exists. Thinking of education for teachers, school social workers, school psychology. Policy and expanding pathways in each pathway - explore courses for the pathway, and moving into further education to make it a broader area. There will be more focused advising at high school, and solid foundation is key and essential. Another outcome is increased concurrent enrollment opportunities where students earn college credit which increases opportunities for college and through college.
- Director Brodrick echoed Director Marchese's comments around "transformational" and looking back to questions about the "how" - think what we have been promised in transformational mode, and consequently will be asking how we are being transformational.
- In talking about recruiting and retention of teachers, and discussion about teacher stranding - are there some legal questions involved in having that language in a teacher contract? Response: Heard in terms of retention strategy and attract and retain teachers of color, and if faced with staff reductions. How do we look at ways in which we can support teachers bringing into the district. Not about stranding which have prescribed steps. In layoffs, there is also language to be mindful of. When talking about reductions to workforce and new teachers are impacted, where we may need to non-renew for budgets and look at staff recruited in - for example SUTR residents in that decision based on investment. We may be able to look at that and adjust for those reductions in the workforce. We can look at ways to address that for non-renewals for budget predicatments.
- Last hired may be some of our very best, diverse, and energetic teachers, and many times with layoffs, find selves with young teachers who so much represent our student population, and it has been a problem for many years in districts across the country and also litigated in the courts and discussed a lot in legislature and Congress. Think as we struggle and anguish over this desire to have a teaching staff that resembles our student population, we want to do this in a fair manner and to all our stakeholders. We do need to be concerned about legal issues.
- Superintendent Gothard thanked the many teams and authors of plans within this presentation. He heard these themes: telling our story, what are we doing and what does the community know about our work and is an opportunity for us. One of the measures is the expectations and beliefs that we have for each other and our young people and how does that look in a strategic plan. In order for

families and students to benefit from our work, there needs to be wonderful knowledge, and look for any barriers to make it more accessible and effective. Grateful for the staff for their work, and a lot of changes since 2017, but foundation built as well. Appreciation to the Board for feedback and important to show united front to change outcomes for students, and ask to hold accountable.

V. ADJOURNMENT

Director Vue moved to adjourn the meeting; Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

The meeting adjourned at 7:41 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
Via Telephonic and Video Conference; Available via Live Stream at www.spps.org/boe

February 9, 2021
4:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m. by Vice Chair Vue.

II. ROLL CALL

Board of Education: J. Vue, S. Marchese, J. Foster, J. Brodrick
Z. Ellis joined at 4:37 p.m.
J. Kopp joined at 4:38 p.m.

Absent: C. Allen

SEAB: S. Mulrooney

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; Stacey Gray Akyea, Director, Research, Evaluation & Assessment; Kenyatta McCarty, Executive Director, Human Resources; Kevin Burns, Director of Communications; Sarah Dahlke, Secretary to the Board

Vice Chair Vue also noted that as our students and staff have started to move back into buildings, The Saint Paul Public Schools (SPPS) Board of Education will also begin transitioning to in-person meetings at the Administration building. SPPS will also continue to conduct the meetings virtually as it has since the beginning of the pandemic. We would like to thank the community for your patience and grace as we navigated the previous regular meetings. We have learned a lot from the experience and will continue to learn more and adjust as we progress towards a less-restrictive meeting model.

Per Executive Order 20-81 and the Center for Disease and Control guidance - the mask mandate does require all individuals to wear masks in public indoor settings. Staff and board members will wear masks and social distance. In addition, signs instructing all persons to wear a face mask as required are made visible to anyone who enters each building in our district. Per Governor and the Minnesota Department of Health guidelines, one exception applies for face masks during a meeting when speaking or conducting business, such as governmental meetings that are subject to the Open Meeting Law (MN Statutes 2019, Chapter 13D). Board members may properly remove their mask when speaking (into their microphone), given that social distancing is always maintained, and then put them back on in a safe manner when not

speaking, just as state officials do at the Governor's meetings and other meetings with governing boards. We look forward to reconvening in person and commit to practicing the safest recommended measures.

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 Brodrick.

The motion was approved by roll call vote:

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

IV. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Gothard began the meeting by welcoming everyone, and provided an update on the local Ramsey County Covid-19 case rates, which continue to trend downwards. He also provided a brief update on reopening SPPS with our PreK-2 students who returned on February 1st, and we look forward to our 3-5 grade students returning on February 16th.

He also noted the next Family Forum is scheduled for this Thursday, February 11th, with the success of the previous Forum on January 27th. The 2/11 Family Forum is scheduled for 6:30-7:30 pm and will once again be moderated by William Moore from Ramsey County Public Health, and will feature real-time translations, and staff will be available to answer questions. He expressed deep gratitude to our students, staff, families, and community members for our prioritization of our youngest learners and moving forward together.

QUESTIONS/DISCUSSION:

- Director Kopp noted that it is great to see students back in buildings, and the building of new routines with both students and staff. She noted that we are working hard to adapt, and seeing the smiling faces is a result of folks working together. She is grateful for the team and district leadership, and community partners who have stepped up to help.
- Director Marchese echoed appreciation, and the excitement of students and families to be back in our buildings. He noted the District is working hard to continue protocols that keep buildings safety in mind and at the forefront of our work. He also recognized that many families chose to continue in virtual learning. It is the work of the District to provide choices for families to choose which circumstances provide the best option and learning environment for their student, and is pleased to see those available. He thanked the parents, families, staff, and paraprofessionals and all who care for our students and want the best for them.
- Director Ellis thanked staff, and the transitions as we move back into buildings, including the changes to meal delivery and adjustments. She also noted seeing buses on the roads again, and seeing and hearing students on playgrounds. She also noted that while she appreciates the positive aspects, careful not to dismiss the long road ahead, and we need to continue to be concerned, careful, and thoughtful going forward. She echoes that we are not trying to do anything at the expense of

anyone, and want to do what is best for our students, and need to be careful and thoughtful about the health and well-being of folks who are in the building as well.

- Director Foster echoed her colleagues and a heartfelt thanks to the team - including teachers, staff, paraprofessionals, and parents. She noted to the community that the Board has received and read emails and messages about successes and challenges. We know there are challenges and continue to work through them with the team. She encouraged working with school buildings on concerns directly, and then check in with the Board in moving forward. It is a collaborative process in which staff and leadership and students are in buildings and spaces, building rituals and routines, and know the care and welfare of everyone is central. We made the decision in thinking about students first, and know we are working within the protocols to be safe while having needs met.
- SEAB Member Mulrooney thanked the District and staff, in this step towards normalcy, even if slow, but done well.
- Director Vue appreciates everyone in buildings who has shown up for students, and noted that this takes time and planning and there are a lot of moving parts in one direction to make it possible. He thanked the Superintendent and leadership to ensure teachers and staff have what they need to be successful.
- He did note a question on the official mode for students, parents, and staff to provide feedback as we move forward. Response: We will review the ways and attempt to gather feedback - it is not one-size-fits-all, and needs to be adaptive to meet the needs of the community. We have found email to be consistent and busy. There were surveys in the fall for readiness, and will consult with Communications and REA to follow-up on thoughts and formal data gathering.
- Superintendent Gothard thanked the Board for their support in moving this work forward.

V. SEAB UPDATE

SEAB Member Mulrooney provided an update on the work of SEAB, including revision of the SEAB Manual and framework, and recruitment, and engagement with the community and groups, including Know Your Rights training and Ethnic Studies. There will be updates to the website for recruitment, and noted that all SEAB members are seniors, and the need for an accelerated timeline.

QUESTIONS/DISCUSSION:

- Director Kopp thanked SEAB for their outreach via email, and to share the good work and progress. As a member of the Board, she encouraged members to reach out for support from the Board needed to amplify, add to, or engage with their work further. We are all proud of SEAB's work and look forward to its continuation. If there are ways board members can help, please reach out. She is particularly impressed with the movement on the Know Your Rights training.
- Director Marchese thanked SEAB Member Mulrooney for the report, and is supportive of all their work and is glad to see work being done to increase and address updates to the manual, and active work on Know Your Rights. He knows it is a time of transition and looks forward to seeing us emerge on the other side, and thanked SEAB for their continued work.
- Director Ellis noted that it is hard to believe that all SEAB members are seniors, and that new members for next year will all be new. She appreciates what has been done this year, and while not as we imagined it to be, we are still continuing to determine ways to engage and support each other. She wishes them well for the remainder of the year, including in recruitment, and other parts of the process for the next iteration of SEAB.
- Director Foster also thanked SEAB for their work, and young scholar leadership to give students a platform to do great work, and will persevere like every part of the District. She encouraged SEAB members to reach out to board members to join their meetings and see their work.

- Director Vue thanked SEAB Member Mulrooney, and is encouraged to hear their work continue and move forward, and that members to thinking about the group once they have graduated and how the work continues. He also offered his help as a board member, and encouraged them to reach out.
- Superintendent Gothard also expressed his thanks, and encouraged SEAB to continue to reach out to all leadership, and they are here to help and to guide, and to hear student perspectives on how we can put forth the best efforts on behalf of all students and staff in the SPPS community.

VI. SPPS ON-SITE UPDATE

Superintendent Gothard then welcomed staff and principals to present information on the SPPS On-Site Update.

The first topic was Elementary PreK-2 and Specified Specialized Services Fully On-Site and an update on the return of students on February 1st. Data was also presented on total section, and total returning students, with disaggregated data on in-person and Virtual Learning school for students in K-5.

Principals from four elementary schools then shared their celebrations and challenges in the return to school buildings. An update on ECSE was also provided.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Kopp noted listening to wonderful stories, and immense feelings of pride and acknowledgement of mixed emotions. She noted the credits in a movie and all the different departments and expertise - that's what this district is. She noted the Curby bus in ECSE. She also noted all that we are learning - students at home in DL and bringing to in-person; families learning to advocate with schools; educators and principals are solving problems; and will continue to see skills. Shared purpose and responsibility - work together with families to figure this out, and continue to do that going forward, it's a beautiful foundation. Thanks to everyone who is making this happen.
- Director Marchese noted that it is great to see and hear about the experiences of staff and folks in buildings, and principals modeling adaptive leadership, and honoring and realizing this is a tall order for everyone. He noted the creativity in adversity and sees that happening here in extraordinary times and staff are doing extraordinary things. Our families are making choices in what is in their best interest and need to honor that. He noted the principals' experiences discussed.
- Question about when we are in circumstance in buildings where staff feel to raise concerns in the building, are they first going to building leadership, and what is the protocol we ask them to follow? They sometimes appear in social media posts, which are not always helpful, and maybe on-site problem solving and mechanisms in place. Response: In a productive level of resolving concerns, our leaders are in that position and preparing for scenarios and talking about those with staff. We know each day is better than the previous, and will continue to get better. Each administrator has in context of adaptive leadership, and want staff to feel comfortable with the administrator to problem solve specifically. Our Health and Wellness team have done an amazing job. We need to be adaptive and responsive and staff feel comfortable reaching out to problem solve. We have a conscious, active commitment to ensure our sites are the healthiest and safest learning environments possible. We are looking at how to communicate that with staff to share concerns in a more efficient way.
- Suspect protocols that educated and trained staff and building administrators to use, and express hope that whatever happens, that our staff don't transmit their concerns to the students in their care.

The children and families who made the choice to be in the classroom are doing so because they believe it is the best for their family. Hoping there are not staff anxieties or concerns or resentment not bubbling up into the classroom - hope to continue to remain positive and align staff with the mixed emotions about being back in buildings, and also professional responsibility for the well-being of students, including elevating concerns when seen and modeling regulation we want to see from our students.

- Director Ellis noted that it was great to hear from our building leaders, and appreciation for what was shared.
- She also requested information on how staff meetings are being conducted and collaboration within school communities. Response: Principals in attendance noted that they continue their Tuesday staff meetings virtually, and staff voice concerns and work together to problem solve. PLCs are also conducted virtually, and in-person staff and virtual learning staff join to discuss matters in each learning environment.
 - Further questions centered on the alignment across buildings. Response: Principals from each school provided their perspective, including being in tune to the needs of staff, staff surveys, check-ins with staff on how they were feeling, suggestions for ways to improve safety and health concerns to make staff feel safer in buildings, discussion on curriculum and instructional needs within VLS and in-person and leveraging time with students in buildings, ongoing spaces for collaboration. Leadership is also looking to identify opportunities beyond regular virtual meetings to create space for ongoing collaboration. Paraprofessionals are also joining, either from working from home or at school, and 100% attendance from staff, including Reading Corps and Math Corps tutors - virtual meetings have made it possible for all to attend. The success of PLCs was noted, and cross-collaboration with all teams in ECSE. Other ways include the multiple modes of gathering feedback, including anonymous spreadsheets, survey check-ins, ad more formal and informal ways for staff to contribute feedback.
 - Further clarification was requested on the after-review of survey results, and included improved health and safety protocols such as hand sanitizer when walking into a room and out of a room, and professional development.
- Director Ellis also noted that in surveying families who have send their child back to in-person learning, and wondering if that feedback is collected as a district. Our families are looking at communication from the local school communities, and in collaborating with staff and listening to that, that will make a healthy community in our schools. As many opportunities as we can give to staff to do that, and will experience discomfort, but we are back in buildings. Expect that we will continue to hear challenges, and in that, there is also problem solving and doing things better, and doing all possible for our staff and students and families.
- Director Foster thanked the building leaders for sharing their experiences, and noted all staff who have played a part in our first days in reopening, including the building engineers and custodians, and teachers and staff, and the essential roles, and to continue to highlight and elevate to ensure all have the best experience.
- She also noted that in thinking about challenges, we have one of the most diverse districts in the state, and understanding language and being intentional about how messaging goes out to families, and to be flexible and adaptive and meeting parents and families for solutions for all. As we move forward, will continue to have challenges, but leaders to find solutions.
- She noted as early childhood educator by trade, and the perspective of adaptable in the moment and parents are trusting us and to be able to alleviate that stress, and thanks to educators to ensure families feel their children are safe in our buildings.

- She also noted that our students can do this and are smart and give them that credit, and adults are modeling that for them, and reminder of the brilliance in SPPS and allow students to determine solutions to problems. Happy to hear how that was working out.
- In ECSE and the curbside bus, and thinking about creative and adaptive ways for families and students, and staff. Continue to be proud, and challenged by challenges of today, but have a role in the success of that - the positivity is wonderful to hear, and understanding challenges and working together to solve them.
- Director Brodrick thanked the building principals for sharing their perspectives - it warmed his heart and gave confidence and hope.
- About the communication of staff concerns, thinking that staff are wondering about directive from the central office, and therefore, they follow protocol and go to principals, and wondering how comfortable and convey concerns to district office as quickly and possible so there is not a disconnect between staff in the classroom and the central office. Response: Examples were shared, including the COVID decision tree and working with Wellness, and the trust in the team in knowing who to contact. At the building level, it is the building engineers and nutrition services with questions, and ensuring those can be answered in a timely way and working with Wellness, and feeling support and receiving answers. Another is that throughout the process the District has sent messages to staff, and about communication, which helped - schools need to clarify with help from assistant superintendents, Wellness, and answers from staff in terms of the cafeteria. Communication has been amazing and well-coordinated and avenues for clarification. The heavy lifting was by the central office, and the schools clarify from their local perspectives.
- SEAB Member Mulrooney echoed the comments of the board members, and while there are challenges, but overall has been a good start and promising to deal with challenges, and that each day is better than the last, and to keep that going for in-person learning.
- Director Vue echoed his colleagues, and is encouraged to hear how the first weeks went, and glad to hear about communications and collaboration in buildings, taking feedback and putting actions in place to ensure all are being heard and practices in place for a successful experience in buildings.
- He also noted questions around steps to ensure students in VLS and in-person are not receiving two different kinds of education based on the location and mode. Response: We don't believe so. One piece we are cognizant of is the idea that families are opting into VLS and need to do the best job possible to engage them and provide a premier education for all students. Some of the strategies heard are just that - in bringing teachers together, and idea of having conversation about collaboration and shared resources. VLS teachers are part of the instructional team - the platform is different for the delivery model, but teachers are still posting lessons. We are continuing to have teachers work in similar fashion, and feedback from parents, and formative assessments and data around that. Some of the exciting things we have learned is how we do learning, and increased comfort in technology and supporting lessons. Believe in level of professionalism and responsibility of teachers to rise to the occasion, and conversations facilitated by principals about collaboration and data to support the student. It will be an evolving conversation, and excited about the feedback from sites, and great prompt to determine engagement from families and their needs and opportunities for that. Principals also shared their thoughts, including continued PLCs, school schedules for both VLS and in-person, a repository of lessons, guiding questions on opportunities for collaboration, immersion opportunities, and creative ways to problem solve, as well as lessons that students have gained during this time, including in technology and advocacy, and how to leverage those skills to bring back to buildings.
- Superintendent Gothard thanked staff and the Board, and recapped the timeline from March 2020, noting the execution of a complicated plan, working cross-departmentally, communication, and valuing the leadership in the District. SPPS has risen to the challenge and is beyond proud of this

community and will continue to have challenges and will continue to work through them together just as we have since March 15th.

VII. FIVE-YEAR FACILITIES PLAN: FY2022-2026

Superintendent Gothard then welcomes staff to present the introduction to SPPS Builds, and the FY22-26 five-year implementation plan for improvements to SPPS facilities, including background, priorities, and funding structure. Topics for this meeting include the review of criteria for prioritization, SPPS Builds plan, and completed and current capital projects. Future meeting topics will include the five-year plan, funding, and action on proposed projects.

Staff then reviewed the criteria for prioritization, including what informs the criteria, alignment to the strategic plan, and vision, principles, and standards including around general learning spaces, specialized lab/studio space, space for enriching activities, safety, and food service and dining. Quantitative assessments were also reviewed, as well as facility alignment assessment, and facility condition assessment. Use and utilization were also reviewed. Criteria for prioritization was also reviewed, and the dashboard for every building's alignment.

Within the SPPS Builds portion of the presentation, the five-year plan was reviewed, including alignment with the strategic plan and flexibility to accommodate Envision SPPS. A rough order of magnitude estimating was presented; a renovate versus replace analysis; BOE gate-checks; and the interactive dashboard.

Within completed and current capital projects, the projects completed include major additions and remodels. Since 2017, completed projects include E-STEM purchase, Adams, Como Park Senior, Global Arts Plus Upper and Lower, Highland Park Elementary, Horace Mann Elementary, Humboldt Senior, Johnson Senior, RiverEast, and Saint Anthony Park Elementary. Photos of each project were then shared.

Smaller projects were also reviewed, including Jie Ming Phase 1 remodeling, flooring at Maxfield Elementary, roofing at Dayton's Bluff, LEAP, and Hubbs, window replacements at Journeys, playgrounds, and boilers.

Completed athletic improvement projects were also shared, including an investment of \$8 million over 3 years at 8 sites including Como Park Senior, Central, Harding, Highland Complex, Humboldt, Johnson Senior, LEAP, and Washington Tech. Work completed and underway was also shared.

Current projects include additions and remodels at American Indian Magnet, Education and Operations Services (DSF/1930 Como), Frost Lake Elementary; athletics at Washington Tech; assisting and infrastructure preservation at Johnson Senior, Phalen Lake, Saint Paul Music, and Highland Complex.

The Annual Use and Utilization Report was also included, as well as the report of SPPS Facilities Condition and Facilities Master Plan: Criteria for the Prioritization of Facility Improvements to Create 21st Century Schools for SPPS, and report on Projected Costs - Modifications to Estimating and Budgeting.

Full presentation and reports can be found in the BoardBook.

QUESTIONS/DISCUSSION PART 1:

- Director Brodrick requested information on the committee that worked on the original FMP. How long has it been since that committee met, and are those decisions made then still viable? Response: It has been about 2 years due to the start of the external review process, and COVID. Hope to restructure the engagement and become more comprehensive as it aligns with Envision SPPS.

QUESTIONS/DISCUSSION PART 2:

- Director Kopp thanked staff for the opportunity to walk through the plan previously. She also appreciates the increase for public transparency, and that schools are personal for folks, and they love and care about their past, present, and future with engagement, and alignment with the strategic plan for efficient and effective use of building spaces for our learners.
- Director Marchese thanked staff for the rubric. He noted questions about replacement costs versus rebuild, and a few considerations, and how that is reflected in the qualitative and quantitative way. Response: The analysis will be somewhat similar to AIM. To give examples, if the long-term financial prudence shows we would be patching something that would need additional work later would be a consideration - how solid is the building and improvements. Social/cultural/economic impacts are also considered. Structurally the conversation is now explicit and early and part of the initial charter, for a community conversation for all to see kinds of decisions and metrics placed into that and an overt part of those conversation.
 - That is important to foreground about initial planning process. Have heard from other presentations, there is a discussion around retrofitting, and extent to which the existing building is a “sunk cost”. Liken it to conversation around vehicles and more ecologically sound to have a new electric vehicle that may be more expensive, but lower operating costs. It’s important to be upfront about tradeoffs. There is sentimental attachment to current buildings, and when they change, folks have strong opinions, and that is an intangible and informed by conversation about best interest of students for now and in the future - that’s who we are building for and their needs, and for the rubric to be a driver and alignment with strategic plan, and Envision SPPS to improve the process going-forward.
- Director Vue noted questions around the interactive dashboard. Response: The dashboard interactivity will be for person viewing it to click on individual portions to learn more about a specific school, and the data behind it, and more informational tool that allows the user to be involved. The dashboard was a big part of the desire to be transparent about the ongoing efforts at buildings, how building was chosen and feel within priority ranking, why it was chosen, and alignment with funding and financing and alignment with timing and budget. It is commitment to public and on-stop-shop to learn more about a building’s capital progress.
 - Great tool and synthesizes all we are talking about for a visual marker of the progress as to the plan. Think this dashboard could be used in different aspects as well for the success of the FMP.

QUESTIONS/DISCUSSION PART 3:

- Director Kopp thanked staff for the tour of this beautiful work and makes her proud of SPPS and testament to the design for welcoming spaces, with lots of schools looking forward to their changes. Both projects teams are very happy to take board members on tours of the sites.
- Director Marchese noted the list and started on the Board in 2016 with the FMP and the places and spaces have been renovated and pleased to see the changes and building improvements. We are trying to keep a hold of fact that we are creating learning spaces our staff and students deserve. He noted the dramatic changes of Adams and Saint Anthony Park. The end product is important, and when talking in community and decisions, to keep that front and center. In conversations going forward, to build support to show what the changes will be - once folks see the buildings, they are glad that this investment was made in the future of our kids and city, and that is important. We are

engaged in one of the biggest building projects of any municipality in this county. Response: All projects and spaces completed are living in the 21st century, and ensuring that in analyzing remodel versus new that the end product takes us to 21st century and responds to the current needs.

- Director Ellis noted the photos and having been in each of the buildings and toured the sites. She noted a couple thoughts - it was the process of how we got here, and trying to ensure that is something that is more understandable to the community and process for the Board to make these decisions. It was amazing to remember Humboldt as a high school student, and to see it now. This is not only transformative for the district, but the community as well, and making impacts and changes into the community as a whole. Appreciate work done, and hope that going forward in deciding remodel versus build new, is that where we are is not where we have been, and the decisions going forward may be for less students and hope of more, and who we are building for and how we are building, and decisions around what needs to be here and building for the future of SPPS. Proud of this work, and going with SPPS Builds, will not apologize for spaces because our students deserve them, but needs a better process.
- Director Foster encouraged her colleagues to talk to students and staff in remodeled buildings, and changed perspectives or engagement. Echo that we are making these decisions for students and staff to have world-class education, and doing it fiscally responsibly and transparent for our community and taxpayers.
- Director Brodrick noted that he is the only current member of the Board who was a part of the initial FMP process in April 2014. He cannot express the degree of excitement as SPPS embarked on this gigantic step towards facilities equity for our inner-city students. Many have heard him talk about this, but personally and what we all want for kids who live in Saint Paul and question of equity. He recounted his personal and professional connections to SPPS. He could not have been more happy in April 2014 when we declared we were going to make our school district in terms of infrastructure what it should be - that move was long overdue and want to state that administration and staff showed incredible boldness and righteousness. Unfortunately many plans went awry in following years, and found ourselves being questioned by the media, and by our stakeholders and the public, and there was mistrust magnified. Needless to say, that in the Fall of 2019, we were forced to do what was embarrassing for any organization - to convene a 3rd party external team to review our process and work on the FMP, and this launched a sad time for SPPS. He will be leaving this Board in December, and one of his greatest fears is that the Board in 2022 and beyond will have to endure again the questioning and lack of faith as in 2018. It was a tough year for SPPS and the Board and Superintendent. He will submit a comprehensive list of questions to Administration.
- How much the 3rd party review team was utilized in creating the new FMP plan, in particular with the consultant Jacobs firm? How have we used the expertise of Jacobs, and will we continue to use it? Response: We are fortunate that we were able to do with the external review team, and learned a lot of things that we presented tonight and implemented into the plan. Last spring, around the gate checks and were part of the plan. Each slide - there are at least 5 recommendations that were suggested by the external review team, and as a whole, presented to be more transparent and bringing forth for all board members to view, and provided full disclosure of all review, qualitative and quantitative review given to the Board and in the packet. All shared should be done in public format and will continue to do so. Also asked for an improved process to be able to remind the Board and public about projects to be presented, how to pay for them, and in line with timeline and budget - that too was part of it. The gate point checks were a direct recommendation from the review team, and master planning process reviewed, and will be conducted over the next few meetings with SPPS Builds program and action by the Board. The SPPS Builds gate checks and examples were also reviewed in detail, including master planning and project charter, and in line with budgets - for each review, the Board will have opportunity to see the budget to the project and plan and how we are on

track. The other recommendation is accountability - to the Board, community, and each other, and that is what we are planning for transparency for the dashboard, which was also a recommendation for the community to learn about the projects, funding, timeline, and budget, which will be interactive and real-time dashboard. We will commit to bringing back in March COB the number of recommendations the review team did bring forth - almost 30-40 recommendation and well on the way to meet those recommendations. Also highlight the updates to the school board on the progress updates was a recommendation, and are also posted on the website. The updates will contain similar information on each project site and dashboard. The external review process, and it was about learn, adjust, and continue. We have learned a great deal since that review and before; we have made adjustments, and help to continue and bring forth recommendations. Feel confident that we have achieved a great deal from external review, learn, make adjustments, and have process to continue. It becomes a good cycle to learn and adjust as we go, while being transparent, and ensure the Board is comfortable with decisions and to hold Administration accountable.

- There was clarification requested to wait until March for the specific questions on the future of the FMP. Do want to emphasize that during those “dark times”, this Board was accused of demonstrating poor governance and lack of oversight, and the kinds of things talking about, think we need to ensure when Administration makes those explanations to the Board, and many things are very difficult for the public to understand, and board members to understand. He wants to ensure communication between Administration and the Board is clear, so that no Board again is accused of poor governance and lack of oversight. All on this Board want to feel well-informed on this process as we move along. This is a long-range endeavor, but crusade for inner-city kids to have the kinds of facilities, or comparable, to those of the suburbs and private schools. We want what is best for our students - but also not fall into the same pitfalls as a few years ago.
- SEAB Member Mulrooney noted process over the scope of this project, and entire process of building procedures. As alluded to, the District is looking to improve engagement and transparency for better understanding. From his experience, urge the Administration to improve engagement with the active student body, and in the interest of more public engagement and around school improvement, the Administration makes concerted effort to reach out to students in more active ways.
- Director Vue noted questions around the upgraded schools, and the scope of the Facilities team - in both maintaining current buildings and renovate or replacing buildings. Are we giving forethought to putting the same amount of effort to maintain older buildings as we are to newer buildings? Not want two sides of the District. Information on the scope of cross-collaboration between maintaining District as a whole? Response: The perspective of short-term stewards of long-term assets of the organizations and about how to take longview to make meaningful progress on all buildings, and example around facility condition assessment and tracking how they are doing and effects of decisions both small and large. It is a balance and things are large and expensive, and be nimble in addressing them. We have created self-performing crews to do maintenance to improve the quality of the buildings, and internal staff to ensure there is a quality portfolio across our buildings. We spend time navigating the funding sources for facilities, and our goal is to ensure they work in tandem, and to understand the process to give the best learning environment for all students. A lot of communities are excited for their projects, and recognize our portfolio is \$2.7B of construction, and manage our resources as efficiently as we can. We are always trying to be thoughtful across our team, and balance between day-to-day operations and large scale capital projects. Also helpful is that with the buildings shared earlier, we don't forget about buildings that are not being renovated and continue to maintain them, including windows, roofs, flooring, and minor updates. We have good, sounds buidlings, even with the average year built in 1950s, our buildings are strong, sound and structurally sound because they are maintained, and will discuss further on the funding for long-term maintenance and continuing to ensure that we have high-quality older buildings as well. It is

masterfully done to ensure we continue to renovate and maintain and align resources and funding - each funding source has restrictions, and work with Baker Tilly and Finance to align projects.

- Superintendent Gothard thanked members of the team and for their work to continue moving us forward. He encouraged board members to ask questions early and to help bring forward relevant and timely information, and sequence to this work with the funding sources.

VIII. FY22 BUDGET GUIDELINES

Superintendent Gothard then welcomed Marie Schrul, Chief Financial Officer, to present on the FY22 Budget Guidelines.

The SPPS Achieves strategic plan sets goals for student achievement, guides decision-making and focuses efforts on long-term student outcomes. The Proposed Budget will be guided by the District's strategic plan. The strategic plan establishes the District's instructional priorities. The budget documents how resources will be allocated to support those priorities and the District's mission to inspire students to think critically, pursue their dreams, and change the world. The instructional priorities for 2021-22 were also reviewed including the focus areas and strategic investments, including Systemic Equity, Positive School and District Culture, Effective and Culturally Responsive Instruction, and College and Career Paths. The role of strategic investments within the long-term student outcomes was also shared.

Information on preparing the budget calculations was also reviewed, including the budget model, and that the District will utilize a priority-based budgeting method. Additional information included review projections, expenditure projections, enrollment, average salary and benefits calculator data, fund balance and information for school allocations, and non-school programs.

The structure for compiling and presenting the 21-22 Budget was also shared, including instructional priorities, stakeholder input, presentation format, fully financed budgets, other resources allocated to schools, and the adopted budget.

The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Kopp noted the previous budget engagement session where it was a community forum and the drawing of describing the budget process, and opportunity to learn about priority-based budgeting. What are the opportunities for the community to understand the guidelines and priority-based budgeting? Response: We are continuing to refine those opportunities with the planning team, and will provide more details on the opportunities and can add to the presentation for the budget.
 - In the virtual environment, there might be more opportunities and community engagement for learning.
- Director Marchese thanked Chief Schrul for the guidelines, and pleased to see us moving forward with the priority-based budgeting process, and the effects of COVID on that last year, and we can adapt to the reality we have.
- What will the impact of the federal and state funding if we think out to the next fiscal year, and how do we factor into revenue and expenditures? Example of summer learning, and think of resources to do that. Response: We have been living the CARES funding for almost a year and is very close with rules and regulations around the funding, and some of the guidance around the next wave of funding also has some requirements around accountability for the funding. The requests that have been

coming from different academic and operations areas for needs through June and into the future focus on the student learners and creative ways around meeting student needs. We are building a six-month plan and a year out, and embed that \$22M received in ESSER Part 1 funding, and future allocation which we are waiting on a final certification of amount and guidance. That final allocation will be built into the budgeting process, but right now, collecting information from the different departments to embed side by side with general fund and other funding sources to supplement what we may need to add in to continue supporting in our regular operations and on top of COVID. It is a challenge because there is a lot of reporting requirements, but have a team to cohesively do that with. It is working together and understanding what we need to do for our students, and ensuring their needs are met. That is high on our priority list and phasing in different areas as we go. There is not one budget model or plan - we have multiple plans with scenarios in our system, even with enrollment, and having Plan B and C to look. The CARES funding will be a substantial amount and will be a one-time fund, and used for specific efforts for added equipment, technology, etc. For us, we need to think creatively and strategically to use funds over time. In these one-time funds and for a purpose, and it works, but funding is not sustainable, including positions to provide services, and then the one-time funding goes away and need to think carefully to bring on systems of support to understand short, medium and long-term impacts to budget.

- For one-time funding, part of the difficulty is that it goes away, and positions go away and the initiative. Appreciation of thinking about sustainability, and wondering if using the funding to provide impulse funding to structural or strategic change, that doesn't necessarily require long term investments, as much as changes in practice or one-time costs to then use recurring value - like technology, and then change practice to align. Also think that it is for more short-term needs to address now or in near future - a lot of discussion is around summer learning and costs involved as a recovery mechanism to extend instruction and how to fund that isn't to make a recurring program, but learn from it, and address what we are dealing with right now. Response: Within the instructional priorities, accelerating and around summer planning and helping with interrupted learning and teaching, and accelerating full implementation of PreK math model and literacy model, and evidence brought forth to struggle to all students to read by 3rd grade and in math. If we can invest there through backward mapping, and likely to reach long-term student outcomes. The other area is around identifying and implementing solutions to secondary scheduling and credit, and very specific and if we can change the structure for pieces in place with a team, and not to be long-term staffing costs, but different ways.
- It will be beneficial to the Board to hear more about those changes and the funding for them
- Director Vue noted questions in planning for FY2022, and the start of FY2021 - curious to know what we've learned from the previous year's budgeting, and what is carried forward to the next budget, and recommendations? Response: This has been an odd year, and for anything, we can't look at the trend of last year to be the baseline, but look at a couple years back and really for enrollment, we as a District, need to be strategic in how we are projecting and going forward while looking ahead and embracing opportunities we have with online and virtual opportunities. This District is well placed at embracing different opportunities for students, especially with partnerships. From revenue, think the District has some different opportunities for being able to utilize some of the CARES funding to help put in place supports and know they are on-time only but an opportunity to improve this District in what we do over time, and refine our process, and also at opportunities with priorities and investments, and to see if some of them need to change and the role of our Academics team, and where outcomes and metrics come in. The goal of priority-based budgeting to look at priorities and strategic plan and invest where to provide outcomes and put District in place to serve our students and families, and also putting into place fiscal health - those are the goals that we strive to achieve, and believe in the strategic plan and support those efforts around students and families.

- Superintendent Gothard noted this is the beginning of the budget process, and part of the cycle always moving, and will be bringing forth in a regular way the formation of the FY22 budget. It will be an odd/strange year, waiting for final CARES amount, and goes through 2022-23 school year, and there is a long-term plan with that with such a short window. There is also a legislative session, and the Governor has proposed some of the state holdback CARES funding to fund summer learning as well, and encouraged board member to listen to legislative remarks around “hold harmless” to be contingent of the legislative session and revenue for SPPS - there is a lot of information from the federal government and a state biennium budget.
- Director Ellis also requested clarity on summer school and summer learning. There is talk of funding for summer, and summer school before, and possibility of summer school going-forward, there would be a different focus on summer learning? Because some of the money is one-time funding, and the following summer would potentially be different, and how would funding and staffing work? Response: We will continue to operate summer programs as possible, and be able to offer what we have in the past, but also intense, accelerant programs to pinpoint areas determined are those delayed or subject to pandemic on student growth and address in different ways. We may need more credit recovery opportunities for students, and plan based on the past, and will look different. There is a large group reimagining summer learning, and it is looking at how to to meet guideposts, but also investments in acceleration, and hearing from parents demanding safer, more equitable learning experiences this summer, investment in tutoring to reduce the student:teacher ratio, and also looking at partners at the City and broader partners interested in being alongside us, while offering engagement opportunities and ways to bring students together - enrichment and accelerated learning. It's an opportunity to bring a well-laid out plan - this group is actively meeting to do something remarkable for students and families. We also monitor the funding with the opportunity to generate ALC revenue, with a challenge last year, and where supplemental CARES funding to support programming and also ways to report and generate potential ALC learner hours for the summer program.

IX. POLICY UPDATE

Superintendent Gothard then welcomed Cedrick Baker, Chief of Staff, and Darren Ginther, Director of College and Career Readiness to present information on a proposed new policy regarding Weighted Grades.

The rationale for the creation of this policy was reviewed, including that it is due to requirements by state statute: ““A school board must adopt a policy regarding weighted grade point averages for any high school or dual enrollment course. The policy must state whether the district offers weighted grades. A school board must annually publish on its website a list of courses for which a student may earn a weighted grade.” Historically, SPPS has practiced weighted grades, and now, we need a policy to reflect as such to be in compliance with Minnesota statute.

The general statement of the policy was also reviewed, which includes that SPPS encourages all students to take rigorous coursework; SPPS does employ a weighted grade practice; weighted grades apply to any college level equivalent course; the grade point average for any grade awarded in any weighted course will be multiplied by a factor of 1.25; and practice around credits previously earned by students who transfer enrollment to SPPS.

The proposed policy was also reviewed.

The full presentation and draft policy can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Kopp requested information on if this policy changes anything fundamentally for students or families? Response: It does not change anything - weighted grades have been in place for a number of years, and this is the formalization of this practice, and what it means to be a rigorous course. This is formalization of current practice to meet state statute.
- She noted the encouragement of students to take rigorous and advanced courses, and heard expressed that not all students have been encouraged, and hoped that more students are encouraged to take those opportunities and courses.
- Director Marchese noted that this is to meet statute, but also thing to work on substantively is increasing enrollment in advanced course by a broader base of students, and have as an agenda item for the strategic plan, and to the extent to formalize and encouragement to make outreach and address disparities of who is enrolled in our courses as well.
- Director Foster noted some language questions in Section A for the change from “expected” to “encouraged” and that as it is written, we are putting onus on students, and we need to be providing rigorous content to all students already. When looking at this, think we need consistency in what we are providing - that is the expectation, whether in IB or core classes. Question the language in this. Response: We have had conversations and discussed internally, and also that language was somewhat intentional for that potential change and language. We did engage our building principals on language on this policy and feedback. Within this policy if using “expects” and IB and AP with external requirements, it becomes challenging to expect a student to take those courses. With this proposed language revision, it could be a teacher, counselor, a support staff working with student and family providing options and encouragement to enroll, and allowing student and family to make the best decision for their education, and access and success to advanced courses. Within this policy, it is mentioning weighted grades, and do see piece of all coursework should be challenging and rigorous.
- Want to be able to say and own that SPPS provides rigorous and challenging coursework for all students. Response: Hear the positive pressure through personalized learning plans, and success to build upon - under Mr. Ginther within that success rates for African-American students participating in dual credit programming have completion rates of over 90%, and within Gateway to College to see Black, Brown and ELL students attending and completing college credit at rates higher than their peers.
- Director Foster reiterated that words matter and how they transcend through cultures in our district.
- Director Brodrick responded to Director Foster’s remarks that words do matter, and the Board owns this policy, and if there are members of the Board who think we may need to do more wordsmithing prior to the final reading of this policy, we could do that, and the process for that and timeline. The point around words matter, which is so important, and words of the Board. Response: The Board does create policy and wants the Board to be comfortable with language - anytime during the three-reading process, there can be changes and presented during a regular meeting. Also ensure loop in Mr. Ginther to provide information on this language for the decision.
- It sounds like there is a desire to do wordsmithing, and ensure information on detailed information on the why for this policy language and feedback from building administrators, and then move forward with wordsmithing.
- Further discussion on the timeline and allowance for changes during the three-reading process.
- Director Vue noted questions on the context for the arrival to this policy and factors for this policy. Response: This proposed policy has been discussed in the POLICY Work Group, and concerns on timing and COVID and uncertainty, and location on the priority list. We would like to ensure that we

are in accordance with state statute, and it aligns with the new school year. With the team and from board colleagues, felt now was a good time to move forward with this policy, and need to continue to keep policy revisions moving forward, and in alignment with decisions by the Board on other matters as well. This aligns to different work in policy and not, class rank, with SEAB work in advanced coursework, rigorous course waivers, and a lot of work happening and to streamline to the pieces in access and success to be proportionality with population in SPPS and continue to streamline and analyze courses set up align with proportionality in courses that students can access.

- Superintendent Gothard noted the plan to bring this forward at the next board meeting, and at the discretion of the Board to make changes to the policy.

MOTION: Director Vue moved to approve moving this proposed policy to the three-reading process, beginning with the Regular Meeting of the Board of Education on February 23, 2021. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

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

X. ADJOURNMENT

- Director Marchese acknowledged this was the first Committee of the Board meeting facilitated by Vice Chair Vue, and the successful navigation of the meeting. Director Ellis echoed her colleague.
- Director Foster thanked everyone for presenting, and praise to our SEAB team for their work in advanced courses, and Mr. Ginther has been a champion of this work. She thanked Vice Chair Vue for the facilitation of the meeting.
- Director Brodrick noted he is proud to be a member of this team.
- Vice Chair Vue thanked SEAB Member Mulrooney for his attendance.
- Superintendent Gothard thanked everyone for the continued support, and working in the present, but looking forward to the future as well. Thanks on behalf of all staff, and great to hear the school reports, and support of the work is appreciated.

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

The motion was approved by roll call vote:

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

The meeting adjourned at 9:17 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

EQUITY COMMITTEE MEETING
Via Telephonic and Video Conference

February 22, 2021
5:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:00 p.m. by Tri-Chair Ms. Myla Pope.

II. ROLL CALL

Tri-Chairs: Superintendent Gothard, Chair Foster, Ms. Myla Pope

Committee Members: P. Nayer, P. Richardson, L. Gale, H. Dyan, L. Scott, D. Ellis, W. Hill, T. Parker, B. Lozenski, B. Mork, A. Yang, W. Williams

Board of Education: J. Vue, C. Allen

Staff: S. Dahlke, S. Hussein, K. Thao

III. GROUNDING

Members of the committee were encouraged to reflect on what it means to “reimagine.” A video was then shared that allowed members to think about when their perspectives have changed and the abolitionist spirit was engaged, including responses to oppression. Ms. Pope encouraged the group to think about what the committee can be moving forward, as we transition with the current members, and moving forward with new members. Reimagine needs to be based around transformation and liberation. It is the role of the Equity Committee to serve in transforming policy, practice, and procedures toward the liberation of students, staff, and community to identify what is needed to provide an environment where all can thrive. Members then joined small groups to discuss reimagination of the Equity Committee.

IV. PURPOSE

The purpose of the Equity Committee was reviewed, which states that:

The Equity Committee is selected through a nomination process and charged with identifying and examining disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities. Recommendations will be submitted to Saint Paul Public Schools Administration.

V. NORMS

The Seven Norms of Collaborative Work and Courageous Conversations Protocols were also reviewed, with a focus on “putting ideas on the table”, and “paying attention to self and others” within the norms of collaborative work, and the four agreements to:

- Stay engaged
- Experience discomfort
- Speak your truth
- Expect/accept non-closure

VI. GROUP WORK - REVISION PROCESS AND MATERIALS

Within their small groups, members then reviewed their first identified inequities with the below details.

Themes emerged from these identified inequities, and include:

- Access
 - Language
 - Classes and opportunities offered in the District
 - Curriculum
- Discipline
 - Referrals
 - Suspensions
- Personalized Learning
 - Educators
 - Students
- Practices and Policies

The revision work was also reviewed, including the individual work of identifying the theme of the inequity, familiarity with the inequity for those outside the district, the impact statement, and additional detail required.

Members were encouraged to interpret the essence of the assigned, identified inequity and create a narrative. The impact statement was also reviewed within the small groups. Personal findings were also discussed in the reflection of the identified inequities.

Members also discussed revisions to the current statement, including narrative, theme defined, impact defined, and possible sentence stems to be used within the inequity statement.

Members then continued, both individually and in small groups, the revision process for the assigned, second identified inequity. Members were also encouraged to think about data points necessary to further the impact statement for the second inequity.

VII. CLOSING

In closing, Ms. Pope celebrate and honored all that the group has accomplished in this very intentional and challenging work - especially in this virtual environment.

She shared examples from groups of their proposed revisions and impact statements. Examples included school climate and culture, as well as discipline disparities.

As we move forward, she encouraged members to analyze where there are patterns of inequity and injustice, and to continue to think of ways that lead to liberation and transformation and we reimagine this work and charge of the committee.

In closing, members shared how they felt leaving this space. Words included “connected”, “hopeful”, “grounded”, “measured”, “moved”, “thoughtful”, “energized”, “reflective”, “ready”, “focused”, “grateful”, “humbled”, “believe”, “optimistic”, “onward”, “invigorated”, “future”, and “inspired”.

The meeting adjourned at 7:05 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



Saint Paul
PUBLIC SCHOOLS

SPPS On-Site Update

BOE February 23, 2021



Elementary 3-5

Fully On-Site

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Maxfield Elementary School

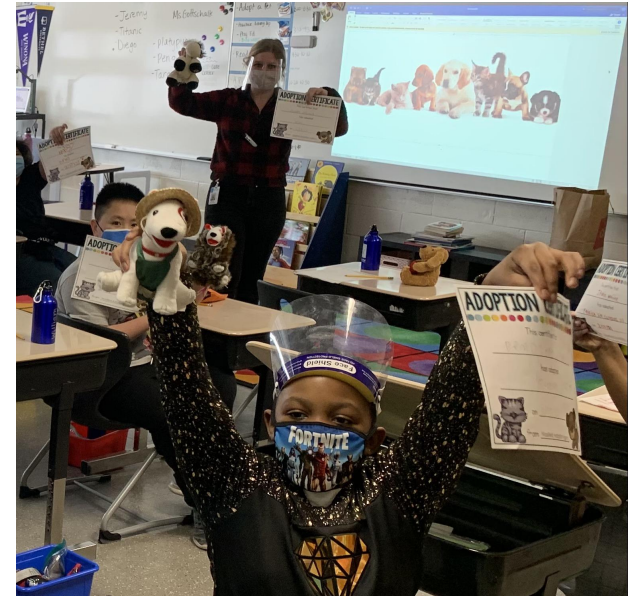
Celebrations

- Radical Love for our children
- Smooth arrivals and dismissals
- Efficient lunch routines
- Building academic stamina

A challenge and resolution

- Staffing absences
 - ✓ Tier one coverage plans for teachers and daily shifts of SPED para support

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L'Etoile du Nord French Immersion School



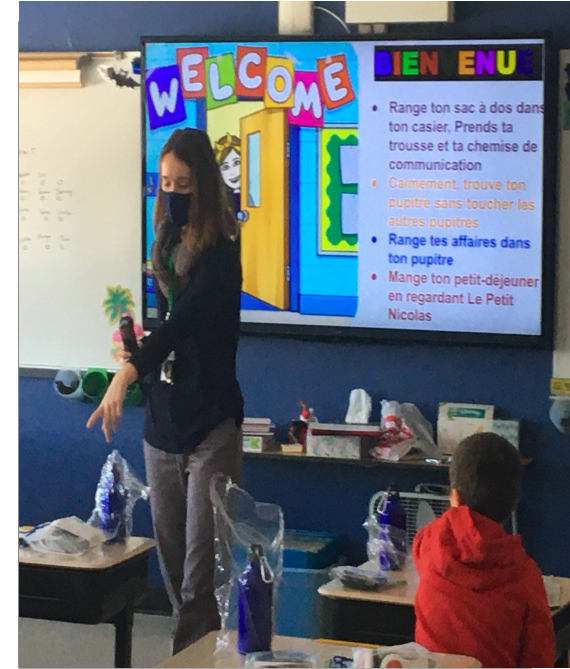
Celebrations

- Our doors opened to welcome 104 students in grades 3-5.
- Our teachers and staff provided opportunities for students to re-connect and to learn, practice and review safe practices.
- Our families' continued support and appreciation for the work done on behalf of our students.

A challenge and resolution

- Creating safe spaces for students to eat and have recess.
 - ✓ Staggered schedules that provide social distancing and other safety measures for all.

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Secondary On-Site Support

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On-Site Starting February 22nd

Total secondary enrollment

- 17,771 Total Students

Opting out

- 4,830 Total Students, 27%

Distance Learning continues, targeting on-site support

- Option for all K-8, 6-8 program students
- 9-12, 6-12 programs prioritize support
- Student supports range from: students who need support to graduate or pass classes, multilingual learners, special education students, and those who need additional social-emotional support

Battle Creek Middle School



Celebrations

- Community Building and Connections
- Staff Collaboration
- Clear and Consistent Communication for all Stakeholders

A challenge and resolution

- Consistency in Student Engagement
 - ✓ Reframing & Refocusing Second Semester using the Essential Standards for Essential Learning



Harding Senior High School



Celebrations

- Students
- Community Partnerships

A challenge and resolution

- Information Gaps and Constant changes
 - ✓ Transparency and multiple ways to communicate
 - ✓ Staff Engagement



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Humboldt High School



Celebrations

- [Celebrating who we are and our core values](#)
- Students
- Staff (Enough planning)
- Structure and expectations
- Virtual Culture Fair

A challenge and resolution

- Schedule/Consistency (Q3)
- Routines/Resources



Gordon Parks High School



Celebrations

- Creation of [The Lens, E-Newsletter](#)
- [GPHS On-site support Informational Video](#)
- All students are enrolled to attend OSS one day/week

A challenge and resolution

- Students overwhelmed with too many classes
 - ✓ Blocked classes; students have 4 classes instead of 7 still earning 7+ credits/quarter



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Next Steps

Planning for fully on-site later in spring

- Working toward a start date in spring if numbers continue to decline and other conditions are in place
- We are informing families this week about VLS requests
- We are working through the adjustments required to return to fully onsite for secondary
- Needed scheduling adjustments may delay work on Fall course catalogue and scheduling until May or June
- We will continue to grow-out on-site support with aim of going full in-person

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Questions?

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HUMAN RESOURCE TRANSACTIONS
JANUARY 1, 2021 – JANUARY 31, 2021
February 23, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Opatz, K. M.	Classroom Teacher	01/11/2021	\$51.81	Capitol Hill Magnet
Pokornowski, S. O.	Classroom Teacher	02/01/2021	\$31.89	Farnsworth Aerospace UPR
Rogers, E. N.	Classroom Teacher	01/25/2021	\$28.14	Jie Ming Mandarin Academy
VandenHeuvel, M. J.	Classroom Teacher	01/11/2021	\$43.88	Capitol Hill Magnet
Weisman, L. J.	Classroom Teacher	01/25/2021	\$28.14	Battle Creek Elementary
Ackerman, N. A.	Classroom Teacher	01/25/2021	\$35.53	Hamline Elementary
Chan, P.	Classroom Teacher	01/19/2021	\$32.38	Student Placement Center
Xiong, P. H.	Classroom Teacher	01/11/2021	\$40.58	Central Senior High
Heurh, K. P. J.	School/Community Professional	01/02/2021	\$21.77	Global Arts Plus UPR
Boyce, K. E.	Education Assistant	01/11/2021	\$19.28	Student Placement Center
Hanson, K. L.	Education Assistant	01/19/2021	\$31.34	Student Placement Center
Mohamed, Y. A.	Education Assistant	01/11/2021	\$22.84	Student Placement Center
Schmidt, A. E.	Education Assistant	01/11/2021	\$17.46	Global Arts Plus LWR
Vivant, A. A.	Education Assistant	01/19/2021	\$30.52	Student Placement Center
Hanson, A.	Teaching Assistant	01/07/2021	\$16.61	Journeys Secondary
Jordan, E. T.	Teaching Assistant	01/11/2021	\$16.61	Daytons Bluff
Norman, A. J.	Teaching Assistant	11/07/2020	\$15.30	1780 West 7th St
Sistad, C. A.	Teaching Assistant	01/25/2021	\$16.53	Battle Creek Elementary
Vang, P.	Teaching Assistant	01/28/2021	\$15.49	Phalen Lake Hmong Studies
Mitchell, L. M.	Clerical	02/08/2021	\$27.68	Colborne Admin Offices
Nickson, N. N.	Clerical	02/08/2021	\$29.82	Colborne Admin Offices
Patton, E. A.	Clerical	02/08/2021	\$24.17	Colborne Admin Offices
Xiong, B.	Clerical	02/08/2021	\$27.68	Colborne Admin Offices
Mack, A. M.	Nutrition Services	01/25/2021	\$15.00	Horace Mann School
Shelby, B. A.	Professional Employee	02/08/2021	\$45.69	Colborne Admin Offices
Dube, G.	Technical	01/06/2021	\$26.70	Como Service Center

HUMAN RESOURCE TRANSACTIONS
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Walsh, T. P.	Technical	02/01/2021	\$24.36	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Alden, H. E.	Central Administrator From: Classroom Teacher	01/02/2021	\$57.02	Title I Fed Program
Zar, E.	Classroom Teacher From: Education Assistant	01/30/2021	\$30.04	Daytons Bluff
Xiong, M. L.	Principal From: Assistant Principal	01/16/2021	\$59.05	Phalen Lake Hmong Studies
Ellis, U. M.	Education Assistant From: Teaching Assistant	01/02/2021	\$23.44	Journeys Secondary
Kindo, E. P.	Education Assistant From: Teaching Assistant	01/02/2021	\$23.44	271 Belvidere Bldg
Murray, K. R.	Education Assistant Career Progression	01/02/2021	\$28.49	Central Senior High
Yang, C. C.	Education Assistant From: Teaching Assistant	02/08/2021	\$23.25	271 Belvidere Bldg
Nash, S.	Teaching Assistant Career Progression	01/25/2021	\$16.49	RiverEast Elem/Secondary
White, K. F.	Teaching Assistant Career Progression	01/30/2021	\$15.61	Benjamin Mays/Museum
Robinson, J.	Clerical From: School/Community Professional	02/08/2021	\$29.01	Colborne Admin Offices
Ross, S. A.	Clerical From: Teaching Assistant	02/08/2021	\$24.17	Colborne Admin Offices
Christnach, G. M.	Custodian Career Progression	12/14/2020	\$27.38	Harding Senior High
Grue, J. D.	Custodian Career Progression	01/11/2021	\$27.38	Como Park Senior High
Coppage, N. P.	Professional Employee Career Progression	01/02/2021	\$50.09	Colborne Admin Offices
Mullaney, M. D.	Professional Employee From: Supervisory	01/30/2021	\$41.39	Colborne Admin Offices

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TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Buckley, E. D.	Classroom Teacher	01/11/2021	\$31.34	271 Belvidere Bldg

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hoppe-Wright, W. M.	Classroom Teacher	01/27/2021	Journeys Secondary
Lynch, K. M.	Classroom Teacher	12/03/2020	Mississippi Creative Arts
Scheuerlein, S. M.	Classroom Teacher	12/22/2020	Humboldt Secondary
Ellefson, S. L.	Classroom Teacher	01/19/2021	Humboldt Secondary
Scherping, M. J.	Classroom Teacher	01/21/2021	Bruce F Vento Elementary
Priess, M. A.	Classroom Teacher	02/01/2021	Battle Creek Elementary
Amundson, C.	Teaching Assistant	09/07/2020	Hamline Elementary
Anderson Millay, X.M.	Teaching Assistant	09/08/2020	1780 West 7th St
Bonilla, M.	Teaching Assistant	01/04/2021	Hamline Elementary
Cates, S. C.	Teaching Assistant	01/15/2021	Harding Senior High
Lor, B.	Teaching Assistant	01/25/2021	Battle Creek Elementary
Manns, A.	Teaching Assistant	12/18/2020	Hamline Elementary
Jeffrey-Noel, A. L.	Clerical	01/23/2021	Student Placement Center
Vang, G. N.	Custodian	01/12/2021	Global Arts Plus UPR
King, T. L.	Nutrition Services	01/13/2021	Rondo Education Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Garrido Hernandez, V. M.	Education Assistant	01/04/2021	Highland Park Middle School

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bellovich, A.	Nutrition Services	01/23/2021	\$16.69	Bridge View
Bellovich, R.	Nutrition Services	01/23/2021	\$18.12	Phalen Lake Hmong Studies
Footh, C. M.	Nutrition Services	02/22/2021	\$15.88	Como Service Center
Koch, S. L.	Nutrition Services	01/23/2021	\$18.60	Expo for Excellence
Lawson, B. D.	Nutrition Services	01/23/2021	\$15.30	Highland Park Elementary
Lindahl, M.	Nutrition Services	01/25/2021	\$24.06	Battle Creek Elementary

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Roy, D. L.	Nutrition Services	01/23/2021	\$18.12	Rondo Education Center
Vidal, L. C.	Nutrition Services	01/30/2021	\$15.88	Four Seasons A+

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Xiong, M.	Classroom Teacher	01/28/2021	\$31.34	Phalen Lake Hmong Studies
Bonello, K. S.	Classroom Teacher	01/30/2021	\$48.49	Frost Lake Elementary
Yang, A. P.	School/Community Professional	01/11/2021	\$27.02	Phalen Lake Hmong Studies
Collins, N. M.	Education Assistant	01/11/2021	\$33.30	Student Placement Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Fuith, A. M.	Classroom Teacher	01/27/2021	\$50.07	271 Belvidere Bldg
Kostick, E. H.	Classroom Teacher	01/04/2021	\$42.32	271 Belvidere Bldg
Longsdorf, D. R.	Classroom Teacher	01/25/2021	\$49.63	Battle Creek Elementary
Engelun, M.	Classroom Teacher	01/04/2021	\$50.07	Humboldt Secondary
Moua, P.	Classroom Teacher	01/04/2021	\$41.13	Bruce F Vento Elementary
Scherping, M. J.	Classroom Teacher	01/26/2021	\$40.40	Bruce F Vento Elementary
Osman, S. M.	Classroom Teacher	01/04/2021	\$36.56	Student Placement Center
Hicks, L. A.	Classroom Teacher	01/04/2021	\$42.87	Battle Creek Middle School
Truso, M. C.	Education Assistant	01/19/2021	\$24.53	1780 West 7th St
Amundson, C.	Teaching Assistant	01/02/2021	\$19.84	Hamline Elementary
Anderson Millay, X.M.	Teaching Assistant	01/26/2021	\$15.49	1780 West 7th St
Arksey, E. O.	Teaching Assistant	01/19/2021	\$15.30	Nokomis Montessori South
Cates, S. C.	Teaching Assistant	01/19/2021	\$15.49	Harding Senior High
Kogler, T. A.	Teaching Assistant	01/19/2021	\$15.49	Nokomis Montessori North
Vang, G. N.	Custodian	01/19/2021	\$18.51	Global Arts Plus UPR
Cusick, B. L.	Nutrition Services	01/05/2021	\$18.12	Bruce F Vento Elementary
Emerfoll, G. L.	Nutrition Services	01/04/2021	\$18.12	Frost Lake Elementary
Franklin, G. A.	Nutrition Services	01/25/2021	\$15.88	Chelsea Heights Elementary

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Jackson, J. J.	Nutrition Services	01/05/2021	\$15.88	Johnson Achievement Plus
Kreuscher, B. J.	Nutrition Services	01/25/2021	\$20.02	Agape High School
Lamb, F. A.	Nutrition Services	01/25/2021	\$18.12	Maxfield Elementary
Lyons, D. L.	Nutrition Services	01/25/2021	\$15.88	St Anthony Park Elementary
Pilar, A. M.	Nutrition Services	01/06/2021	\$15.88	Washington Tech Sec
Powell, V. J.	Nutrition Services	01/25/2021	\$15.88	Highland Park Senior High
Baker, J. M.	Professional Employee	01/04/2021	\$29.94	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bergquist, J. G.	Custodian	01/08/2021	\$26.48	Como Park Senior High

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Childs, G. T.	Central Administrator From: Classroom Teacher	01/02/2021	\$52.19	Title I Fed Program
Klay, E.	Education Assistant From: Teaching Assistant	01/09/2021	\$16.95	Phalen Lake Hmong Studies

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Alland, E.	Classroom Teacher	06/19/2021	Johnson Senior High
Audette, K. C.	Classroom Teacher	06/19/2021	Highland Park Senior High
Baskfield, S. J.	Classroom Teacher	06/19/2021	271 Belvidere Bldg
Blodgett, N.	Classroom Teacher	06/19/2021	Randolph Heights Elem
Blumer, J.	Classroom Teacher	01/09/2021	Capitol Hill Magnet
Casper, R.	Classroom Teacher	06/19/2021	Adams Spanish Immersion
Ching, M.	Classroom Teacher	06/19/2021	St. Paul Music Academy
DeLong, L.	Classroom Teacher	06/19/2021	Agape High School
Donovan, M. S.	Classroom Teacher	06/19/2021	Nokomis Montessori North
Drinkwine, K.	Classroom Teacher	06/19/2021	The Heights Community

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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Erickson, C.	Classroom Teacher	06/19/2021	St Anthony Park Elementary
Fitzgerald, M. J.	Classroom Teacher	06/19/2021	Randolph Heights Elem
Gannon, M.	Classroom Teacher	06/22/2021	Agape High School
Geimer, H.	Classroom Teacher	06/19/2021	Capitol Hill Magnet
Hannum, C. L.	Classroom Teacher	06/19/2021	St. Paul Music Academy
Hedges, C. M.	Classroom Teacher	06/19/2021	Johnson Senior High
Hughes, J. A.	Classroom Teacher	06/19/2021	271 Belvidere Bldg
Janski, C.	Classroom Teacher	06/19/2021	Hamline Elementary
Joslin, L. T.	Classroom Teacher	06/19/2021	Randolph Heights Elem
Kempf, S. L.	Classroom Teacher	07/03/2021	Multicultural Resource Ctr
Klingner, K.	Classroom Teacher	07/01/2021	St. Paul Music Academy
Kramer, K. R.	Classroom Teacher	06/19/2021	Highland Park Senior High
Lazowski, M. T.	Classroom Teacher	06/19/2021	St. Paul Music Academy
Lillebo-Murphy, J.	Classroom Teacher	07/01/2021	Groveland Park Elementary
Nelson, C. E.	Classroom Teacher	06/19/2021	Mississippi Creative Arts
Parker, J. S.	Classroom Teacher	06/19/2021	Washington Tech Sec
Pearson, D. M.	Classroom Teacher	06/19/2021	Phalen Lake Hmong Studies
Peter, S. T.	Classroom Teacher	06/19/2021	Focus Beyond
Reid, S. B.	Classroom Teacher	06/19/2021	Como Service Center
Srigley, E. A.	Classroom Teacher	06/19/2021	Hamline Elementary
Sundet, H.	Classroom Teacher	02/13/2021	Expo for Excellence
Sutton, W.	Classroom Teacher	06/19/2021	Bridge View
Zachman, E. S.	Classroom Teacher	06/19/2021	JJ Hill Montessori
Bogenschultz, W.	Classroom Teacher	06/19/2021	Highland Park Elementary
Durgin, K. A.	Classroom Teacher	06/19/2021	Mississippi Creative Arts
Mercier, P.	Classroom Teacher	06/19/2021	Washington Tech Sec

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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Musachio, C. M.	Classroom Teacher	06/19/2021	St. Paul Music Academy
Roberts, C. E.	Classroom Teacher	06/19/2021	Bruce F Vento Elementary
Sevald, J.	Classroom Teacher	06/19/2021	Como Park Senior High
Gandara, R.	Classroom Teacher	06/19/2021	Wellstone Elementary
Miranda, A. B.	Classroom Teacher	06/19/2021	Riverview School of Excel
Lundquist, T. J.	Classroom Teacher	06/19/2021	Bridge View
Maack-Larson, B. A.	Classroom Teacher	06/19/2021	Obama Service Learning
Knetsch, K.	Classroom Teacher	06/19/2021	Ramsey Middle School
McDonough, E. M.	Classroom Teacher	06/19/2021	Johnson Senior High
Reimers, K. J.	Classroom Teacher	06/19/2021	Eastern Heights Elementary
Wood, A.	Classroom Teacher	06/19/2021	Bridge View
Lawson, S.	Classroom Teacher	06/19/2021	St. Paul Music Academy
Balogh, L.	Teaching Assistant	02/06/2021	Expo for Excellence
McColley, S.	Teaching Assistant	04/21/2021	Global Arts Plus UPR
Hastreiter, J. J.	Custodian	02/18/2021	Como Park Senior High
Follmer, G. M.	Nutrition Services	03/13/2021	Riverview School of Excel
Strommer, A. L.	Teaching Assistant	01/30/2021	Benjamin Mays/Museum
Cook, J. M.	Classroom Teacher	01/19/2021	Como Park Elementary
Fjetland, D.	Classroom Teacher	01/05/2021	Global Arts Plus UPR
Footh, M. M.	Classroom Teacher	01/16/2021	Capitol Hill Magnet
March, Z. S.	Classroom Teacher	01/20/2021	Farnsworth Aerospace UPR
Merritt, B. H.	Classroom Teacher	06/19/2021	Galtier Elementary
Moore, J. L.	Classroom Teacher	01/26/2021	Focus Beyond
Pearson, E. R.	Classroom Teacher	01/30/2021	Battle Creek Middle School
Stuart, K. L.	Classroom Teacher	01/05/2021	Washington Tech Sec
Vue, M.	Classroom Teacher	01/16/2021	Battle Creek Elementary

**HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Windsor, N. T.	Classroom Teacher	02/02/2021	Battle Creek Middle
Finley-Drawe, B. L.	Classroom Teacher	12/26/2020	Chelsea Heights Elementary
Hirn, M. E.	Classroom Teacher	01/23/2021	Benjamin Mays/Museum
Breen, B. E.	Classroom Teacher	06/19/2021	Harding Senior High
Perez, E. D.	Classroom Teacher	01/23/2021	Highland Park Middle
Thrasher, C. V.	School/Community Professional	02/03/2021	Humboldt Secondary
Moo, H. P.	Education Assistant	01/30/2021	Student Placement Center
Stanke, A. R.	Education Assistant	01/16/2021	Hamline Elementary
Acosta, L.	Teaching Assistant	01/23/2021	Cherokee Heights Elem
Cervantes, M. J.	Teaching Assistant	12/19/2020	Hazel Park Preparatory
Ferris, H. E.	Teaching Assistant	12/19/2020	Bruce F Vento Elementary
Hlaing, N. W.	Teaching Assistant	01/23/2021	Crossroads Montessori
Hughes, N. S.	Teaching Assistant	12/23/2020	Nokomis Montessori South
McKnight, M. M.	Teaching Assistant	01/08/2021	Hamline Elementary
Morgan, L. Y.	Teaching Assistant	01/26/2021	Groveland Park Elementary
Newhouse, C. E.	Teaching Assistant	01/30/2021	Cherokee Heights Elem
Scavellaio, L. C.	Teaching Assistant	01/16/2021	Como Park Elementary
Seffrood, A. T.	Teaching Assistant	01/23/2021	Bridge View
Vang, P. C.	Teaching Assistant	01/23/2021	Battle Creek Middle
Xiong, A.	Teaching Assistant	01/30/2021	Highwood Hills Elementary
Latessa, S. A.	Custodian	12/19/2020	Harding Senior High
Sundberg, L. M.	Custodian	01/01/2021	Battle Creek Middle
Brown, P. J.	Nutrition Services	12/19/2020	Como Service Center
Copeland, L. L.	Nutrition Services	12/19/2020	Como Park Senior High
Moua, S.	Nutrition Services	02/07/2021	Como Park Senior High

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Van Guilder, J.	Nutrition Services	01/25/2021	Battle Creek Elementary
Jordan, L.	Professional Employee	01/14/2021	E-STEM Middle School
Hill, N. E.	Supervisory	01/16/2021	Hamline Elementary

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
V., N. B.	Education Assistant	01/30/2021	No Assigned Bldg - Misc
M., T. V.	Teaching Assistant	01/12/2021	Rondo Education Center
V., P.	Teaching Assistant	11/07/2020	Johnson Achievement Plus
D., C. W.	Custodian	12/12/2020	Washington Tech Sec
S., T. R.	Nutrition Services	01/15/2021	Como Park Senior High

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
L., I. E.	Technical	12/19/2020	

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
A., M. M.	Classroom Teacher	06/19/2021	Jie Ming Mandarin Immr
A., A.	Classroom Teacher	06/19/2021	Ramsey Middle School
A., M. J.	Classroom Teacher	06/19/2021	Highland Park Middle
B., C.	Classroom Teacher	06/19/2021	American Indian Magnet
C., K.	Classroom Teacher	06/19/2021	Jie Ming Mandarin Immr
C., X.	Classroom Teacher	06/19/2021	Jie Ming Mandarin Immr
C., W.	Classroom Teacher	06/19/2021	Riverview School of Excel
G., T. J.	Classroom Teacher	06/19/2021	Central Senior High
J., Y.	Classroom Teacher	06/19/2021	Jie Ming Mandarin Immr
L., L.	Classroom Teacher	06/19/2021	Battle Creek Middle
L., M.	Classroom Teacher	06/19/2021	Global Arts Plus UPR
L., M.	Classroom Teacher	06/19/2021	Jie Ming Mandarin Immr
L., J.	Classroom Teacher	06/19/2021	Central Senior High
M., A. C.	Classroom Teacher	06/19/2021	Washington Tech Sec

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TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Q., H.	Classroom Teacher	06/19/2021	Jie Ming Mandarin Immr
X., N.	Classroom Teacher	06/19/2021	Jie Ming Mandarin Immr
Y., L. J.	Classroom Teacher	06/19/2021	American Indian Magnet
W., M. N.	Classroom Teacher	06/19/2021	L Etoile du Nord Lower
A., B. A.	Classroom Teacher	06/19/2021	Central Senior High
B., C. B.	Classroom Teacher	06/19/2021	Four Seasons A+
B., E. D.	Classroom Teacher	06/30/2021	271 Belvidere Bldg
L., J. H.	Classroom Teacher	06/19/2021	Bridge View
S., Q.	Classroom Teacher	06/19/2021	Ramsey Middle School
Y., A. F.	Classroom Teacher	06/19/2021	Global Arts Plus UPR

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

DATE: February 23, 2021

TOPIC: Gift Acceptance from the Blackbaud Giving Fund/Ecolab for Riverview West Side School of Excellence

A. PERTINENT FACTS:

1. Monetary gift of \$5,000 was presented to Riverview West Side School of Excellence from the Blackbaud Giving Fund/Ecolab Foundation
2. Budget code 19-551-291-5096-U001
3. This gift is for the principal's fund to advance and support educational programming for students and other projects for students and staff.
 - \$4,000: Student and staff equipment an/or supplies to support Distance Learning and/or Hybrid Instructional Models
 - \$1,000: PBIS school-wide efforts, student incentives and recognition
4. This item will meet the District strategic plan focus area of Program Evaluation and Resource Allocation by offering students school supplies during Distance Learning/Hybrid and support our PBIS school wide efforts.
5. This item is submitted by Nancy Páez, Principal, Riverview West Side School of Excellence; Dr. Efe Agbam, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to approve the acceptance of the monetary gift of \$5,000 presented to Riverview West Side School of Excellence.

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

DATE: February 23, 2021

TOPIC: Acceptance of Donation from Scott Milburn

A. PERTINENT FACTS:

1. Highland Park Middle School would like to accept a donation of \$5000.00 from the parents of a student, Scott Milburn and Melissa Arikian.
2. The \$5000.00 donation is for the use of general school materials used to enhance the school experience of all students at Highland Park Middle School.
3. This grant will meet the District strategic plan focus area of Positive School and District Culture.
4. This item is submitted by Charlene Hoff, Principal of Highland Park Middle School; Dr. Efe Agbamu, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

The Board of Education authorize the Superintendent to allow Highland Park Middle School to accept the donation from Scott Milburn and Melissa Arikian. The donation will be deposited into the intraschool account 19-330-291-000-5096- U001.

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

DATE: February 23, 2021

TOPIC: Ecolab Foundation Gift to Humboldt High School 2020-2021

A. PERTINENT FACTS:

1. An Ecolab Foundation in a total amount of \$10,000 has been provided to assist, promote and fund educational programming for students and is designated for the Principal's Fund.
2. The gift is designated by Ecolab for support of educational programming at Humboldt for student needs, t-shirts and behavior reinforcers for students, food for staff and recognitions hard work, food for mentor events, and fees for presenters.
3. This project will meet the District strategic plan focus area of Positive School and District Culture.
4. This item is submitted by Abdirizak Abdi, Principal, Humboldt High School; Dr. Josh Delich, Assistant Superintendent Grades K-12; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$10,000 from the Ecolab Foundation and provide a letter expressing appreciation for the gift.

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

DATE: February 23, 2021

TOPIC: Floral Design Gift for Ms. Nthole's Class

A. PERTINENT FACTS:

1. A non-monetary gift received from Holly Goodman at Humboldt High School.
2. The gift appraisal amount is valued at \$15,898.00.
3. The gift will be will be used in Ms. Nthole's Floral Design classes, this will replace the need for the purchase of fresh flowers for the students to learn the art and skills associated with floral industry.
4. This project will meet the district strategic plan focus area of Effective and Culturally Relevant Instruction.
5. This item is submitted by Abdirizak Abdi, Principal, Humboldt High School; Dr. Josh Delich, Assistant Superintendent Grades K-12; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the non-monetary gift of \$15,898 from Holly Goodman and provide a letter of expressing appreciation for the gift.

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

Board Agenda Item Routing

ITEM: Floral Design Gift for Ms. Nthole's Class

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:	Andrea Nthole	2/22/2021
Reviewed by:	Abdirizak Abdi	2/22/2021

*Assistant Superintendent

*Deputy/Chief Officer _____

*Chief of Staff _____

* Must be approved by one of these administrators.

Superintendent

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

DATE: February 23, 2021

TOPIC: Request for authorization to award ITB-A220940-A
Food Truck for Nutrition Services

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services Department is purchasing equipment.
2. ITB-A220940-A was issued to establish a contract for the purchase of a Food Truck for Nutrition Service.

The following companies submitted a bid:

Company	Total
Don Brown Bus Sales	\$289,720.00

3. The Nutrition Services Department requests authorization to establish a contract with Don Brown Bus Sales for the purchase of equipment.
4. This contract will be reviewed by Jamie Atkins, Purchasing Manager, before any order is placed to ensure compliance with procurement statutory and policy requirements.
5. Funding will be provided from Nutrition Services budget 02-005-680-707-6550-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorizes the award of ITB-A220940-A Food Truck for Nutrition Services to Don Brown Bus Sales for the value of \$289,720.

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

DATE: February 23, 2021

TOPIC: Authorize Award of Request for Proposal #A21-1234-A to Lakota Language Consortium (LLC)

A. PERTINENT FACTS:

1. The US Department of Education awarded SPPS a three-year, \$1 million Native American Languages grant to expand and improve the existing Dakota language program by creating new Dakota language resources and increasing Dakota teaching capacity.
2. The project is called Dakhóta Uŋkíyapi kte. - We Will Speak Dakota. This project will teach urban Dakota students their ancestral language and provide them immersive instruction in science, social studies, and math in the Dakota language through a Dakota lens. This will revitalize the language while improving the overall wellbeing and academic achievement of Dakota youth in SPPS by supporting their Dakota identity.
3. Staff reviewed the proposal from one qualified vendor. After review of the proposal, the decision was made to contract with Lakota Language Consortium (LLC) to deliver the needed services: schedule, develop courses, and promote a two-week Dakota Summer Institute program for the next three summers covering teaching methodologies, linguistics, culture and traditions; develop Dakhóta Owóksape, an online interactive and adaptive language learning platform for grades 4-12 with 40 lesson units, an audio database, and accessible from multiple platforms (including student iPads) and develop and print textbooks for grades K-4 math, science and social studies.
4. The proposer, Lakota Language Consortium (LLC), offers competitive pricing, a staff that are experienced and knowledgeable in the area of Native Language preservation and instruction for K-12 students and adults as well as partnerships with experienced Native Dakota speakers, tribal elders and partners. The District will enter into a contract with LLC that will not exceed \$220,000 for the first year and up to \$650,000 over three years.
6. This item is submitted by John Bobolink, Supervisor, Indian Education; Jamie Atkins, Purchasing Manager; Marie Schrul, Chief Financial Officer, and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of Request for Proposal #A21-1234-A to Lakota Language Consortium (LLC) to provide a Dakota Summer Institute program; develop Dakhóta Owóksape, an online interactive and adaptive language learning platform; and develop and print textbooks for grades K-4 math, science and social studies at an estimated three-year cost not to exceed \$650,000.

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

DATE: February 23, 2021

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

A. PERTINENT FACTS:

1. New Agreement is for a one-year period from July 1, 2019, through June 30, 2020.
2. Contract changes are as follows:
Wages: Effective July 1, 2019, increase wage schedule 1.5%.
3. The District has 12 regular FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2019-20 budget year: \$1,048,924
6. This item will meet the District target area goal of alignment.

This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations

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 Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators in this school district; duration of said Agreement is for the period of July 1, 2018, through June 30, 2019.

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

DATE: February 23, 2021

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2020, through December 31, 2021.
2. Contract changes are as follows:

Wages: Effective January 1, 2020, the salary schedule is increased 1.5%. February 13, 2021, the salary schedule is increased to 2.0%. Maintain all step adjustments for both years.

Benefits: Effective January 1, 2021, the district monthly contribution of \$878 for single coverage is increased to \$900; the district monthly contribution of \$1,173 for family coverage is increased to \$1,200.

Special Assignment Compensation: Effective January 1, 2021, On occasion, the Employer may request that an employee assume responsibility for a special project or other job duties that represent a substantial addition or risk to the duties and responsibilities generally associated with the employee's position. To compensate an employee for assuming the additional duties and responsibilities, the Employer may offer the employee additional monetary compensation up to 2%, of annual wage.

Vacation: Effective January 1, 2021, vacation carryover will increase from 160 hours to 184 hours per year.

3. The District has 58 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2020-21 budget year: \$6,673,985
 - in the 2021-22 budget year: \$6,909,104
5. This item will meet the District target area goal of alignment.

This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations.

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 Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2020, through December 31, 2021.

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

DATE: February 23, 2021

TOPIC: Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

A. PERTINENT FACTS:

1. New memorandum of agreement is for a period from March 13, 2020 through June 11, 2021.
2. Terms are as follows:

Advancement of Sick Leave

1. Saint Paul Public Schools will provide employees who are unable to work a portion of or all their regularly scheduled hours due to the COVID – 19 pandemic, the ability to be advanced a balance of up to a maximum of 80 hours in a negative sick leave balance. This advancement of 80 hours will be pro-rated for part-time employees based on the budgeted FTE within the PeopleSoft payroll system.
2. The ability to go to a negative sick leave balance of hours can be used for COVID – 19 health related issues including the closure of schools or lack of day care.
3. In no case shall the use of sick leave hours result in the payment of overtime. Overtime hours that are the result of hours actually worked that is greater than 8 hours in a day as specified within those collective bargaining agreements indicating overtime payment in this manner shall continue.
4. Sick leave advanced as described above shall be repaid to the District per the following:
 - a. Advanced sick leave hours must be repaid from future sick leave accruals. Employees shall reimburse the District at the rate of 50% of sick leave earned.*If an employee leaves District employment before all hours are repaid, the dollar value of the hours will be deducted from the employee's final check. If there are insufficient funds, the employee will be required to repay the District for those hours.
 - b. Any advanced sick leave hours must be repaid to the District before any future sick leave advancement requests will be considered.
 - c. Employees may not donate advanced sick leave hours to another employee.
 - d. Advanced sick leave is to be repaid with future sick leave accrual.
 - e. Compensatory time earned at the rate identified in the collective bargaining agreement can be applied to pay back any advanced sick leave hours.
5. There is no intention to require active military employees to exhaust military leave balances in any circumstances identified above.
6. To accomplish advancement of sick leave any prohibitions that may exist in the collective bargaining agreement for regular or probationary employees shall be lifted.
7. The accrual of sick leave hours shall continue when using advancement of sick leave as defined with the collective bargaining agreement.
8. There shall be no rollover from year to year of any advancement of sick leave.
9. There shall be no cash out value of any kind for the advancement of sick leave hours as described herein.

*Employee earns 4 hours of sick leave and 2 hours are used to pay back the advanced sick leave.

Premium Pay

1. The District will provide a \$3.00/hour premium pay to those employees who are paid on an hourly basis at Essential Kid Care sites who are engaged in the tasks of taking care of children whose parents are considered Tier I and Tier II essential workers as ordered by the Governor. This shall also include employees involved in the preparation and distribution of meals.
2. Should there be circumstances whereby insufficient staff are available to meet staffing for child care or meal packaging and distribution needs, the district and union shall meet to determine alternative means to attain staffing requirements.

Voluntary Layoff

1. Employees may choose to request to go on voluntary layoff. The District will continue to pay the employer contribution toward health insurance. The employee will continue to pay the employee contribution.
2. Employees who choose to request to go on voluntary layoff shall be placed on a reinstatement register. Employees shall retain their district, union and classification seniority dates.
3. Employees who choose to request to go on voluntary layoff shall be placed back to their original work locations upon students returning to normal classroom attendance.
4. The District will not contest unemployment benefits for employees who choose to request to go on voluntary layoff.
5. Employees may use sick leave, personal leave, compensatory time or vacation prior to going on voluntary layoff as specified within the collective bargaining agreement. Employees may go on voluntary layoff prior to use or exhaustion of paid leave.

Conclusion

1. Nothing in this memorandum of agreement herein modifies the employer's rights in the respective articles for sick leave, vacation, compensatory leave, personal leave or any other article not expressly modified within this memorandum of agreement.
 2. The District agrees to continue to follow the collective bargaining agreement language for members of each respective bargaining unit.
 3. Either party may request a meet and confer relative to the items listed herein.
 4. No modifications of any provisions of this Agreement shall be valid unless in writing signed by the parties.
 5. Nothing herein shall be deemed precedent setting for either party.
 6. This agreement shall be in place from the date of declared emergency on March 13, 2020 and shall remain in place until June 11, 2021.
 7. The parties agree that this Agreement constitutes the entire agreement between the parties on the matters contained herein.
3. This item will meet the District target area goal of alignment.

This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations.

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 American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of March 13, 2020 through June 11, 2021.

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (the “**Agreement**”) is made effective as of March 13, 2020 by and between Independent School District No. 625 (the “**District**”), and AFSCME Local 844 (hereinafter Union).

WHEREAS, There is an extraordinary event of national emergency; and

WHEREAS, on or about March 13, 2020 Governor Walz declared a state of emergency for the state of Minnesota due to the COVID – 19 pandemic; and

WHEREAS, there is an urgent need to address the concerns of employees who may be negatively impacted by the pandemic event; and

WHEREAS, there is an increased need to ensure the health of all employees and provide services to students and members of the Saint Paul School District Community; and

WHEREAS, tens of thousands of Minnesotans have lost their jobs as a result of emergency orders closing many businesses due to the pandemic and;

WHEREAS, the Governor ordered school districts to provide meals to students and families within the school district to ensure nutritional efficacy was maintained for at risk students and families; and

WHEREAS, the Governor also required school districts to provide child care to families who are deemed to be Tier I and Tier II essential; and

WHEREAS, in doing so has expanded how employees can safely provide the services of the Saint Paul Public Schools, but not limited to expanded use of telework for employees; and

WHEREAS, employees who are healthy are encouraged to pursue any available telework or flexible work options with their designated supervisors; and

WHEREAS; current telework or flexible work hours arrangements are not intended to be impacted by the use of leave as outlined herein.

Now therefore be it resolved:

Advancement of Sick Leave

1. Saint Paul Public Schools will provide employees who are unable to work a portion of or all their regularly scheduled hours due to the COVID – 19 pandemic, the ability to be advanced a balance of up to a maximum of 80 hours in a negative sick leave balance. This advancement of 80 hours will be pro-rated for part-time employees based on the budgeted FTE within the PeopleSoft payroll system.
2. The ability to go to a negative sick leave balance of hours can be used for COVID – 19 health related issues including the closure of schools or lack of day care.
3. In no case shall the use of sick leave hours result in the payment of overtime. Overtime hours that are the result of hours actually worked that is greater than 8 hours in a day as specified within those collective bargaining agreements indicating overtime payment in this manner shall continue.
4. Sick leave advanced as described above shall be repaid to the District per the following:
 - a. Advanced sick leave hours must be repaid from future sick leave accruals. Employees shall reimburse the District at the rate of 50% of sick leave earned.*If an employee leaves District employment before all hours are repaid, the dollar value of the hours will be deducted from the employee’s final check. If there are insufficient funds, the employee will be required to repay the District for those hours.
 - b. Any advanced sick leave hours must be repaid to the District before any future sick leave advancement requests will be considered.
 - c. Employees may not donate advanced sick leave hours to another employee.
 - d. Advanced sick leave is to be repaid with future sick leave accrual.
 - e. Compensatory time earned at the rate identified in the collective bargaining agreement can be applied to pay back any advanced sick leave hours.

5. There is no intention to require active military employees to exhaust military leave balances in any circumstances identified above.
6. To accomplish advancement of sick leave any prohibitions that may exist in the collective bargaining agreement for regular or probationary employees shall be lifted.
7. The accrual of sick leave hours shall continue when using advancement of sick leave as defined with the collective bargaining agreement.
8. There shall be no rollover from year to year of any advancement of sick leave.
9. There shall be no cash out value of any kind for the advancement of sick leave hours as described herein.

*Employee earns 4 hours of sick leave and 2 hours are used to pay back the advanced sick leave.

Premium Pay

1. The District will provide a \$3.00/hour premium pay to those employees who are paid on an hourly basis at Essential Kid Care sites who are engaged in the tasks of taking care of children whose parents are considered Tier I and Tier II essential workers as ordered by the Governor. This shall also include employees involved in the preparation and distribution of meals.
2. Should there be circumstances whereby insufficient staff are available to meet staffing for child care or meal packaging and distribution needs, the district and union shall meet to determine alternative means to attain staffing requirements.

Voluntary Layoff

1. Employees may choose to request to go on voluntary layoff. The District will continue to pay the employer contribution toward health insurance. The employee will continue to pay the employee contribution.
2. Employees who choose to request to go on voluntary layoff shall be placed on a reinstatement register. Employees shall retain their district, union and classification seniority dates.
3. Employees who choose to request to go on voluntary layoff shall be placed back to their original work locations upon students returning to normal classroom attendance.
4. The District will not contest unemployment benefits for employees who choose to request to go on voluntary layoff.
5. Employees may use sick leave, personal leave, compensatory time or vacation prior to going on voluntary layoff as specified within the collective bargaining agreement. Employees may go on voluntary layoff prior to use or exhaustion of paid leave.

Conclusion

1. Nothing in this memorandum of agreement herein modifies the employer's rights in the respective articles for sick leave, vacation, compensatory leave, personal leave or any other article not expressly modified within this memorandum of agreement.
2. The District agrees to continue to follow the collective bargaining agreement language for members of each respective bargaining unit.
3. Either party may request a meet and confer relative to the items listed herein.
4. No modifications of any provisions of this Agreement shall be valid unless in writing signed by the parties.
5. Nothing herein shall be deemed precedent setting for either party.
6. This agreement shall be in place from the date of declared emergency on March 13, 2020 and shall remain in place until June 11, 2021.
7. The parties agree that this Agreement constitutes the entire agreement between the parties on the matters contained herein.

St. Paul Public Schools

Union Representative

Date

Date

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

DATE: February 23, 2021

TOPIC: Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

A. PERTINENT FACTS:

1. New memorandum of agreement is for a period from January 22, 2021 through June 30, 2021.
2. Terms are as follows:

Public health guidance and governmental mandates:

As a means to protect the health and safety of students, staff, and the community, the parties recognize that guidance from the state of Minnesota is essential. For the duration of the pandemic, the district will follow all Executive Orders related to distance learning or school operations and essential childcare operations, workplace safety standards and procedures set forth by Center for Disease Control, MN Department of Health & Human Services and MN Department of Education prior to any return to in-person work for AFSCME bargaining unit members.

In-Person Safety Provisions: Regular screening for symptoms of COVID-19 and ongoing self-monitoring throughout the day is an effective prevention strategy to quickly identify signs of illness and help reduce exposure. Staff, students, families and visitors must conduct their own symptom screening prior to coming to work/school, again when arriving at any SPPS facility, and throughout the day. Similar to testing for COVID-19, screening is a snapshot in time of particular risks at that moment.

Staff with symptoms of COVID-19 should be sent home and told to make a report using the online reporting system. Students with symptoms of COVID-19 will be evaluated in the health office and follow the isolation protocol accordingly. Staff or students known to have had close contact with someone who tested positive for COVID-19 shall be sent home and quarantined according to MDH guidelines.

Employees will not be retaliated against by district or coworkers for testing positive for COVID 19 or quarantine status. Employees should complete a Form 415 with the District EEO Officer if they believe retaliation has occurred.

The District will prioritize assignment of appropriate health personnel to schools with in-person student attendance as determined by the Student Health and Wellness Office. Individuals may be asked to serve as a backup to building health personnel on a volunteer basis.

SPPS will continue to follow and implement new guidelines as recommended by the Minnesota Department of Health.

Worksites with students present will maintain an isolation room or rooms for students who have Covid-19 like symptoms or Covid-19 exposure. This room or rooms, along with any backup isolation space or waiting area will be located as indirectly from work spaces as building configurations allow. The isolation rooms will conform to MDH 2020-2021 Planning Guide for Schools.

Testing: Saint Paul Public Schools will provide for COVID-19 testing pursuant to executive order 20-82 (12) to any AFSCME bargaining unit employees that complete any work within the buildings of Saint Paul schools with in-person attendance.

Resources for local testing sites will be shared with employees that are recommended for testing.

Masks, face shields and other personal protective equipment (PPE):

1. The District shall require the use of facial coverings (“masks”) in accordance with guidance from the Minnesota Departments of Health and Education and Executive Order 20-81. All staff will be provided with necessary PPE and masks according to guidelines from the Minnesota Department of Health. Students will receive masks from SPPS and face shields may be available for those students unable to wear a mask according to the executive order. Staff may choose to wear their own personal PPE above those levels recommended by Minnesota Departments of Health and Education.
2. Employees who cannot wear a mask because of a documented health issue shall wear a face shield and provide a medical statement from their healthcare provider indicating an alternate method for providing reasonable protection.
3. Staff who may be in close contact with staff or students presenting possible COVID-19 symptoms shall be provided with appropriate PPE as defined by the Minnesota Department of Health including instructions for use and cleaning.
4. The district will follow MDH guidelines regarding what type of PPE is required. The district shall provide an adequate supply of the advised PPE for all staff assigned to the identified settings. In cases where workers believe additional PPE is needed for safety, the district and the union shall work expediently and collaboratively to respond. If there is not an agreement by district and union, the district will follow MDH guidelines regarding what type of PPE is required.
5. Guidelines for use, reuse and correct donning and doffing of PPE will be provided prior to in-person support.

Handwashing and sanitization:

The District shall follow with the following hand washing logistical requirements:

1. Every classroom shall be provided unscented hand sanitizer;
2. Non-classroom workspaces shall be provided unscented hand sanitizer;
3. Unscented hand sanitizer or portable hand washing stations shall be provided at primary ingress and egress points;
4. The District shall have sufficient hand washing / sanitization supplies on hand to support daily needs, including disposable paper towels and custodial staff shall monitor common area resources at prudent intervals throughout the day.

Students, employees, and visitors shall be encouraged to wash their hands or use hand sanitizer upon entering district sites and during transition times.

Social distancing and work, childcare, and learning space:

1. Signage will be posted as necessary to direct traffic in buildings. Employees are encouraged to discuss concerns about signage with their supervisor.
2. All assigned staff workspaces will allow for 6 feet of distance with any other person in the space.
3. The District shall continue to follow its protocols for admittance of external visitors to buildings until such guidance is provided by MDH or Governors Executive order relaxing guidelines for external visitors.

Daily cleaning and disinfecting for spaces being used for work, childcare, or instruction:

1. The District shall ensure that occupied classrooms, restrooms, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using an appropriate disinfectant as determined by the Center for Disease Control and the Environmental Protection Agency.

Work Assignments:

1. Visits and travel to student homes to provide services or deliveries shall be strictly voluntary unless the delivery of items to homes is part of the normal work assignment of an employee.
2. Employees who are required to quarantine by a medical professional may choose to work remotely when their job enables remote work or choose not to work and utilize their quarantine benefit language. Employees whose work does not provide the opportunity to work remotely will utilize their contractual quarantine benefit of up to ten days of benefit. Employees whose work does not provide the opportunity to work remotely may use benefits as defined within the collective bargaining agreement. Employees who are not feeling physical illness impacts of COVID-19 and whose work enables them to work remotely are encouraged to continue working remotely when possible in an effort to effectively manage benefits. Employees should work in collaboration with their administrator or supervisor in determining the ability to work remotely while in quarantine.
3. This item will meet the District target area goal of alignment.

This request is submitted by Kenyatta McCarty, Executive Director of Human Resources;
Jim Vollmer, Assistant Director of Employee/Labor Relations.

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 American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of January 22, 2021, through June 30, 2021.

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (the "Agreement") is made effective as of **January 22, 2021** by and between Independent School District No. 625 (the "District"), and American Federation of State, County and Municipal Employees Local 833 (hereinafter AFSCME or Union).

WHEREAS, There is an extraordinary event; and

WHEREAS, the recent outbreak and spread of coronavirus (COVID-19) has prompted many necessary changes for school districts and employees for the duration of the 2020-2021 school year; and

WHEREAS, there is a need to address the concerns of employees who may be impacted by the pandemic event; and

WHEREAS, there is an increased need to ensure the health of all employees and provide services to students and members of the Saint Paul School District Community; and

WHEREAS, in doing so has expanded how employees can safely provide the services of the Saint Paul Public Schools, but not limited to expanded use of telework for employees; and

Now therefore be it resolved:

For Student and Staff Safety

Public health guidance and governmental mandates:

As a means to protect the health and safety of students, staff, and the community, the parties recognize that guidance from the state of Minnesota is essential. For the duration of the pandemic, the district will follow all Executive Orders related to distance learning or school operations and essential childcare operations, workplace safety standards and procedures set forth by Center for Disease Control, MN Department of Health & Human Services and MN Department of Education prior to any return to in-person work for AFSCME bargaining unit members.

In-Person Safety Provisions: Regular screening for symptoms of COVID-19 and ongoing self-monitoring throughout the day is an effective prevention strategy to quickly identify signs of illness and help reduce exposure. Staff, students, families and visitors must conduct their own symptom screening prior to coming to work/school, again when arriving at any SPPS facility, and throughout the day. Similar to testing for COVID-19, screening is a snapshot in time of particular risks at that moment.

Staff with symptoms of COVID-19 should be sent home and told to make a report using the online reporting system. Students with symptoms of COVID-19 will be evaluated in the health office and follow the isolation protocol accordingly. Staff or students known to have had close contact with someone who tested positive for COVID-19 shall be sent home and quarantined according to MDH guidelines.

Employees will not be retaliated against by district or coworkers for testing positive for COVID 19 or quarantine status. Employees should complete a Form 415 with the District EEO Officer if they believe retaliation has occurred.

The District will prioritize assignment of appropriate health personnel to schools with in-person student attendance as determined by the Student Health and Wellness Office. Individuals may be asked to serve as a backup to building health personnel on a volunteer basis.

SPPS will continue to follow and implement new guidelines as recommended by the Minnesota Department of Health.

Worksites with students present will maintain an isolation room or rooms for students who have Covid-19 like symptoms or Covid-19 exposure. This room or rooms, along with any backup isolation space

or waiting area will be located as indirectly from work spaces as building configurations allow. The isolation rooms will conform to MDH 2020-2021 Planning Guide for Schools.

Testing: Saint Paul Public Schools will provide for COVID-19 testing pursuant to executive order 20-82 (12) to any AFSCME bargaining unit employees that complete any work within the buildings of Saint Paul schools with in-person attendance.

Resources for local testing sites will be shared with employees that are recommended for testing.

Masks, face shields and other personal protective equipment (PPE):

1. The District shall require the use of facial coverings (“masks”) in accordance with guidance from the Minnesota Departments of Health and Education and Executive Order 20-81. All staff will be provided with necessary PPE and masks according to guidelines from the Minnesota Department of Health. Students will receive masks from SPPS and face shields may be available for those students unable to wear a mask according to the executive order. Staff may choose to wear their own personal PPE above those levels recommended by Minnesota Departments of Health and Education.
2. Employees who cannot wear a mask because of a documented health issue shall wear a face shield and provide a medical statement from their healthcare provider indicating an alternate method for providing reasonable protection.
3. Staff who may be in close contact with staff or students presenting possible COVID-19 symptoms shall be provided with appropriate PPE as defined by the Minnesota Department of Health including instructions for use and cleaning.
4. The district will follow MDH guidelines regarding what type of PPE is required. The district shall provide an adequate supply of the advised PPE for all staff assigned to the identified settings. In cases where workers believe additional PPE is needed for safety, the district and the union shall work expediently and collaboratively to respond. If there is not an agreement by district and union, the district will follow MDH guidelines regarding what type of PPE is required.
5. Guidelines for use, reuse and correct donning and doffing of PPE will be provided prior to in-person support.

Handwashing and sanitization:

The District shall follow with the following hand washing logistical requirements:

1. Every classroom shall be provided unscented hand sanitizer;
2. Non-classroom workspaces shall be provided unscented hand sanitizer;
3. Unscented hand sanitizer or portable hand washing stations shall be provided at primary ingress and egress points;
4. The District shall have sufficient hand washing / sanitization supplies on hand to support daily needs, including disposable paper towels and custodial staff shall monitor common area resources at prudent intervals throughout the day.

Students, employees, and visitors shall be encouraged to wash their hands or use hand sanitizer upon entering district sites and during transition times.

Social distancing and work, childcare, and learning space:

1. Signage will be posted as necessary to direct traffic in buildings. Employees are encouraged to discuss concerns about signage with their supervisor.
2. All assigned staff workspaces will allow for 6 feet of distance with any other person in the space.

3. The District shall continue to follow its protocols for admittance of external visitors to buildings until such guidance is provided by MDH or Governors Executive order relaxing guidelines for external visitors.

Daily cleaning and disinfecting for spaces being used for work, childcare, or instruction:

1. The District shall ensure that occupied classrooms, restrooms, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using an appropriate disinfectant as determined by the Center for Disease Control and the Environmental Protection Agency.

Work Assignments

1. Visits and travel to student homes to provide services or deliveries shall be strictly voluntary unless the delivery of items to homes is part of the normal work assignment of an employee.
2. Employees who are required to quarantine by a medical professional may choose to work remotely when their job enables remote work or choose not to work and utilize their quarantine benefit language. Employees whose work does not provide the opportunity to work remotely will utilize their contractual quarantine benefit of up to ten days of benefit. Employees whose work does not provide the opportunity to work remotely may use benefits as defined within the collective bargaining agreement. Employees who are not feeling physical illness impacts of COVID-19 and whose work enables them to work remotely are encouraged to continue working remotely when possible in an effort to effectively manage benefits. Employees should work in collaboration with their administrator or supervisor in determining the ability to work remotely while in quarantine.

Conclusion

1. Nothing in this memorandum of agreement herein modifies the employer's or employees' rights in the respective articles for sick leave, vacation, compensatory leave, personal leave or any other article not expressly modified within this memorandum of agreement.
2. The District agrees to continue to follow the collective bargaining agreement language for members of the bargaining unit.
3. Either party may request a meet and confer relative to the items listed herein.
4. No modifications of any provisions of this Agreement shall be valid unless in writing signed by the parties.
5. Nothing herein shall be deemed precedent setting for either party.
6. This agreement shall be in place from the date of approval by the School Board and shall remain in place for the duration of the 2020-2021 school year.
7. The parties agree that this Agreement constitutes the entire agreement between the parties on the matters contained herein.

St. Paul Public Schools

Union Representative

Date

Date

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

DATE: February 23, 2021

TOPIC: Memorandum of Understanding between Right Track and Saint Paul Public Schools

A. PERTINENT FACTS:

1. This MOU details the expansion of the partnership between Right Track and SPPS pertaining to the school year internship program.
2. The school year internship program will provide 30 paid internship experiences connected to students' goals and interests and Career Pathways. Most, if not all, internships will be virtual.
3. SPPS OCCR and Right Track will work collaboratively to:
 - recruit and support internship partners
 - recruit and support student interns
 - create and facilitate an employer and intern training.
4. There is no cost to SPPS for this programming. Right Track will support the HR paperwork, hiring and payroll processes for student interns. Right Track will assign a job coach to each student intern and employer.
5. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
6. 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 Right Track for the remainder of the 2020-21 school year.

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

DATE: February 23, 2021

TOPIC: Memorandum of Understanding between Ramsey County Workforce Solutions and Saint Paul Public Schools

A. PERTINENT FACTS:

1. This MOU details the partnership between Ramsey County Workforce Solutions and SPPS pertaining to the Outreach to Schools internship program.
2. Outreach to School interns will support a small group of students at the following high schools: Gateway to College, Gordon Parks, LEAP and Open World Learning.
3. In collaboration with SPPS staff, interns will support students with the following:
 - Postsecondary applications
 - Financial aid and scholarships
 - Job search, applications and mock interviews
4. There is no cost to SPPS for this programming. Ramsey County Workforce Solutions will pay all intern wages and facilitate all HR processes.
5. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
6. 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 Ramsey County Workforce Solutions for the remainder of the 2020-21 school year.

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

DATE: February 23, 2021

TOPIC: SPPS Supplemental Mathematics Support

A: PERTINENT FACTS:

1. Provide the classrooms in the district with durable, grade level specific, K-11 mathematics manipulatives and related culturally responsive mathematics professional development aligned to Minnesota's math standards. Our goal is to improve and expand the use of instructional math manipulatives across all grade levels to improve students' mathematical understandings.
2. "When [all grade-level] students are exposed to hands-on learning on a weekly rather than a monthly basis, they prove to be 72% of a grade level ahead in mathematics." (Wenglinsky, 2000 [NCTM position paper](#))
3. Expand grade-level specific professional development; total of 1,400 K-11 teachers, through digital or in-person professional development provided by the company. This includes sufficient PD for teachers to both understand manipulatives and the pedagogical direction to use them in varying group sizes.
4. Funding provided by Title I, Part A. The approximate overall costs for this initiative are not to exceed \$670,321.80

Stipends for Professional Development	\$70,000.00	29-005-216-401-6185-2620
Manipulative Kits	\$600,321.80	29-005-216-401-6430-2620

5. Procurement activities for this purchase followed District guidelines for an official, publicly advertised, RFP. Hand2Mind was the sole responder to the solicitation. The evaluation team has deemed the vendor appropriate for award. This process has been reviewed by the SPPS Purchasing Manager.
6. This initiative supports SPPS Achieves long-term outcome #5: Increase academic growth in reading and math for all students.
7. This item is submitted by Craig Anderson, Executive Director Office of Teaching and Learning; Sherry Carlstrom, Director Title I Federal Programs; Maijue Lochungvu,

Assistant Director Office of Teaching and Learning; Ishmael Robinson, Mathematics
Supervisor Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer

B: RECOMMENDATION:

The Board of Education authorizes the Superintendent (or designee) to enter into a purchase agreement with **Hand2Mind Inc.** Total cost for this initiative is \$670,321.80.

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

DATE: February 23, 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 December 1, 2020 – December 31, 2020.

(a) General Account	#732043-733148 #0003941-0003971 #7003931-7003961 #0005228-0005327	\$73,522,488.71
(b) Debt Service	-0-	\$87,659.75
(c) Construction	-0-	<u>\$5,408,974.52</u>
		<u>\$79,019,122.98</u>

Included in the above disbursements are three payrolls in the amount of \$56,590,248.82 and overtime of \$76,849.01 or 0.14% 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, 2021.

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

DATE: February 23, 2021

TOPIC: Approval to Create a Cooperative Sponsorship between St. Paul Harding High School, St. Paul Humboldt, and Open World Learning in Football

A. PERTINENT FACTS:

1. Harding High School, Humboldt High School, and Open World Learning would like to create a 2-year cooperative participation agreement. St. Paul Schools have seen steadily declining participation numbers in football. The three schools applying for this cooperative had a total of 64 athletes combined for the 2020 football season. Humboldt/Owl had a mere 17 kids and were barely able to finish the regular season. Additionally, neither Harding nor Humboldt has a strong youth football feeder program. The St. Paul Middle Schools do not offer tackle football which adds an additional burden on schools to try to recruit football players. Because football has traditionally had a strong following in both St. Paul's West Side and East Side, we wish to do all we can to continue offering football for our athletes. This proposed football cooperative arrangement has the support of: the Twin Cities District Football (Chaired by Eric Brever), St. Paul Public Schools Athletic Directors, Harding and Humboldt School Coaches, Athletic Directors, and Principals, and both Harding H Club and Humboldt H Club Leadership. Stakeholders from all school communities have been consulted and all agree that entering a cooperative football arrangement is the best option to build upon a strong social and emotional learning atmosphere already present amongst both current coaching staffs.
2. This Cooperative Sponsorship will meet the District goals for student-athlete participation in athletics.
3. This item is submitted by Laura Ranum, Athletic Secretary, Kathleen Jackson, Harding Athletic Director and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

Authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Football with Humboldt, Open World Learning and Harding at Harding High School.

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Harding, Humboldt, Open World Learning
beginning with the **2021** - **2022** school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Harding	1350	St. Paul	4AA	3AAAA
High School #2:	Humboldt	483	St. Paul	4A	4AA
High School #3:	Open World Learning	204	St. Paul	4A	4AA
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
☒ **Yes** This application must include a review and comments from the conference(s) of which the schools are members.
☐ **No**
- Do any of the above schools currently have a cooperative agreement in this activity?
☒ **Yes** An application for dissolution must be submitted for the existing agreement.
☐ **No**
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at www.mshsl.org/About/MSHSL/Membership/Information: A History & Model Resolution for School Boards)

St. Paul Schools have seen steadily declining participation numbers in football. The three schools applying for this cooperative had a total of 64 athletes combined for the 2020 football season. Humboldt/Owl had a mere 17 kids and were barely able to finish the regular season. Additionally, neither Harding nor Humboldt has a strong youth football feeder program. The St. Paul Middle Schools do not offer tackle football which adds an additional burden on schools to try to recruit football players. Because football has traditionally had a strong following in both St. Paul's West Side and East Side, we wish to do all we can to continue offering football for our athletes. This proposed football cooperative arrangement has the support of: th Twin Cities District Football (Chaired by Eric Brever), St. Paul Public Schools Athletic Directors,, Harding and Humboldt School Coaches, Athletic Directors, and Principals, and both Harding H Club and Humboldt H Club Leadership. Stakeholders from all school communities have been consulted and all agree that entering a cooperative football arrangement is the best option to build upon a strong social and emotional learning atmosphere already present amongst both current coaching staffs.

- List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1			5	15	5	13
High School #2		3	4	11	4	1
High School #3		1			1	1
High School #4						

- Team Identification: (Indicate how cooped schools should be identified in tournament programs): Harding Knights
- Team Colors: Maroon and Gold Team Mascot: Knights
- Host School (school that will receive revenue share check): Harding

Board of Education (or designee)

School

Date

Signed _____

Signed _____

Signed_____

Signed_____

Official Action of the MSHSL Board of Directors

☐ Approved

☐ Not Approved

Signature: _____ Date: _____
MSHSL Executive Director

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

DATE: February 23, 2021

TOPIC: Facilities Department FY21 Purchases over \$175,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of \$175,000 throughout the fiscal year.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
CL Benson	Additional filters	Original PO: \$110,000 Increase by: \$120,000 New Amount: \$230,000	F-359(5)
Grainger*	PPE	Original Approval: \$353,000 Increase by: \$447,000 New Amount: \$800,000	T-572(5)
Nasseff*	Fire Suppression Systems	Original PO: \$200,000 Increase by: \$200,000 New PO Amount: \$400,000	U of M Contract 01-444-15-0914.CF
RAK Construction*	FMO Corrections, PPE/Safety Installations	Original Approval: \$750,000 Increase by: \$550,000 New Amount: \$1,300,000	MN02D-121614-RAK
Egan*	Fire Alarm Maintenance	Original PO: \$750,000 Increase by: \$750,000 New PO Amount: \$1,500,000	F556(5)

*Per the July 21, 2020 BAI, these increases are the anticipated mid-year revisions to these services.

3. The purchases have been approved by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2021 budget, with the baseline amounts indicated here monitored and adjusted throughout the year as needed.
5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$175,000.

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

DATE: February 23, 2021

TOPIC: Flexible Learning Year Application – Crossroads Elementary

A. PERTINENT FACTS:

1. Crossroads Elementary has been on a year-round calendar (45 on/15 off) since the 1999 school year. Continuation of the year-round calendar requires reapplication to the Minnesota Department of Education (MDE) every three years. The application is due March 19, 2021
2. This recurring application continues to support students and families in the following ways:
 - An alternative to the traditional September to June school year.
 - The 45 day on and 15 day off calendar prevents learning loss experienced over summer break.
 - The 15 days off, intersessions, in November, February, and May allow for intervention and enrichment sessions (EDL/summer school) to be offered to all families.
 - Student MCA outcomes are comparable to other St. Paul schools in the area, despite testing students in April, two months earlier (based on calendared school days), than the traditional school calendar.
 - Community partnerships are consistent and continued into the summer months.
 - Learning is extended outdoors for students to experience environmental science, weather, seasons, and gardening.
3. An approved application from MDE would last for 3 years, including school years 2021-22, 2022-23, and 2023-24. The calendar approval can be cancelled at the district's discretion but can only be applied for the March prior to the school year implemented.
4. The Crossroads Elementary calendar has been planned for through the union and district for the past 20 years. Allocations of funds and budgets for the Science and Montessori school would need to be maintained as well as the funding for intersession (EDL/summer school) continued.
5. This project will meet the District strategic plan goal of achievement and sustainability.
4. This item is submitted by Melisa Rivera, Principal Crossroads Elementary Science and Montessori; Andrew Collins, Assistant Superintendent; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize and sign, as well as approve the Superintendent (designee) to sign and submit to MDE the completed flexible learning year application by March 19, 2021.



Board of Education

New Policy - 1st Reading 536.00 Weighted Grades

Cedrick Baker, Chief of Staff

February 23, 2021

536.00: Weighted Grades

We are proposing to create a new policy around weighted grades.

Why are we proposing this policy?

We are creating a new policy per statute requirement. Per Minn. Stat. § 124D.09, subd. 12.(c), “A school board must adopt a policy regarding weighted grade point averages for any high school or dual enrollment course. The policy must state whether the district offers weighted grades. A school board must annually publish on its website a list of courses for which a student may earn a weighted grade.”

Historically, we have practiced weighted grades; now, we need a policy to reflect such to be in compliance with Minnesota statute.

116

536.00: Weighted Grades

GENERAL STATEMENT OF POLICY

- A. Saint Paul Public Schools **provides school level advising and counseling support** to reach equitable outcomes for all students **to challenge themselves through advanced coursework.**

- B. **Saint Paul Public Schools does employ a weighted grade practice** for specific courses in which a student may enroll.

- C. **Weighted grades apply to any college level equivalent course** including Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, Postsecondary Enrollment Option (PSEO) and articulated college credit opportunities. **Other courses qualifying for weighted grades will be determined by the district and posted on the Office of Teaching and Learning's website.**
 - a. The grade point for any grade awarded in any **weighted course will be multiplied by a factor of 1.25.**

- D. Credits previously earned by students who transfer enrollment to Saint Paul Public Schools shall bear grades as though the course was completed at Saint Paul Public Schools.

Copy of proposed Policy 536.00

See [here](#) for proposed policy language.

Questions

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street**

Proposed Policy:

536.00 Weighted Grades

Proposed Policy Revision:

First Reading

February 23, 2021

Second Reading

Third Reading

COMMENTS:

**Saint Paul Public Schools
360 Colborne Street
Saint Paul, Minnesota 55102
651-767-8149**

536.00 WEIGHTED GRADES

PURPOSE

Saint Paul Public Schools is dedicated to the provision of first class education to all of its students. For students seeking advanced coursework the district supports several programs including Postsecondary Enrollment Options (PSEO). The Minnesota legislature has required that all Minnesota school districts indicate whether or not the grades from such courses are weighted differently. The purpose of this policy is to comply with the requirements of Minnesota law.

GENERAL STATEMENT OF POLICY

- A. Saint Paul Public Schools ~~encourages all students to take rigorous coursework, including such programs as are available to them in their primary high school as well as postsecondary enrollment option courses taken at local colleges and universities.~~ **provides school level advising and counseling support to reach equitable outcomes for all students to challenge themselves through advanced coursework.**
- B. Saint Paul Public Schools does employ a weighted grade practice for specific courses in which a student may enroll.
- C. Weighted grades apply to any college level equivalent course including Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, Postsecondary Enrollment Option (PSEO) and articulated college credit opportunities. Other courses qualifying for weighted grades will be determined by the district and posted on the Office of Teaching and Learning's website.
 - a. The grade point for any grade awarded in any weighted course will be multiplied by a factor of 1.25.
- D. Credits previously earned by students who transfer enrollment to Saint Paul Public Schools shall bear grades as though the course was completed at Saint Paul Public Schools.

Legal References:

Minn. Stat. § 124D.09, subd. 12. (Credits; grade point average weighting policy)

Cross References:

Policy 510.00 Graduation
Policy 510.03 Class Rankings
Policy 601.00 Educational Programming
Policy 601.01 Achievement

-----DRAFT-----

SUBJECT: 2021 BOARD VACANCY PROCESS

Posting: To the District's legal newspaper and website.

Packet for applicants: On the day applications are due **(5:00 PM on March 9, 2021)** candidates are emailed/mailed the following information and asked to make a 6-minute presentation at the special Board meeting (March 16, 2021) in response to the questions listed.

- Selection process and schedule (including notice that interviews will take place at a special, televised meetings of the Board of Education)
- Special meeting date **(March 16, 2021 at 6:00pm)** and time (in 10-minute blocks) for presentations to the Board
- Board mission and ends
- Terms of employment (job description, compensation and benefits, etc.)
- Board structure (SB/COB, officers)
- Meeting schedule (to date) and attendance expectations
- Affirmative action statement
- Notice that special accommodations will be made upon request
- Questions to which applicants will respond in a 6-minute presentation:
 1. Why do you want to serve on the Board for this short appointment?
 2. What relevant experience would you bring to the Board? Please be specific about what your unique contribution/perspective would be.
 3. Do you intend to run in the general or special election of November 2021?

Interview process:

- **Interviews will occur at a special, televised Board meeting (March 16, 2021 at 6:00 PM).**
- Staff will provide copies of applicants' Letters of Interest and Resumes to Board members as soon as possible after the closing date for review prior to the special Board meeting.
- If six (6) or fewer qualified candidates apply, all candidates will be interviewed.
- If seven (7) or more qualified candidates apply, each Board member may select up to two (2) applicants to be interviewed by the Board and the member will communicate his/her choice to the Board Administrator by 12:00pm (noon) on March 12, 2021.
- Staff will notify applicants of the date and time for their interview.
- Staff will provide the Board with the list of applicants in order of their presentation.
- Applicants will be scheduled at 10-minute intervals and asked to make a 6-minute presentation in response to the questions listed above. There will be no follow-up questions or dialogue. The Chair will determine if simple clarifying questions may or may not be asked (for example, "Did you say you served on the 'Charter Commission' or the 'Planning Commission'?").

Final decision-making process: This will occur at the **special Board meeting on March 16, 2021** and follow the procedure outlined in Board policy 202.02, as follows: Nominations will be opened by the Chair and made by Board members. Each Board member may nominate one person. Nominations are then closed and written ballots cast. Election requires 4 votes; if no candidate receives 4 votes, nominations will be reopened and the process continues until the position is filled.

Candidate notification:

- The winning candidate is announced at the **special board meeting (March 16, 2021)** and all candidates will be notified of the outcome.
- The candidate/appointee will assume office 30-days later (April 15, 2021), unless a valid petition to reject the appointee is filed with the school district clerk, and the appointee will hold office until a successor is elected and qualified in the November special election.
- If a valid petition is filed to reject the appointee, the Board will appoint a candidate from the remaining candidates left after the interviews held on March 16, 2021.

Saint Paul Public Schools (ISD No. 625)

NOTICE OF BOARD OF EDUCATION VACANCY

With the resignation of Steven Marchese, a vacancy now exists on the Saint Paul Public Schools Board of Education.

The SPPS Board of Education invites Saint Paul residents interested in serving on the School Board to submit a Letter of Interest and a Resume. The deadline for receipt of applications is **Tuesday, March 9, 2021 at 5:00 p.m.** Interested parties should have knowledge of Saint Paul Public Schools and/or governance. The Board of Education encourages all persons representative of the diversity of the community to apply, and especially invites applicants of underrepresented groups. The term of office for this interim appointment will end upon the certification of the special election results in November 2021.

Qualified applicants must participate in a public interview to be conducted by the Board at a **special meeting on March 16, 2021**. If there are six (6) or fewer qualified applicants for the vacant position, the Board will interview all candidates. If there are seven (7) or more qualified applicants, each Board member will nominate up to two (2) applicants for the interview process.

Interviews of selected applicants will take place on **Tuesday, March 16, 2021 beginning at 6:00 p.m. via telephonic and video conference through Microsoft Teams** after which the Board of Education will make its selection of the applicant to fill the position vacated by Steven Marchese on February 28, 2021.

Please e-mail or mail a Letter of Interest and Resume, including day and evening phone numbers, and an e-mail or fax number to: Sarah Dahlke, Assistant Board Clerk, Saint Paul Public Schools, 360 Colborne Street, St. Paul MN 55102 or sarah.dahlke@spps.org.

This information must be received no later than Tuesday, March 9, 2021 at 5:00 p.m.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION



Board File No.

Date

**RESOLUTION CALLING SPECIAL ELECTION TO FILL
VACANT SCHOOL BOARD OFFICE**

WHEREAS, the office of School Board Member will become vacant effective February 28, 2021 with the resignation of Steven Marchese; and

WHEREAS, the vacancy will occur more than 90 days prior to the Tuesday following the first Monday in November of 2021; and

WHEREAS, the current term of that office is in its second year and said term will expire on the first Monday in January 2024, i.e., January 1, 2024; and

WHEREAS, Minn. Stat. § 123B.09, subd. 5b (2019) and Section 2.05 (B) of the Saint Paul City Charter require that a special election be held in conjunction with the general election to fill the vacancy for the unexpired term;

NOW, THEREFORE, BE IT RESOLVED, that the School Board does hereby authorize and call a special election of the School District, to be held in conjunction with the general election on November 2, 2021; and be it further

RESOLVED, that candidates to fill this vacancy must file affidavits of candidacy with the Ramsey County Elections Office during the period beginning on July 27, 2021 and ending on August 12, 2021; and be it further

RESOLVED, that the Ramsey County Elections Office is hereby authorized to make all necessary preparations and give the required notices to conduct the special election.

Adopted _____

CHAIR Board of Education

CLERK Board of Education

AYE		NAY
_____	Chair	_____
_____	Vice Chair	_____
_____	Clerk	_____
_____	Treasurer	_____
_____	Director	_____
_____	Director	_____
_____	Director	_____

BOARD OF EDUCATION | 2020-2022SY MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment 5:30 Board of Education Meeting 6:05pm

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 Following Annual	1/5/2021 4:30 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	6/8/2021 Special Non-Renewals 4:00 pm
		6/22/2021
JULY		7/20/2021
AUG	8/10/2021 -- *	8/24/2021

2021-2022SY		
SEPT	9/7/2021	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 Following Annual	1/4/2022 4:30 pm Annual Meeting
		1/18/2022
FEB	2/8/2022	2/22/2022
MAR	3/8/2022	3/22/2022
APR	4/5/2022	4/19/2022
MAY	5/10/2022	5/24/2022
JUNE	6/7/2022	6/7/2022 Special Non-Renewals 4:00 pm
		6/21/2022
JULY		7/19/2022
AUG	Wed. 8/10/2022 (primary election)	8/23/2022