

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

December 15, 2020
6:05 PM

A G E N D A

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XIV. **ADJOURNMENT**

#BoldSubject#

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

DATE: December 15, 2020

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Hannah Chan**, Career Pathways Program Manager in the Office of College and Career Readiness (OCCR), was recently nominated as a Citizens League #MNCivicLeader. Hannah was nominated by Liz Williams, Senior Program Manager for Career Academies at Greater Twin Cities United Way.

This nomination highlights civic leaders who: take action that puts the needs of their community above their own, embody non-traditional ways of being civically engaged, promote equitable solutions, demonstrate honesty, empathy, and accountability, and have not yet been widely recognized for their work and impact.

“Hannah is a critical mentor for youth in Saint Paul Public Schools. This past summer Hannah led programming to quickly pivot to offer students the opportunity to earn wages, engage in career oriented certification programs, and went above and beyond to individualize the experience for students and provide career and college counseling during a very tumultuous time for many.” (“quote” - Citizens League)

The Citizens League is a member-supported nonpartisan nonprofit organization that champions the role of all Minnesotans to govern for the common good and promote democracy.

2. **Laura Handley**, a first grade teacher at L’Étoile du Nord French Immersion School (LNFI), has been named Minnesota’s French Teacher of the Year by the American Association of Teachers of French (AATF), Minnesota chapter.

Laura has been in education for 25 years. She has been with LNFI since the inception of the program. Laura has led countless school committees, demonstrating her seriousness in the development of the program so that its sustainability will never be questioned. From the long-range planning committee to various student support teams, we can see Laura’s tireless commitment to students, families, interns, colleagues and the French community at large.

Lourdes Flores-Hanson, principal at LNFI says that “We are very fortunate to have Madame Handley as a dedicated and committed member in our school community. Her love of children and teaching are observed in her daily interactions with her students, her colleagues and our families. Mme. Handley is a true representation of the rich opportunities young learners enjoy as they grow and learn in a language immersion setting.” Laura will be honored in the spring at the annual AATF – Minnesota awards dinner.

3. **Dr. Yeu Vang**, Assistant Superintendent, Office of Multilingual Learning, has been accepted by the American Association of School Administrators (AASA) “Aspiring Superintendents Academy® for Female Leaders”.

AASA is the national organization for School Superintendents. The academy is a powerful vehicle to put female leaders in the driver's seat of their career. The Academy brings together women who are on the path to the superintendency to build knowledge and confidence in their ability to lead. The goal of this unique opportunity is to create the time and space for learning, connection, and introspection. Directing the Academy are female superintendents with demonstrated expertise leading innovative school districts with a record of improving learning for all students. AASA advocates for equitable access for all students to the highest quality public education, and develops and supports school system leaders.

The Aspiring Superintendents Academy® for Female Leaders kicks off in January, followed by a National Conference in February, virtual meetings in the Spring and a meeting and graduation session in September at California State University, San Marcos, California.

Dr. Vang was nominated to this academy by Superintendent Joe Gothard. Dr. Gothard said that “this would be excellent professional learning experience and would serve you now and in your future. When I look around all the local, statewide and national district leadership spaces that I participate in, the Asian and certainly Hmong perspective has very little presence..”

Dr. Vang has been in the district for 23 years. She has served as a classroom teacher and as principal at Jackson Elementary and at J.J. Hill Montessori. Dr. Vang has been in the role of Assistant Director of Multilingual Learning for the last four years.

4. This item is submitted by Cedrick Baker, Chief of Staff and Dr. Kate Wilcox-Harris, Chief of Academics.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the staff acknowledged 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**

**November 17, 2020
6:05 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:05 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; Marie Schrul, Chief Financial Officer; 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, Board Administrator; Kalid Ali, SEAB Member; Sarah Dahlke, Secretary to the Board

Chair Foster noted that new numbers recently released show just how rapidly COVID-19 cases have gone up in Ramsey County. We continued to break records over the weekend with positive cases of COVID. As announced at the end of last week, the district has dialed back Hybrid Stage 1 to distance learning, as well as making other adjustments to all in-person programs across SPPS to complete distance learning. With this in mind, the Board has also decided to return to virtual board meetings as well to abide by the recommended safety protocols. We will continue to monitor local data and adjust accordingly and hope to return to in-person meetings when it is safe. Thank you for understanding as we all must be nimble during this challenging time.

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 Vue.

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

III. RECOGNITIONS

BF 32252 Acknowledgement of Good Work Provided by District Partners

The Marvelous Mitten Makers is a local group of volunteers who create handmade mittens, hats, scarves and other cold weather items for SPPS students each year. All year long, the 120 volunteers knit, crochet and sew items which are then collected by the SPPS Office of Family Engagement & Community Partnerships. In October, schools and programs send in their requests and the items are sorted, bagged and sent to each school. This year the volunteers donated more than 14,500 cold weather clothing items to keep children warm this winter at over 50 SPPS schools and programs.

The Marvelous Mitten Makers have been doing this good work for more than 35 years. They also donate baby and adult blankets and clothing items to organizations such as the Dorothy Day Center, the Union Gospel Mission, Listening House and Health Start Clinics.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items C3 - Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Student Support SY 2020-21 and C4 - Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2020-21 to be pulled for separate consideration. The motion was seconded by Director Marchese.

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education on October 20, 2020
- B. Minutes of the Special Meeting of the Board of Education on October 26, 2020
- C. Minutes of the Special Meeting of the Board of Education on November 12, 2020

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education on October 20, 2020; Minutes of the Special Meeting of the Board of Education on October 26, 2020; and Minutes of the Special Meeting of the Board of Education on November 12, 2020. The motion was seconded by Director Brodrick and Director Marchese.

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

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of November 10, 2020

At the Committee of the Board Meeting on November 10, Superintendent Gothard began the meeting by congratulating Director Jim Vue on his successful election win and thanking all those who ran for office. He shared the collaboration across the District as we successfully transitioned Stage 1 schools to hybrid learning. He went on to note that we are in a time where COVID-19 cases are increasing rapidly, and the important partnership with Ramsey County and the City of Saint Paul, and the need to come together as a community and state during this time. Board members thanked the Superintendent for the planning and work in this process.

Next, SEAB Member Ali shared an update on the work of SEAB, including their work with Restorative Practices staff in reviewing the SEAB manual and job description for the SEAB facilitator/mentor. He also noted that individually, SEAB members have also been working on the census count and voter registration. Board members requested further information on the number of connections regarding the census and voter registration, the role of the SEAB mentor and characteristics that will be important to that role, the willingness of Board members to help recruit new SEAB members, appreciation for the work of SEAB, current SEAB member numbers and grade levels, and appreciation for the leadership of the group.

Next, the Reopen SPPS Plan Update contained information on these four areas: Ramsey County Collaboration, Dial Back and Temporary Shifts, Student Support: EDL and Credit Recovery, and Hybrid Stages 2 and 3 Update.

Within the discussion portion of Ramsey County Collaboration, board members requested further information on county supports for those who may have tested positive, including leave from work, and notification to employers. Clarification was requested on the Ramsey County city case rates, testing by members of communities of color, and vulnerability to the disease. There were also questions about the 14-day lag time and best practices. Outreach to members of the Black Community was also shared. Board members thanked partners from Ramsey County which is so critical at this time in supporting our students and families.

Within the discussion portion for Dial Back and Temporary Shifts, Student Support: EDL and Credit Recovery, and Hybrid Stages 2 and 3 Update, board members requested further information on the number and grades of students in credit recovery, support for teachers, and differences in distance learning and evening high school classes. This presentation also sparked questions around engagement and criteria to understand engagement of students and families, including appreciation for the different

ways and being adaptive and flexible. Further clarification was requested on the lagging 14-day case rate, and criteria to proactively make decisions that are based on that case rate, as well as conversations about whether to dial back or temporary shift. Questions also centered on the readiness targets and the revision of those as we learn more about COVID-19. The effects of the case rates on the Academic Support Centers were also noted, as well as consideration of possible expansion of the support centers, and space and capacity at Washington Tech Academic Support Center, as well as the need to reach out to those students who may need additional support and the referral process. There was also discussion on ways that buildings can use the model of the Academic Support Centers in their own school on a smaller scale. Communication of available supports and resources to families was also noted. Questions and experience within PSEO in the distance learning model were also shared. Further information on internet connections was provided. Discussion also centered on the systemic change that needs to happen in public education, and that now is the time to re-envision what that looks like. Board members also noted the importance of trust between the district and community, as well as the academic outcomes of students at all times.

The next presentation on the Fiscal Year 2019 Final Budget Revision, included details on revenue changes for all funds, expenditure changes, and fully financed funds. Within this presentation, board members requested information on the official close of the fiscal year, the overall budget and fund balance, financial impacts of enrollment loss, and further details on the remaining fund balance in nutrition services and importance of the free-and-reduced-price lunch applications, which drives the compensatory education funding for the district.

The Board approved the recommended motion to accept the report and approve the fiscal year 2019-2020 budget revisions as presented.

Lastly, board members shared their experiences and learnings from the Council of the Great City Schools Annual Fall Conference.

MOTION: Director Foster moved that the Board accept the report on the November 10, 2020 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Marchese 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	Yes

B. Equity Committee Meeting of November 16, 2020

At the Equity Committee Meeting held on Tuesday, November 16, 2020, Tri-Chair Myla Pope began by welcoming committee members back to the space, and congratulating committee member Jim Vue on his successful campaign to join the Board of Education. The agenda was then reviewed, which included the themes of Reunite, Recall, Revisit, and Reimagine. Committee members began their work in a grounding question of what they are grateful for, and examples included family, health, work, each new day,

community, and SPPS families. Next, a video was presented which included a montage of images of the historical and traumatic events from the past nine months. Committee members then joined small groups to discuss their emotions and thoughts about the video and this time.

Next the purpose of the Equity Committee was reviewed, and included 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.

Our personal work was also reviewed, and noted that each member needs to be grounded and connected to the ongoing work of creating equitable systems. Questions for self-reflection were also shared.

The Seven Norms of Collaborative Work and Courageous Conversations Protocols were also reviewed.

The definition of “inequity” was also discussed: an inequity brings about a lack of fairness or justice against those that are not a part of a dominant way of being. It may include favoritism or bias which makes a circumstance or proceeding unfair, and included examples of predictable inequities.

Next, committee members personally reflected on a set of the 71 district inequities submitted by committee members and stakeholders. They were encouraged to review an assigned set of identified inequities and review if it is evident, if not, what additional information is needed, a draft of a possible recommendation for this inequity, ranking of priority, and any comments or notes. Committee members then joined their small groups to review and process, including sharing of their general thoughts and feelings, commonalities, surprises, and their top three priority inequities. Groups were encouraged to come to a consensus of the top three inequities and determine group recommendations from the personal processing portion of the meeting.

In closing, committee members shared the questions they will reflect on for the next meeting, and words of farewell.

MOTION: Director Foster moved that the Board accept the report on the November 16, 2020 Equity Committee meeting and approve the recommended motions and minutes of that meeting as published. Director Marchese 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	Yes

VII. SUPERINTENDENT'S REPORT

A. Superintendent's Update

Superintendent Gothard then provided these updates.

He shared that during December, the District will propose the final Pay21 levy to the Board of Education for certification. This levy will fund the District FY 21-22 budget. Prior to certifying the levy, the District holds a Truth in Taxation hearing to allow for public comment. On Tuesday, December 8th at 6pm, SPPS will hold a virtual hearing and will include a brief presentation in addition to a public comment process. Information on the process for public comment can be viewed online at www.spps.org/boe, as requests for public comment must be set up in advance. This is the same evening as the Committee of the Board meeting, and the Board will pause the Committee of the Board meeting at 6pm for the Truth in Taxation hearing. He thanked our taxpayers, partners, donors, communities, volunteers and staff who are making a difference for students and families and appreciation to publicize this additional information.

He also shared that the Board had asked for a focus area of academics, and Administration is preparing information on this topic for both meetings in December as a two-part series for K-12, and will go through a variety of areas look to measure and monitor progress, work to improve long term student outcomes, and how it has been impacted by the pandemic. It will be an opportunity to learn, ask questions, and provide guidance and direction to enter into pivotal months. We are looking very much to take our typical work with standardized tests and benchmarks and ways to measure learning in this new environment. There will be a number of different departments represented in the report, and look forward to spending December diving deeply into achievement for students.

He also shared information on Reopen. We made the decision to temporary shift several schools and programs to full distance learning. The data used is a measure of average cases per 10,000 in Ramsey County over the previous 14 days. The threshold is 50 for schools, and tapers from 10-20, 20-30, and 30-50 and different increments for the recommended learning models. We were at 50 last week and with the increase in cases, our numbers will continue to grow and projections show at 75 and above 100 as the weeks go on and record numbers of cases in the state and Ramsey County. The lagging number is sure to grow. Governor Walz has participated in press conferences with MDH and will be delivering a new set of restrictions when he addresses the State on Wednesday at 6pm and share restrictions to implement. Some neighboring states have taken similar actions. The capacity in our hospitals has reached dangerous numbers. Our hearts go out to healthcare staff. We need to get a handle on COVID-19 in our community. In his message to the community last week, he shared he would share next steps the week of December 14th as related to Stage 1, 2 and 3 readiness for hybrid, and heard consistently that folks want to know. Also know how difficult it was to list different readiness checks and not meet them, and the stress and anxiety that caused week by week. As we share the date of December 14, there are a few things to do. First, is the plan to have conversation the week of December 14th because it is the last full week before winter break and communicate to best of ability what our community, and teachers, staff, students, and families can expect when they return. With new information on the Governor's restrictions shared tomorrow, possibly a month long or longer period of time. We do not know how those could potentially be part of the plan for that week to share with community. It may now have other factors to consider. Hoping by then numbers are down, but dealing with high numbers up until time, to what extent to project or into January.

Dates on the calendar to transition made best sense was January 19th. There are a few natural reasons, first and foremost everyone comes back from winter break and press pause to ensure they are healthy as self before e hybrid and to give time to do that. Also give staff time to plan, and ensure get into learning spaces and transition time necessary and things to work out to pull that off.

He noted that Stage 1 had started on October 19th, and Stages 2 and 3 were almost ready. When it is safe to do so, it could be Stage 1, Stage 1 and 2, or Stage 1, 2, and 3, or none of the above based on the readiness targets and data. We need to look at how we can do it safely and with adequate staffing, and communicate and give time for transitions and when that date may be. There will be no problem in pushing out the date if data shows increasing numbers or we are not ready by January 19th. If able to announce the week of December 14th, he will, but we don't know what January 19th may look like and will try to use the data to the best of our ability and the information that we have at that time. It may be a situation where we continue through winter break and use that first week to put our next date on the calendar, and be open and transparent right now.

Our teams continue to work very hard to deepen our ability to service our students through distance learning, and serving students through Academic Support Centers, and with guidance from the State, we may need to dial back those opportunities as we try to get a community handle on COVID-19.

The first is how we can create virtual support that is different from how it has been, and in-home face-to-face engagement to ensure connection with our young people and for them to know there is support and do to the best of our ability. We will be very careful, but do not want our students to fall further behind, and continue to support the highest level of engagement possible and will not sit back, but wait for a day where we can come back safely with additional supports in place during this time.

QUESTIONS/DISCUSSION:

- Director Brodrick thanked the Superintendent for an information, honest, and courageous report. We will endure and we will prevail.
- Director Vue noted a question about thinking ways to engage students and their families and the mention around face-to-face contact, and more details around that. Response: We do need to determine if we are allowed to do this safely and waiting for guidelines from the Governor's orders on Wednesday. We know there are students who have slid from the radar in how they are achieving, and time to re-establish and let students know we can get back on track together. That's the great concern - students not connecting or doing work, and work on addressing barriers, and confirm students are okay and families are okay; willing to organize with staff and do that safely. There will be future discussions on that from a safety standpoint and will share more with the Board as those details become available.
- Director Kopp thanked the Superintendent and team for their ongoing communications. As hard as this has been, heartening to see how hard everyone is working to make it work in the worst of times right now.
- Interested in the options for connections and support - that is vital for academic growth and for also mental health support. Are we thinking of connections as having a mental health support component for students and families? It's been 8 months since our kids have been in buildings, and how that is impacting families, and thoughts around that. Response: Absolutely. To the extent that we can and our teams have been very busy with selves and partners to do that as well. The best place for our students and families is to work with their school, especially during distance learning. We may have families who are brand new and assume nothing in terms of what our students need and completely different from student needs pre-March 15th, which has been disrupted and cannot rely on how we did things in the past. We have built a great knowledge base, and look for new ways to do that and it starts with the first connection to ensure that connection.
- More information from the team will add additional content.
- Director Marchese noted that this is not the direction we had hoped our season would go and in a dangerous public health crisis, and appreciation for the deliberation. He recognizes that some is out

of our control and important to re-emphasize that if we want schools to reopen, the behavior of our community members must change, and the compliance with State and Governor's mandate must be clear and upheld and enacted every day because of the well-being of our children. It is unfortunate that children have lost access to their schools and yet we still had access to recreational and entertainment venues, and that speaks to the priorities that are reversed and not to the community overall. The job of school board members is to think of the well-being of our students and community, and our hands are tied by the decisions of others. We are operating in a context that we have been forced into and that is unfortunate.

- He also raised another issue that has been heard in community and in public comments, and that as we think about when the time comes to reopen, know there may be changes to activities like athletics, and one of the concerns raised is that because of MSHSL rules, some sports programs still active during this time, and members of the school communities, particularly in our secondary schools, have raised equity issues around how that is perceived for other activities not regulated by MSHSL, but impacted by changes. Question is to establish a process to create equity in how we deal with all other extracurricular and co-curricular activities in schools and receive some consideration around what is appropriate in face-to-face meetings, frequency, and ways to support activities and courses so students in those have ability to participate in some way. Recognize distance learning creates restrictions, but hopeful that when getting to the other side, like to hear from the Superintendent and team and specificity how to address how to open these activities. Raise this because social cohesion and mental health and social well-being is patched to activities involved, and people connect through that, has negatively impacted academic outcomes, and need to be sensitive to those things. These are very important to the well-being and learning opportunities. Not asking for a plan but commitment to include in future updates about how to address that. Response: There is a group that worked on this previously, and be sure they are ready to work in partnership with MSHSL, with some activities under MSHSL, and want to address throughout and ensure understanding recommendations and understanding why and ensure part of the plan moving forward.
- Director Marchese also noted at the Committee of the Board meeting and discussion about targeting seniors, specifically about being on track for graduation, ensuring on track with courses, grades, and credits, and was going to take place in buildings of Academic Support Centers. What is our plan now that we have moved back to Distance Learning? Response: Part A is that there are several high school principals and staff who have taken this on, with Darren Ginther to provide supports necessary for seniors, outside of Evening High School and ongoing support. We also are going to plan to offer a series of senior blitzes on Saturdays in November, December and January from 9:30am-12:30pm at select sites to provide in-person support for seniors. We may learn of restrictions after the Governor's announcements that disallow that. We will find a way to do that, but will need to reassess after guidelines.
 - Hope to share with the Board based on the impacts on the restrictions and plans to do that. Students are still moving forward and need to find a way to help them. Are there other techniques to work through community partners for assistance? As we try to do more check-in for students who are more difficult to reach, disengaged, struggling etc., the ways we are able to do that through DL if not permitted for face-to-face will be limited, and discussion on limited in-person activity and what will replace that if not possible? Response: Our community partners have been great, and many have been helping at the Academic Support Center. It is not uncommon for unsolicited folks who want to give, and to help, and that is heartening to see. We are going to watch to see the direction from the Governor, and if there is some in-person able to allow, we have prioritized the senior blitzes, and work under Academic Support Center to lean into secondary students in November, December and January to support our secondary students, particularly our seniors. We will wait to learn more from the Governor. Our plan is to make

adjustments to the schedule to be open for a shorter period and streamlined in services and tailor it to the secondary students. Hats off to the high school principals and their teams - they have ideas to bring to the District and are looking for real partnership. Want to capitalize on the ideas they have and they know their communities and supports in place, and ensuring there is that connection and starting to see that progress.

- Know folks are working hard right now to be creative, innovative and work with restrictions, and that is appreciated, and appreciate the work of Superintendent, Chief Turner, school-based staff, and always sense that there is more, and needs are high and motivates us because our community is depending on it.
- Dr. Gothard thanked everyone, and there has been a strong sense of finding our purpose and ensuring we are living that purpose in all we do for our kids and families. Encouragement to continue on and safely and to make the best decisions possible with the information we have.

B. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period October 1 through October 31, 2020. 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	Yes

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding these items for separate consideration:

- **C3 - Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Student Support SY 2020-21**
- **C4 - Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2020-21**

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	Yes

A. Gifts

BF 32253 Gift Acceptance from Wallin Education Partners

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

B. Grants

BF 32254 Request for Permission to Accept a Grant from 3M Gives

That the Board of Education authorize the Superintendent (designee) to accept a grant and funds from 3M for Career and Technical Education; to accept funds; and to implement the project as specified in the award documents.

BF 32255 Request for Permission to Accept a Sub-Award Grant from Goodwill Easter Seals of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept a sub-award from Goodwill Easter Seals of Minnesota for funds to support the Business Service Pathway Program; to accept funds; and to implement the project as specified in the award documents.

BF 32256 Request for Permission to Accept a Donation from the Life Time Foundation

That the Board of Education authorize the Superintendent (designee) to accept a donation from the Life Time Foundation for Nutrition Services; to accept funds; and to implement the project as specified in the award documents.

BF 32257 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to subscribe to educational programs that support distance learning; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 32258 RFP #A218951-A | Amendment of RFP for Prime Vendor

That the Board of Education authorize the amendment of RFP #A218951-A to increase the dollar amount of the contract with Indianhead Foodservice Distributor by \$26,000,000 to a total of \$32,000,000 for furnishing and delivery grocery items and supplies.

BF 32259 Memorandum of Understanding St. Paul VISTA Program with Office of Early Learning, 2020-2021 Program Year

The Board of Education authorize the Superintendent (designee) to enter into this contract.

D. Agreements

BF 32260 Memorandum of Understanding between Math Motivators 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 Math Motivators for the 2020-21 school year.

BF 32261 Memorandum of Understanding between Bethel University and Saint Paul Public Schools

That the Board of Education approve this MOU and authorize the Superintendent (or designee) to execute the Memorandum of Understanding between Bethel University and Saint Paul Public Schools.

BF 32262 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2018 through June 30, 2020.

E. Administrative Items

BF 32263 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period September 1, 2020 – September 30, 2020.

(a) General Account	#729526-730405	\$35,520,338.43
	#0003876-0003892	
	#7003843-7003873	
	#0004967-0005045	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$3,390,843.68</u>
		\$38,911,182.11

Included in the above disbursements are two payrolls in the amount of \$22,501,341.80 and overtime of \$31,087.75 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 February 28, 2021.

BF 32264 Approval to Create a Cooperative Sponsorship between St. Paul Central High School, Open World Learning and Como Park High School in Girls' Gymnastics

Authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Girls Gymnastics with Open World Learning and Como Park High school at Central High School.

BF 32265 Request for Approval for Funds from the Minnesota State High School League's Foundation Form A

Authorize the Superintendent (or Designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32266 Construction Change Directive # 5 for Peterson Companies, Inc. at Washington Technology Athletic Improvements

That the Board of Education authorize the Superintendent (or Designee) to sign Construction Change Directive #5 for Peterson Companies, Inc. at Washington Technology Athletic Improvements for the not-to-exceed amount of \$1,102,705.00.

F. Bids - None

G. Change Orders - None

ITEMS PULLED FOR SEPARATE CONSIDERATION:

Director Brodrick pulled these items to learn more about SELBI's and Saint Paul Youth Services' work during this time of COVID-19 and distance learning. He noted two questions - with both partners we have been with for a while, information about overall performance, particularly now during these trying times about how these services are being provided during the pandemic.

SELBI partnership is at Washington and Humboldt. Principals noted two things in effectiveness, and that principals would not be as effective without them. Things highlighted included existing relationships with students. In years past, these positions were referred to as behavior intervention specialists, and their work was to ensure connectedness, especially after students had a behavior impact. They had a restorative approach and caring adults who helped to bring students back. They are continuing that focus on connectedness and student engagement. A couple changes in services are in switching to a digital and virtual format; they are joining staff or doing socially distanced home visits, and hosting small group support sessions. One interesting story is that staff are hosting a virtual lunchroom, and opportunity for students to gather with a familiar face and to have lunch together.

SPYS is at Harding and Johnson, and the principals noted similar stories. One of the highlights is that SPYS staff have credibility as caring community members, and when they reach out to families, they are recognized, and the young people see them as members of the broader community. Similarly, they have changed their format and making more regular phone calls home and reaching out to the students. The other highlight is offering office hours, similar to lunch room idea and drop-in format for students.

The principals highlighted that these partner staff have been able to make connections when school staff may not have been able to and are integrated into the school support team at the schools, and reaching students we haven't been able to in other ways.

QUESTIONS/DISCUSSION:

- Are teachers able to contact these folks in these programs if they think they need some assistance in connecting with students? Response: Yes - it's organized differently at each school. Some staff are assigned to a grade level so teachers may know to reach out to a specific person. Other times, they are assigned to particular classrooms. Through the school student support structure, the teacher can ask for help for these folks to reach out to students and work on connectedness.
- Super grateful for partnership and need it now more than ever; grateful for partnerships that exist in this community.

BF 32267 Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Student Support SY 2020-21

BF 32268 Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2020-21

MOTION: Director Brodrick moved, respectively:

- That the Board of Education authorize the Superintendent (or Designee) to contract with SELBI for Behavioral Specialist support at two (2) sites for SY 20-21, and to implement the services as specified in the contract.
- That the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services (SPYS) for Specialist support at two sites for SY2020-21, and to implement the services as specified in the contract.

Director Kopp 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	Yes

IX. OLD BUSINESS - None

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Vue requested a formal enrollment trend including the last 4 years and current forecast by school and grade level. Concerned about enrollment decreases and information pulled.
- He also requested information and discussion on Ethnic Studies and plans toward creating element of learning - specifically remarks about where we are in crafting Ethnic Studies in SPPS, including recommendations of interest from community members who may specialize in area, teachers who may be doing elements in teachings, and thoughts from SPFE in crafting this content.
- Director Marchese mentioned a few items in his previous comments for the future.

B. Items for Future Agendas

- Director Brodrick echoed Director Vue for discussion about Ethnic Studies and progress on the program.

C. Board of Education Reports/Communications

- Director Brodrick noted that he feels the burden of isolation, but at the same time, hearing so many things, seeing neighbors and kids next door, and in this terrible time of sadness, still feeling hopeful and that we will not only endure, but also prevail. Thanks to the Board and Administration - we are all in this together.
- Director Kopp shared that she was invited to attend a virtual class at JJ Hill and spent time answering questions about her favorite food and candy (candy corn), and that students noted they enjoy long division. They are enjoying reading and being together, and such a joyful experience to be with students and their teacher, and to see their interaction, liveliness and happiness to be together and felt hopeful. Know it is being replicated in classrooms across the district, and thanks to educators for creating communities of care, connection and love. It is appreciated by students and parents.
- Director Ellis noted missing classrooms and buildings. She reminded the Board of the MSBA Delegate Assembly is December 2, and the book of resolutions to be discussed. She attended another Legislative Executive team meeting, and stressed the amount of work folks are putting into the next legislative cycle because everyone is concerned about our schools and funding, and impacts to things we can do and decisions that every school district will need to make. It is not lost on anyone of the amount of work, and also it is also really distressing to have these conversations at this present time without individuals recognizing the impacts they have on the school districts in this state, and the power they have to either be reflective in things they are doing, their job and impact, and trying to convince others of their role. Schools are the most important and this entire state is relying on us to do so much and needs to be acknowledged to support our students. In several meetings and talking about upcoming cycle, worried and hopeful, and also cautiously optimistic. Will be reaching out to board members because there are things needed to accomplish on behalf of students in SPPS, and across the state. Know we are charged with this district in Saint Paul, but we all need to wrap our arms around all students to try to have the best outcome from the State, because the forecasts are a little unsettling.
 - Director Brodrick noted that Director Ellis is the delegate to MSBA and thanks for reminding of the delegate assembly. He confirmed the dates for the pre-delegate assembly meeting on November 21st in preparation for the Delegate Assembly on December 2.
- Director Foster noted the uniqueness of diversity on the school board and it is important for all voices to be in the spaces often very bland. The representation and passion just spoken about to be there - we need to be there to work with others and challenge others to think of all kids in Minnesota, and it is important to show up. Representation matters at all levels of leadership and need to be in spaces and places to advocate on behalf of all students and staff.

XI. FUTURE MEETING SCHEDULE

Chair Foster noted the series of special meetings scheduled, as well as the Proposed Pay21 Levy Hearing scheduled for Tuesday, December 8, 2020 beginning at 6:00pm via telephonic and video conferencing.

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

- December 15
- 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)

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

XII. ADJOURNMENT

Director Foster moved to adjourn the meeting; Director Marchese 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	Yes

The meeting adjourned at 7:27 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:
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
Via Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe**

**November 23, 2020
5:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:02 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

IV. NEW BUSINESS

Superintendent Gothard then thanked the Board, staff, and community for gathering to share information on successful MOU agreements with various bargaining units. He thanked Ms. McCarty and so many others who have been responsible for many hours of collaboration. These are, since March and April 6th in emergency DL, these are unprecedented times for all of us and continue to be as we look forward to the best ways to transition to hybrid. Proud of the team in addition to keeping everything running during

the day, and working into the evenings to ensure needs were expressed in a way to work together. We are not done yet, but made good progress, and the MOUs presented show the good faith presented to come to these agreements.

Ms. McCarty then presented information on the MOUs, which included the bargaining units. A general overview of the four MOUs was provided, including premium pay, advancement of sick leave, use of leave benefits, and voluntary layoff.

All four of the MOUs have these areas and focus - the slight difference is the premium pay language. It does cover four difference programs - Essential Kids care, Academic Support Centers, Discovery Club, and Meal Distribution. End dates were reviewed for each program, as well as additional duties of staff within these programs. There may be some different requirements in their role during this time. Details of advancement of sick leave was also provided, for advancement of up to 80 hours of sick leave in the event they have a low balance, and a method to "pay back" that sick leave. It is at half-time. Details on use of leave benefits to continue to utilize their sick leave, quarantine leave, and federal leaves in collective bargaining agreement and through FFCA. There is also voluntary layoff across all four, and allows employees to take a voluntary leave and still remain within the District's healthcare plan and additional details were provided. We have not done any layoff or voluntary layoffs - it is an option employees have in the event that they would like to take it. It will be continued through the end of this school year. All four MOUs go to June of 2021.

QUESTIONS/DISCUSSION - None

Director Allen noted that she will be abstaining from voting on the MOUs with Teaching Assistants, as her wife is a TA at Ramsey Middle School.

QUESTION/DISCUSSION:

- A. Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants

BF 32269 Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants

MOTION: Director Foster moved approval of the Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants. The motion was seconded by Director Marchese and Director Ellis.

The motion was approved by roll call vote:

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

B. Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services

BF 32270 Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services

MOTION: Director Foster moved approval of the Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

C. Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers

BF 32271 Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers

MOTION: Director Foster moved approval of the Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

D. Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teacher, Education Assistant, and School Community Service Professionals Bargaining Units

BF 32272 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teacher, Education Assistant, and School Community Service Professionals Bargaining Units

MOTION: Director Foster moved approval of the Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of

Educators representing Teacher, Education Assistant, and School Community Service Professionals Bargaining Units. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

V. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 5:23 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:

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
Via Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe**

**December 8, 2020
6:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:00 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

SEAB: K. Ali

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Marie Schrul, Chief Financial Officer; 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; Sarah Dahlke, Secretary to the Board

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

IV. OLD BUSINESS

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

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

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay21 school levy funds the 2021-22 school year. Levies are approximately 22% of the SPPS budget. The Levy can only move down after October 1.

School boards levy to provide revenue that funds the cost of staff, OPEB & pension obligations, debt service, facilities projects including: health and safety, maintenance and new construction, community education programs, and other expenses. Schools can only levy what is authorized by law.

The CFO went on to describe the factors impacting 2021 school levies, such as:

- Changes in tax base
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Other Post Employment Benefits (OPEB) obligations
- Employment changes that drive severance and unemployment levies Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

The CFO went on to describe the factors impacting the Saint Paul levy, such as:

- Overall, St. Paul's estimated market values are up 8.6% from the prior year with values now \$5.86 billion above the Pay 2008 Peak
- Market values are increasing in the double digits for 26% of homes, 77% of apartments and 41% of commercial/industrial property
- Sunray/Battle Creek/Highwood, Greater East Side, West Side, Payne/Phalen, Como, and West Seventh are all areas with higher increases in residential market values
- City, County and School portion of fiscal disparities aid increased. District increased by \$206,206

Ms. Schrul also described the determining factors into property taxes, including state legislature, taxing jurisdictions, and county assessor.

The 2021 Proposed Levy was then reviewed, and included details on the SPPS levy categories of:

- Operating
- Pension/OPEB/Contractual Obligations
- Facilities
- Community Service

Detailed figures on the proposed levy were shared, with the certified Pay20 Levy, SPPS Proposed Pay21 Levy, and the difference within each of the levy categories. The percent change is proposed at 4.77%.

The estimated annual property tax impacts on a home from 2020 to 2021, assuming a 8% increase in market value were reviewed, with the change at \$56.05 on a \$215,800 median home market value. The estimated property tax impacts on a commercial/industrial property from 2020 to 2021, assuming a 4.9%

increase in market value, with the change at \$161.67 on a \$486,600 median commercial/industrial market value.

Finally, the Pay21 Levy calendar was also reviewed, with the upcoming certification of the Pay21 levy at the December 15, 2020 Regular Meeting, and the certification to Ramsey County on December 28, 2020.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION - None

V. PUBLIC HEARING

- Peter Hendricks
- Dennis Chisholm
- James Riley

VI. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 6:27 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:

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**

**December 8, 2020
4:30 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education: J. Kopp, S. Marchese, Z. Ellis, J. Foster, J. Brodrick, J. Vue
C. Allen arrived at 4:33 p.m.

SEAB: K. Ali

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

IV. SUPERINTENDENT'S REPORT

Superintendent Gothard began by welcoming everyone to the meeting. He noted the current state of the COVID-19 pandemic and current case rates, and a brief update on vaccinations, and the plan to deliver

them to essential employees. While there is a not a date for education staff, the process has started. By Spring, we should be well on the way to be in a place where our community can obtain the vaccine. We are shifting to vaccination, and what a school district and community looks like with a vaccination, and barriers to continue to talk about the importance for health, safety and life of our community members. It's an important time for us and continue to learn and grow, and will impact our treasured stakeholders in SPPS.

He also noted that our SEAB student Kalid Ali was matched as part of the QuestBridge match program with Macalester College. He is going to be attending Mac, and is a select group of students who will be matched with a university. This program partners with nationally recognized colleges, and they truly look for students such as Kalid who are achieving at incredible rates in times of adversity, and need support. It is both a reward for Kalid, and a reward for Mac and our community. To know they have welcomed him and that he will be learning in our community and continue to grow, and give back to this great community. We are so proud, and know Kalid's family is also proud.

SEAB Member Ali then shared more about QuestBridge, including attending college at no cost for four years. He noted his experience in the college application process.

Board members congratulated SEAB Member Ali and encouraged him to reach out to board members throughout college and into the future. He has the support of SPPS and the community as he attends Macalester. So glad that he will be in Saint Paul to grow, and SPPS is a family and we are here for him. It is a recognition of all he has brought in and done so far, and so well deserved, and pleased for him, the community and his family. We are excited and proud and look forward to great things. Congratulations and thanks to Macalester, and he brings heart and honesty to items. Wish joy and success as he moved forward in his education.

V. 2021 LEGISLATIVE AGENDA

Superintendent Gothard then introduced Mary Gilbert, Legislative Liaison, to provide an update on the 2121 Legislative Agenda. He noted engagement in AMSD, MSBA and CGCS and compiling our priorities and be able to share them as one voice.

Topics discussed included a session preview and agenda items of:

- Stabilize Education Funding— Covid, General Education/Categorical and Special Education
- Increase diversity of teacher workforce
- Enhance local control and reduce mandates to improve outcomes
- Provide resources for child and family stability and support

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanks Ms. Gilbert for the presentation.
- With SUTR and making it affordable for the bachelor's program, and by making it affordable, are we going to use the same standards as the licensure program, or other implementations? Response: We are in the process of submitting a grant with a higher education organization. One option is the Dougherty School at the University of Saint Thomas, which provides benefits to our students. Before they get to Dougherty though, we try to have students enroll in College in the Schools courses in high school to earn both high school and college credit. There is also funds allotted to CIS programs in

high schools, for classes such as Intro to Teaching. It is time and money. The goal is to shorten the duration of hours in college for students with CIS courses and then to Dougherty School, thereby reducing the number of hours, credits, and time in a school. They are also looking at working with other foundation partners to offset the cost of tuition or off an internship that might be available during the student-teacher period.

- Discussion around licensure and underground programs. Response: It would be more of an internship in bachelor's program. The difference is that SUTR candidates are already employees in the district and they can't do the full-time job as SUTR, and taking classes during the summer, and full time position with master teacher Monday-Thursday and meet with their cohort on Friday. For SUTR, candidates are making a sacrifice in pay ,but do provide a stipend and pay their health insurance. It will be slightly different, but same spirit to look at partners and time to reduce student debt, and provide internship payment to offset their expenses. We will also have them apply for any and all grant programs through the Higher Education Coordinating Board, and then wrap other sources around to keep barriers and cost down.
- Suggestion to pay for medical insurance and benefits for the entire family, as that was identified as a barrier and concerns of some paraprofessionals - the pay cut and their families would no longer qualify for benefits.. Response: Will look into it and possible MN Care is an option for those families as well.
- Board members thanked Ms. Gilbert for the presentation and information.
- There are a lot of moving pieces in our legislative agenda, and great job of keeping apprised before and during session.
- MDE had a school funding task force, and what are the overlays of that report drafted by the working group, and about our funding formulas, SPED funding, and specifics in our agenda that might dovetail with the report. Response: There were several recommendations that were very expensive, and our general funding information - funding formulas have not kept up with inflation or property value, and has created inequities between districts. In putting together the agenda, taking principles used on general education moving forward with inflation, examining property tax differences and sustainability. Special education recommendations were fully included. The PreK recommendation was to go even further, to consider all students eligible for FRL, or universal. Given the deficit, and shore-up 266 seats first, and knowing in the Senate they would like to put funds into scholarships. Trying to be pragmatic and put in place that if a formula moved in that direction, use all principals from the formula, and goal to catch up with inflation, fund the biggest areas of cross subsidy in SPED and EL (\$70M combined), and add the 266 PreK seats. Those are big items. Will have all in place, so with the vaccine and economy coming back, the forecast may change and have pieces in place, including with inflation and funding those changes. There are ways to implement changes in formulas that are easier to do because we don't need to pay for them in a year with a deficit.
- Also important to elevate the principles in terms of lack of keeping with inflation, inequities, and cross-subsidy.
- We belong to AMSD and MSBA, and there will be some congruence in organization in common lobbying priorities given the fiscal situation of the state and make sense to go out together. Response: We all do better when we all work together. We have met to discuss that, including what is needed regarding COVID, and move forward the smartest way with things built into the forecast when the economy improves. A special thank you to Marcy Doud because she was on the task force committee and did a phenomenal job in representing the District in the special education recommendations. Director Marchese agreed and noted a presentation by Assistant Superintendent Doud before her time at SPPS, and appreciates that she is our special education lead.

- He encouraged Ms. Gilbert to please call in how to move things forward, and board members are able to be voices of the community and with elected representatives as well. Had some meetings together with Saint Paul Delegation members, and know the Board is able to help as needed.
- Director Ellis noted the MSBA Delegate Assembly last week.
- Curious to know about building things into the formula, and it will be helpful in the future and not something to pay for. If hold the District harmless for pupil counts and compensatory aid - how will they play into that, and things not to do now, but more immediate? Response: Holding the District harmless on pupil count affects stabilizing funding for this school year. Compensatory affects funding for next year, and believe to have most challenges to work with families and students have this whole year disrupted. Some will also depend on the federal government and aid. The other will be, as in the last large budget deficit, districts ended up providing revenue to get State out of deficit - they delayed payments to schools and borrowed property tax payments. It was to a county cash flow provisions, where districts funded part of the money that we got back and to prevent cuts, and still had cuts. One of the things looking at whether to delay payments to schools, which can generate a lot of money just by giving 80% instead of 90%, and would be using own money to do increase in general education formula or not take cuts. The other thing discussed is if local governments are sitting on reserves, and looking in that. Financing options there might be to offset the deficit, and a lot depends on the federal government and if they are going to provide funds to offset.
- She also noted the thinking about impacts for the next five years, and what that means at the state, and multi-year planning as we continue to try to figure out how we can recover and recoup through how we show up in the future. It will continue to have an impact on our district, and how that is being a part of the conversation at the capitol.
- Director Foster thanked Ms. Gilbert for her work and commitment, in continuing to be champions for public education.
- Superintendent Gothard thanked Mary - she has been an indispensable partner, and needs for relationships and staying connected to lawmakers and know she will continue to fight for Saint Paul and public education.

RECOMMENDED MOTION: Director Foster moved to approve the Legislative Agenda for 2021 Legislative Session. The motion was seconded by Director Brodrick and Director Allen.

The motion was approved by roll call vote:

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

Director Foster moved approval, and it was seconded by Director Brodrick, to recess the Committee of the Board Meeting in order to move to the Special Meeting - Truth in Taxation Hearing. The Committee of the Board Meeting recessed at 5:48 p.m.

The Committee of the Board Meeting reconvened at 6:40 p.m.

VI. DISTANCE LEARNING & HYBRID UPDATE

Superintendent Gothard then introduced staff to present an update on Distance Learning and Hybrid. The guiding principles were reviewed, as well as the dial of hybrid stages with the District currently in Distance Learning 2.0 for all students. During the month of December as DL updates, there is a 2 part series to share the academic work to share the work being done for high levels of instruction at equitable levels. He shared a framework for this critical work, greater efforts to strengthen the educational efforts; COVID has presented challenges, and the one core to our work is to provide instructional and ensure equitable learning for all students and strategic plan; we have worked tirelessly to address academic challenges and the urgency of closing, providing meals, and providing support and has been responsive and intentional and reflects cross functional work to improve long term student outcomes.

An update to Hybrid Stages 2 and 3 was also shared, including details on site readiness, important dates, and potential impacts.

The next portion of the presentation focused on ensuring high levels of instruction and learning during COVID-19. Part I at the Committee of the Board meeting will focus on:

- Unfinished learning
- Credit recovery
- Specialized Services
- Engaging families as partners

Part II at the Regular Meeting on December 15th will focus on:

- Strengthening academic core
- Culturally Responsive instruction
- Social/emotional support
- Academic Support Center
- Senior Blitz

The definition of of “unfinished” learning was reviewed first. Graphs showing COVID-19 learning loss forecasts for Grades 3-8 in math and reading were shown. Data from across the nation, as well as the region was also shared.

Within the SPSS 9-12 Support portion of the meeting, the impacts on seniors was discussed, academic student supports for grades 9-12, and next steps.

Within Specialized Services, the topics of instruction, social/emotional learning, resources, and family supports were shared.

Additional information was also shared in engaging families as partners, and new ways that our schools are engaging, and District efforts to fill in the gaps.

QUESTIONS/DISCUSSION:

- Director Allen requested further information on the rationale for switch classroom teachers in the middle of the year, and what brought us to that decision? Response: There will be situations where teachers may have an approved ADA accommodations and are now teaching virtually, and some of their students may have opted into hybrid. That shift will need to happen because of the need for a licensed adult in that classroom.
 - She went on to note concerns because we are in this state of instability, and to add another layer of instability is concerning. Understanding this is what we will need to do because of accommodations, but wondering if way to maneuver around that on an individual basis to make

accommodations for students and families? Response: There will be movement, and will be looking at if move students - either case changed based on availability based on choice and teacher of assignment may or may not be able to do that. Also, the parameters and need to be mindful. Lots of different force in what a hybrid looks like. Through negotiations and working with maximum flexibility and believe arrived at a good place - some disruptions but not as many as if we did on September 8th. The time we have taken to do best way possible has paid off, but there will be disruptions.

- She also noted and appreciated the hard work and thought in how to go to hybrid, and want to encourage everyone to dive into how to perfect distance learning and fill where needs are not being met because we will be in this situation for a while, or may need to go back into it. Focus work on perfecting distance learning. Response: Hybrid learning is distance learning, and still interacting online with teacher. We have a lot of work to do remaining with DL, and know that will be a part of it.
- Director Kopp noted questions about Virtual Learning School, including enrollment options an opportunities to still enroll? Response: The original last enrollment date was November 9th, and one of the pieces beginning to discuss - families opt into this program, and if they didn't, their option was hybrid - we know there are some additional requests to opt into VLS, and need to provide that opportunity for families, and contingent if we launch on January 19th, and communication to families to confirm their enrollment. There will be an opportunity to sign up and communicated with families contingent on the decision in January.
- About VLS, and enrollment capacities at sites - imagine it varies? How was that determined? Response: One of the things offered and allowed teachers a perspective on sharing was voluntary decision if teaching hybrid, and make a choice to keep the current class roster, and mean they would be teaching students in hybrid and students in VLS. The capacity of VLS is with large amount fo staff with approved accommodations from HR. That factors into who is teaching VLS. Enrollment is the driver of capacity and will staff accordingly.
- She also noted the complexity of this from multiple schools, needs, desires, and appreciation of schools team, and building leadership for communicating with families.
- Director Marchese question that in terms of planning with Stages 2 and 3, is the plan to consider Stages 2 and 3 to happen simultaneously? Response: The plan would be to launch Stage 2 and 3 simultaneously, which would mean in a context of PreK-5 launched on the same day for hybrid.
- Talk about thinking of why that way? Response: Our readiness targets and process based on readiness and took time to have each stage ready on their own, and had time for Stage 3 to be thought through. It provides a better opportunity for elementary schools, and this will ease planning and logistics. By adding Stage 3 at a later date, there would be potential disruptions in routes in transportation, etc. We have used this additional time to plan for Stage 3 and feel more confident.
- It makes sense to think about PreK-5 at one time because of logistics and at the same time because so many buildings organized in that way. Will the calculation change for K-8? Response: We think of grade bands being serviced. Stage 4 would launch the middle school component of K-8 schools. There is consistency for Stages 2 and 3 for all sites because it is inclusive for all grade bands. It will not cause disruptions if the middle school grades are not moved in Stages 2 and 3, but are moved as planned in Stage 4. In thinking about that grade band, there are students in Special Education that may be receiving service at those sites.
- Director Ellis noted questions in the difference in Group A and Group B. Response: Group A would be representative student group who would attend on Monday and Tuesday, and Group B would be the group of students who attend hybrid on Wednesday and Thursday.
- What if a family in Group A feels that Group B is better for their needs and schedule? Would they be able to move? Response: There are some opportunity to balance classes, but the work put in on the front end in designing, there will be some room for flexibility, but not a lot. We want to randomize

opportunities for students, while prioritizing opportunities for families. We may see a small number of shifts and changes with facilities and total number of students to bring into a classroom, and transportation and keeping families together. That is a site-specific concern that families could share with their building.

- Director Ellis noted that schedules may work better for some families, and adjusting once students back in school, and flexibility and opportunity to adjust.
- About staffing, curious because we talked about the possibility of students having different teachers, and what that means for students who received special education services, and does that mean the support staff will change as well? Response: One of the things we are looking at in Stage 1 is that there was flexibility because of the size of the stage in returning to hybrid. In Stages 2 and 3, and staffing, it's based on enrollment in VLS and accommodations. Because of enrollment in VLS and accommodations, there may be some changes, but not a whole team, only the individual who needs an accommodation to work remotely. In regards to accommodations, there could be a shift. But it is more flexible who stays in case manager, but provides in person services. There may be another person added to the team, and keep the case manager. We are trying to keep consistency for students and including the paraprofessionals, but it is also about accommodations of the staff in how flexible we can be.
 - If switching who student has been with since January, and hope intention that those with our students as support have been there and stay there; students will need consistency especially if their classroom teacher changes.
- It seems there is conversation about elementary coming back in hybrid, and wondering about changes for middle and high school students. Think it's still a little gray as to what happens - will those teachers change, and will this carry into later stages? Response: Teachers across the district who apply for and seek an accommodation through the ADA may find themselves not able to provide in person support and teaching for students. There is opportunity if we bring students back, that individual may not be available in person, and will be a systemic challenge and situation we face. Our focus currently is on identifying better ways to support distance learning and in person learning considerations, and will be part of the discussion in hybrid in Stage 4.
- Whatever system for staffing, will continue with middle and high school. If we have students in VLS, and students returning in hybrid, there will be same transition and/or schedule modifications to make, and trying to figure out impact on students, especially seniors, and all students from 6-11. Response: To a certain degree, yes, there will be students who opt for VLS and staff not able to provide in person support. The difference is in the scheduling from elementary to middle and high schools and the impacts this hybrid model could have, and moving those pieces around, and see how the variables impact. We are continuing to work through those scenarios. The threshold for cases is also higher for secondary cases as well.
- As we're building our system to bring students back in hybrid, but that Stage 4 will be middle and high school, so what we build now will be important for Stage 4.
- Director Vue noted the timeline, but noted concerns about opportunities for families to provide feedback and noted the readiness indicator. Where are families' comfort level right now? We're asking them again to make accommodations and changes to their lives, as they juggle the hybrid schedule and DL schedule. What kind of opportunities are we giving families to provide feedback? Response: We did ask input from families over a month ago for Stage 2 and 3, and are currently planning to ask families about their experiences in distance learning. Since we are in the design stage, it is something to take into consideration as we finalize the survey. Given that it would be quite a bit out, and might be more relevant in terms of the timeline.
- Are there plans to send new surveys or communicate with families, maybe not right now, but as we move closer? Response: Yes, there are plans to communicate further with families. Unless we are

moving to Stage 4, we would not administer another pulse family survey similar to Stage 2 and 3 in terms of reach out for feedback. It would be related to experiences of students and families in distance learning.

- Are we talking a week or two out before the date of action where we move? Response: It would be asking for family input after the winter break, and administer the surveys for family input so it would be closer to the timeline.
- Director Allen thanked the team for the presentation.
- With the reading scale, it looked like the slope started at grade level, but are there adjustments for students who may be coming into a certain grade but not reading at that level? Response: On the RIT scale, the scale is vertical, and across all grade levels. That line is the average, but does not correspond to a level, and one of the advantages of an assessment like this. Wherever students score on a map, their scores are averaged together. It is important who takes the assessment and all their data is combined together in a vertical scale. It is the average of all the score, and wherever the student is and included in that grade level score and averaged in no matter where their score is on the scale.
- Director Allen noted the data for students passing or failing, and the data for SPPS was not broken down by demographic groups or race. Our disparity gap is larger than other states - what do we look at for our district? Response: We have preliminary data to share with how those numbers look. We can compare quarter 1 final grade data compared from this year to last year, and how far where we were knowing pandemic is intermediary, and look at for 6-12. For 34% course completion in Q1, we know at this time last year, that number was 9%. This information tells us double the amount of courses not passed between this year and last year. We also have data around students who qualify for FRL, racial groups, and students with disabilities. It is being compiled and hope to share fully next week. About the reading, at national and state level, in reading looks similar to SPPS. The reading looks a little better in SPPS. We did have disproportionality related to the racial breakdown of grades, and preliminarily, it looks like disproportionalities carried forward and see again in Q1 of this year, and will have it next week if disparities are exacerbated, or continue at their regular pattern, which is still not good, but have gotten worse and will have in Part 2.
- About the credit recovery program, and recommendation and concerns around process, and want to emphasize how important it is for students to have skills to allow them to obtain a living wage, or be able to be successful in community college, college, tech school or next choice. Hoping in credit recovery process, and looking at deficits to receive because of COVID in education, and more targeted in college essays and other skills that can obtain them a living wage position. We need to align those. Just passing students along does not help them be successful in the long run.
- Director Kopp thanked staff for the presentation and information.
- Also appreciate focus on whole student and looking at whole child, whole family and anticipating the difficulties that students may have such as mental health, focusing.
- Heard a lot of great information about resources from Director Ginther and Director Kilgore, and tools available. Know those get pushed out through schools and teachers - is there also a place where these things can live to refer families and students? A real easy place for these things to live - like a one-pager? Response: We are collecting all best practices in Family Engagement, and with Ms. Carlstrom and supporting Ms. Bolling, and she is gathering all things together to learn from one another and have that resource as well. In OFECP, we will have that and it will be easy to use, and in a place to all use and learn from it. Often times it does fall on support staff. Ms. Kimani also provided insights to support students and school based mental health supports and centralized supports to provide to teachers and families and school-linked mental health supports. She noted the challenges, but also working district wide, and referrals or need no matter what school, and getting this

information out to school sites to families. In talking about the whole child and meeting all needs in addition to academics, and to have a daily connect with students in DL and plan to continue during hybrid, to have someone checking in with each student. Also the importance of ensuring to look at responses as a check-in and to notice if we see struggles or responses, and to reach out to family to see if there are other actions we can do to meet their needs.

- Appreciate that we are starting to do low-tech ways of doing things, but instinctually human in reaching out to others who need each other and using technology where we can, but also using our hearts to elad that way, and grateful for work and resources are being gathered.
- Know there are different mutual aid sites in community and neighborhoods, and sharing those resources with those organizations in those places, and talking to families, and hearing things, and another touch point outside of technology and school but embedded in the community.
- Thanks to everyone for the hard work and grateful for it as a board member and parent.
- Director Marchese echoed thanks to the team and appreciation for work being done and intentionality.
- He also noted that the data on and behind unfinished learning is so important and statistics, and need to absorb the impact of that long term for students because we are losing precious time with many students through this. Not by intent, but in this environment, Want us to think about how we are going to think about dealing with it right now, but long term. The after effects will last a long time and require different planning and thinking. Are we thinking down the road about how we will need to teach and curriculum differently given a significant portion of students with learning loss during this time and adjust expectations down the road, and how are we going to be able to adapt to that? Concerned about long term impacts on the community and how we grapple with that, or early research or curricula design right now. Response: We are going to focus on core instructional work which is one of the areas to have a solid foundation. Often happens, we move too quickly without securing the core into the interventions, and they have gaps in what should be their core knowledge. Part of our work around emphasizing culturally responsiveness is infusing the core with clear practices to allow identity, grade-based behavior to support core learning and build relationships. We are looking at will students want to repeat, come back, build relationships to stay with us, and need to reshape addressing instruction to emphasize the core. We need to go back and solidify the core based on data. In Teaching and Learning, we have brilliant minds who know their content area and tell more about what has to change. In classrooms, teachers ask if they move students along in next 5 months, and year, and unfinished learning could look further out. We need to narrow and what we are asking students to do and standards that really matter and are important for their success, and let others go. She noted stories from Academic Support Centers, and the breakdown as to why something SPPS needs to go back to doing in addressing the core. We know that even prior to the pandemic, the response to how serving students, it needed work, and look at multiple ways. We need to look at how to recover from this time, and how to serve students differently. We need to continue operating from a place of high expectations with high support. We need to support students to go better places and stay there. We have also been able to capture curriculum online and archive it, and have resources cataloged and parcel out or tie into for families and teachers and community partners, and use to boost students. Lastly, we had an ongoing talk at looking at summer school differently, and regularly we serve 15,000 students, and maybe look at 5th quarter, or 3rd semester, and conversation at CGCS, and definitely want to have that discussion now.
 - This is an opportunity to remimage some of important aspects of reaching and working with students. In terms of the disparities we have seen, and ways our students have or have not been engaged in the past, really raise a challenge to system to respond differently and a chance for a reset with new tools, and take advantage of “never waste a crisis” and opportunity to rest in ways we do things, and expectations of our students and right support and focus, we will have success

and they will be successful. Urge to push envelope to that commitment now with opportunity to push for some things to change in different ways. We have heard that from community, and have this as an opportunity to reset.

- Curious to how we are engaging parent advisory committees and members in these conversations around awareness of services, what students need, what families need to be supported. They are sources of information in the feedback loop. Our OFECP staff still meets, and how is that happening now, and how is information being passed on to buildings and central administration? Response: The parent advisory councils are still meeting. Early in the year, they met directly with Dr. Gothard, and also ask specific questions. Additionally, when PACS meet, the staff then share with Ms. Kilgore, and as see themes, those are brought to the leadership teams. We are not seeing themes right now, but individual concerns. We are starting to see those settle down, and more concrete agenda items with the beginning of the year beginning to settle down, and report back with themes.
- PACS are a great way to promote information and services and new tools bringing forth to students and families. These are folks who can help to spread that message in community in relationships they have and share backgrounds and abilities. This is a two-way street, and tough now without random conversations, and be intentional on when we do that.
- Director Ellis thanks staff for the presentation. She noted that she is so angry that this is the experience of our students in our district in unfinished learning - that's painful. She acknowledged a few folks acknowledging parents and how they are supporting their children and students, and that is happening everyday. At the core of what our families want, is to know if their child is not doing well, how they help them. Appreciate that was mentioned several times.
- She noted her previous question in recovery of credits for students, and thinking about our seniors, and asking how we are recovering credits in same way that students are trying to recover their current classes. We have folks supporting our students and navigators and reaching out to get them to the finish line, but still not sure how we are doing online DL differently for students with credit recovery. What is the difference, or the same? Response: A conversation with MDE was noted, as well as concrete examples with teachers in what they do differently to approach it differently. In conversations with MDE, we have been encouraged to look at possibilities for students to earn partial credit, and look at the credit and requirements, and partial credit offered. We can apply and look for rigorous coursework, and pull back barriers that are adult-based interfering with students abilities to recover these credits. We can allow children to show their knowledge through a portfolio or project or other ways to show their knowledge, and community and standards met, and political activism and expressions. There are ways to approach grading and earning credit in non-traditional ways that MDE does not regulate, but our local agreement as SPPS what flexibility to put in place to ensure students are learning, high expectations, but not held back by a number of assignments or something unrelated. She noted conversations around grading in CGCS, and attendance tied to grading, and other items tied to grading. We asked schools to look at their grading policy through an equity lens and make changes to support more students doing better and the concept of holding students harmless. Mr. Ginther then provided details on examples to support students. There are two pieces - work with Evening High School and ALC to figure out what are small victories as mentioned - we did see 6% in progress grades in positive direction, and sense of urgency and high expectations. We have also seen no assignments in the last week, but supporting students to achieve in Q1 classes, and provide supports and traction with 6% gain. There is a lot of work to be done, with 1:1, small group tutoring, and need to continue that engagement. We will be back in person at some point, and need to re-engage our young people. Reiterating not their fault, and get time with attraction in DL. As we plan for in person supports as able to safely - that is a collaboration, and will work with ALCs, summer learning, and high schools to coordinate a plan in how it looks differently.

- She also noted another question with data around the region, Midwest, metro, and didn't break down 34% with Q1 grades that were failing. Is that just seniors, or across the district? Response: We have that data. Of 34% of 2020-21 Q1 grades for 9-12 graders failing, and 66% passing. Last year, those students in that same Q1 time in 19-20, their fail rate was 15%. They went from 15% to 34%, which is more than 50% increase. Show next Tuesday is who of that 15% increased, and there is a predictable pattern, and same pattern seen for too many years. There may be some bright spots. When looking at 36% of 6-12 graders, 31% of those students this year had failing courses, and 69% were passing. Last year, that number was 12% of 6-12 graders, and 88% were passing. In 6-8 grade, last year, 9% were failing, and 91% were passing, compared to 29% of 6-8 graders failing, and 71% passing. The percentage of grades, and they do represent students, and that's why increase are things we would not want. The unit shared is grades, not students. We are talking grades at courses, and do have data to show that there may be students failing 1 course or 2; we have a variety of schedules and see a variety of amounts of courses that one student could be failing.
- Irate and sad for students to feel like this on top of everything else.
- There were a couple press conferences to talk about in district and students not doing well, and brought this up, put attention to it, and same attention and care needs to be given to students. Appreciate this presentation and more information to come. Do need comparison, but need to know what we're going to do. Need Saint Paul and what's happening and work we're going to do. After have information and made moves, then comparison might be helpful. Encouraged to focus time and attention here in SPPS.
- She also noted and appreciated all that is happening, but is struggling with this one, as parent, community member - this one is hard.
- Superintendent Gothard shared that this is high level discussion - not the first or last had very direct conversation with folks to direct this work. The grades allowed by mid-quarter progress reports, and when saw that data point, it was not good, and shared concern and direction to do something different. Did see improvement for Q1. We turn it back to schools, to do better and how to support them, and systems to build, time to allot, and draw from each other what is working and share that. We have deeply engaged plans at mainly high schools across the board, and we are trying to set context, and make adjustments for presentations for taste of what we are doing differently at this time.
- Director Brodrick shared that this discussion and points made by board members in the question waiting to ask with a problem to get meaning out of SPPS data that said 34% of Q1 grades were failing, and as clarified, this is a piece of data that gives percentages of grades, and hoping by next week, a clearer idea of percentage of students who are either failing 1 class, and want to know percentage of kids who are failing 2 or more classes, 3 or more, most of their classes, and try to get from that original 34% of quarter grades, and extrapolate in terms of students and percentage of students who are failing. Response: Yes, we want to know the percentage of courses failed, and how does that compare to last year, and want to know about courses failed, about breakdowns in specific categories, which help us pivot and determine instructional practices to take place.
 - It is important for us to know the percentage of failed grades because that tells us where indeed we are failing, and may give information in what areas in curriculum we are failing. This piece of information 34% of grades are failing grades, is important piece of information. We also need to focus on the students who need support, and know what percentage of students are failing a lot of classes, or dropped out of school. Then we come in and focus in and identify those students. Response: It is a both-and, and a yes all the way around. Also look forward to hearing about in deconstructing these data points and turn into information and our senior blitz plan - our design to do just that - go in and get seniors support they need with all supports, and put more and more support, even in DL, with support and questions answered, if teachers do not have enough time.

- As a high school social studies teacher, and taught 12th graders, and students towards the finish line, that plan is very important without a lot of time, and need to ensure all seniors get to that finish line.
- Director Vue noted appreciation of the information, research, learning loss, and graphs. He is conflicted about the term “unfinished learning” and undertone of marginalization, and it not “teaching and learning” and students bear too much of the responsibility of fault in this matter. He noted his experience in his education. In talking about mental health, and not identify as work perpetually unfinished or incomplete. Can we change to “disrupted learning” to explain how this practice is occurring? Response: Words ring very true, and often talked about this idea. There is a fair amount of research, and drawn to “unfinished” due to state of world pandemic and constant moving to the next stage and questions, and sense this will be with us for a considerable amount of time. This is an attempt by those in urban areas who are doing work in this areas to be more sensitive to the context that this is not on backs of students - it is a step forward rather than learning loss, slide, those deficit thinking - it is one step forward, and thinking this is a better term and consistent with Council research. This perspective is very interesting and valid and appreciated, and highlights what we want to talk about which is the quick stop of teaching, and inability to receive the teaching due to closure of the district. Will take into consideration this terminology or other to be more adequate. Words do matter. “Unfinished” does send message that we will complete and finished, and for seniors it is the time to graduate with class and cohort, and looking at data to guide instruction and supports to get back to place where they can thrive and succeed “Disrupted” also acknowledges disruption and change. We also still need to finish and complete. There is no perfect word to describe where we are, and will look into being more clearly respectful and representative of students.
- SEAB Member Ali noted one question regarding credit recovery and how a semester plan could help most students - in SPPS, there is a quarterly progress grade, and how those students who may fail in Q1 and allowing to earn back credit with average semester style grading style to reduce the number of students may be failing. Response: Everything is on the table, and messaging to families is evaluating success in Q3, Q4. These are unprecedented times and doing anything and everything in credit recovery, and in how to pull assets students have and knowledge in different and innovative ways. More assignments is not how we should be doing that, but looking at portfolio and project-based learning, and work that many are a part of in these incredible times. That is the drive of this work to look at as a semester and build on what they know, re-engage, and support them to the finish line to a bright future. That idea is spot on for Q1 credit recovery, and to build on that, and all is on the table as we move forward in these uncertain times. Things are fluid and appreciate that thought.
- Director Foster thanked the team for the presentation and questions for next week. She reiterated the request for understanding and information in talking about what is happening in SPPS and what we are doing, what we learned, doing differently, and how that is supporting students.
- Dr. Gothard shared that the purpose of this presentation isn't to blame - COVID-19 is the reason we find ourselves here. The reason with emotion is this disease without a vaccine and was not handled as well as it could have been, and are struggling with that. He is going to direct and direct that we do better for our students, what they need and how we can help in new and better ways. It starts with relationships and connections, and encouragement. There can't be a grade on that interaction and relationship. Our kids are smart and know realness and genuineness, and need us to be consistent and tough, but caring, and create a safe environment to be their awesome selves and share what they need. There are historically underserved students in our district and COVID has shined a light on that. We do need to share a direction, and appreciate the work of our schools. We are not going to wait until April or May, and need to get this under control and do better right now, and willing to support in any way through parent meetings, community meetings. We need to be excellent at

communication, and support and in new ways. Thankful to the team, and we are one district that understands we have challenges and are not shying away from the data. We need everyone to take the perspective that we need to do better, and to look at the response and have that carry us forward - focus on the day when we did kids right, community right, and should all be proud. Work to do and room to improve and committed to do that. Appreciate the ongoing support of board members.

VII. ADJOURNMENT

Board members thanked their colleagues for the thorough questions and bringing useful information, and shows the strong work of the board on details, and asking thoughtful questions from different perspectives and learning a lot every meeting. Thanks for engagement and discussion.

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

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Absent (technology)
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

The meeting adjourned at 9:19 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**

**December 14, 2020
5:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:04 p.m. by Tri-Chair Ms. Myla Pope.

II. ROLL CALL

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

Board of Education: J. Brodrick, J. Vue

Committee Members: D. Ellis, W. Williams, T. Parker, C. Jones, H. Dyan, L. Gale, J. Sosa, N. Paez, P. Richardson, P. Nayar, T. Parker, B. Lozenski, B. Mork, M. Quiroz, M. Xiong, W. Hill, L. Scott

Staff: S. Dahlke, S. Hussein

III. GROUNDING

Members of the committee then discussed in small groups about how COVID has impacted or changed their lives from a personal and professional level, and focusing on personal, local and immediate impacts, as well as where members land on the Courageous Conversations compass as they shared and listened to the truths of other members in the group.

Members then shared their thoughts and themes with the entire group..

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.

The charge of the committee reviewed, and will be further discussed within the meeting.

Members were encouraged to reflect on the grounding and connectedness to the ongoing work of creating equitable systems, and goes beyond the sole work within the Equity Committee, but also how members are observing, reflecting upon, questioning, and interrupting pervasive inequities. This personal work is necessary for us to collectively mobilize our purpose of defining adaptive and actionable recommendations. Members were encouraged to reflect upon what they need to do personally to enhance their ability in managing dialogues around race, gender, sexual orientation, culture, gender identity, and other identities and lived experiences of our SPPS community, as well as what they will need to do personally as an Equity Committee member to ensure that our work leaves space to hear the different lived experiences represented in SPPS.

V. NORMS

The Seven Norms of Collaborative Work and Courageous Conversations Protocols were also reviewed.

As a review, the definition of “inequity” was also shared, including that an inequity brings about a lack of fairness or justice against those that are not a part of a dominant way of being. It may include favoritism or bias which makes a circumstance or proceeding unfair. Inequities tend to be predictable by: race, gender, age, socio-economic status, sexual orientation, physical ability, academic ability, etc. The preceding is not an inclusive list as there may be other aspects of one’s identity that can be met with injustice.

VI. GROUP WORK - MATERIALS AND DISTRICT INEQUITY RANKING

Members then reviewed materials which listed an inequity description and ranking assigned for review to their group. Members used individual spreadsheets to review each of the inequities assigned to rank them, add thoughts/feelings/comments about each inequity, and to be prepared to process thoughts within their small groups.

Members then shared their notes and inequities within their small groups. Within the small groups, members were encouraged to share their top two inequities, add thoughts/feelings/comments, determine the small group’s top two inequities, and draft a recommendation for each of the top two inequities.

Considerations when determining the top two inequities included the possibility of combining inequalities, and ensuring that the top two inequalities were not similar. There will then be a review of the final eight Equity Committee District Inequities, ensuring they are varied.

Committee members then shared where they feel they are at - words included “energized”, “exciting”, “momentum”, “so much”, “heard” and “successful”.

VII. NEXT STEPS FOR JANUARY 2021 - MAY 2021

Next month, the committee will continue to discuss their top two inequities and recommendations to present to the Board of Education. Through discussion and linkage of similar inequities, will narrow the focus to eight total inequities, with two from each small group. There will also be discussion on the stakeholder inequities list of 74 inequities.

Ms. Pope then encouraged the group to start to think about and begin planning for presentations on the recommendations to the Committee of the Board early-mid 2021. She also noted that in January, there

will be a form for committee members to complete to nominate two people for the next iteration of the Equity Committee, as the current term is two years.

VIII. FINAL LIST

Committee members were encouraged to share the additional amount of time they feel they may need in order to complete their small group discussion on top equities and proposed recommendations.

IX. CLOSING

In closing, committee members were wished peace, good health, and taking care of selves in midst of so much, and thanks for the time. Next month, we will work on stakeholder inequities and finishing work from this meeting.

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

Distance Learning & Hybrid Update

BOE December 15, 2020

45



Guiding Principles



Focus on the needs of students and families.



Prioritize community well-being, including the social emotional and physical health needs of students and staff.



Champion equity and make sure students maintain progress toward their learning goals.



Design fiscally responsible and sustainable solutions.

Hybrid Stages

- All PreK-2
- ECSE Programs, Birth-PreK
- Fed. III K-12 Autism & DCD Specialized Classrooms
- Montessori E1

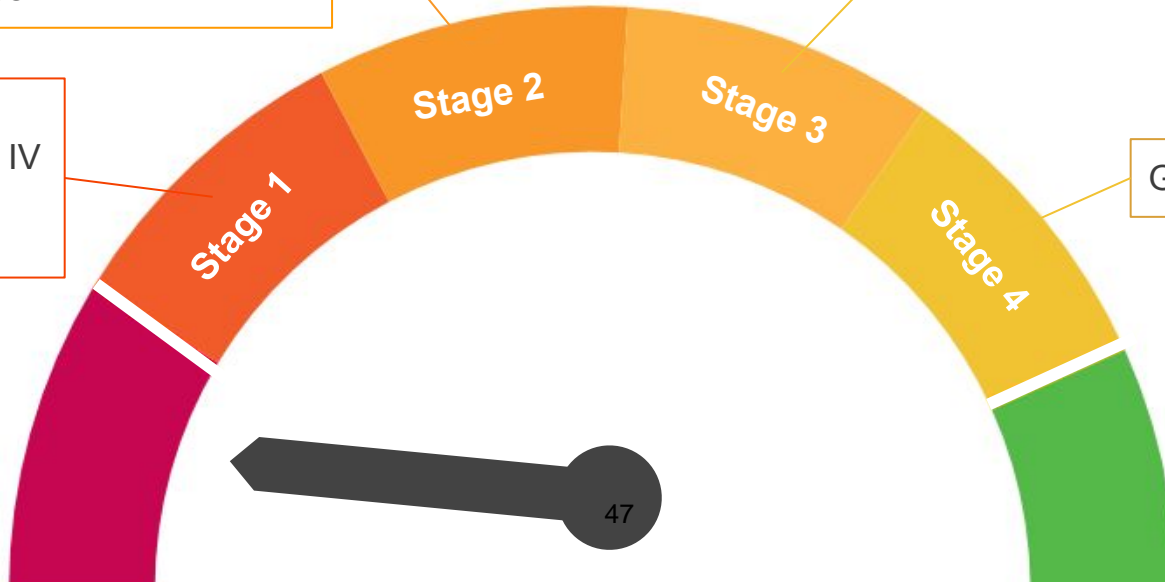
Grades 3-5

Hybrid Model

Special Education Fed IV Programs & Special Sites

Grades 6-12

Distance Learning 2.0



Return to in-person Learning

Hybrid Update

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Hybrid Update

Health and Safety Protocol	<ul style="list-style-type: none">● Safety Provisions (i.e. masks/PPE; handwashing and sanitation; social distancing; daily cleaning, HVAC systems, etc.)
Hybrid Scheduling & Workload	<ul style="list-style-type: none">● Elementary and K-8 school day and Specialist schedule● Hybrid learning model and in-person support components● Clarification around in-person and video instruction● Class Size in Elementary Grades
Specialized Services/Special Education	<ul style="list-style-type: none">● IEP/due process support while in Hybrid● Hybrid day A & B group configuration● Individualized Family Service Plans (IFSP), Individualized Education Plans (IEP), and Contingency Learning Plans that provide FAPE in the hybrid learning environment.

- ★ COVID-19 Health and Safety Labor Management Committee
- ★ This MOU addresses the 2019-2021 CBA only

2 Secondary On-site Support

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Secondary Student Needs

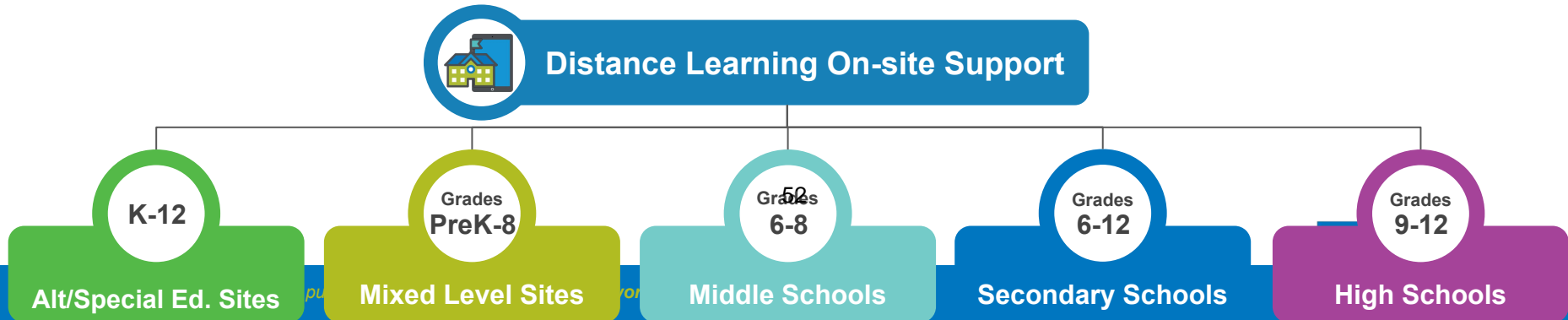
Student focus groups (led by REA)

1. Students talked about being self-conscious of themselves and feeling alone in their learning.
2. Students find communicating with teachers more difficult during Distance Learning.
3. Students talked a lot about a lack of motivation and procrastination during Distance Learning.

Conclusion: Find more ways for teachers to connect with students

Secondary On-Site Support Design

- Provide in-person opportunities for identified student groups
- Work with County and State health officials in determining when to implement
- Supports are differentiated for secondary bands
 - Acknowledge the varying needs of K-8, 6-8, 6-12, 9-12, alternative programs
- Create SEL in-person support opportunities
- Ensure there are non-athletic extracurricular MSHSL opportunities
- Provide intensive in-person special education services based on IEP needs



Secondary On-Site Support Design

- **DL on-site support at all secondary schools**
 - Individual and small groups meetings
 - Support provided by licensed staff
 - Maintain connection with current school
 - Build upon the present relationships with their own teachers

- **Design work underway**
 - Representatives from SPFE, Divisions, Schools
 - Students on site based on needs
 - HS appointments targeting support for passing classes, ML, SpEd, social/emotional considerations
 - MS prioritizing developmental needs for all non-VLS students--learning to be more independent learners, connecting with peers
 - Bagged meals on-site or take home ⁵³
 - Transportation through standard bus routes and Metro Transit

3 Ensuring High Levels of Instruction & Learning During COVID-19 Part 2

- A. Fall 2020 Data
- B. Strengthening Academic Core
- C. Social/emotional Support
- D. Academic Support Center

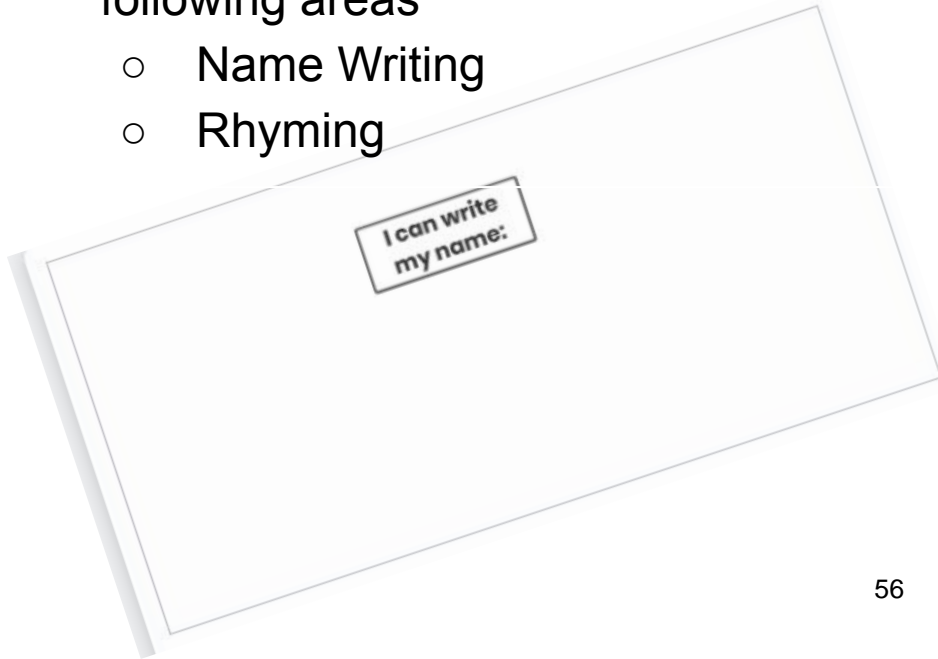
54

A. Fall 2020 Data

55

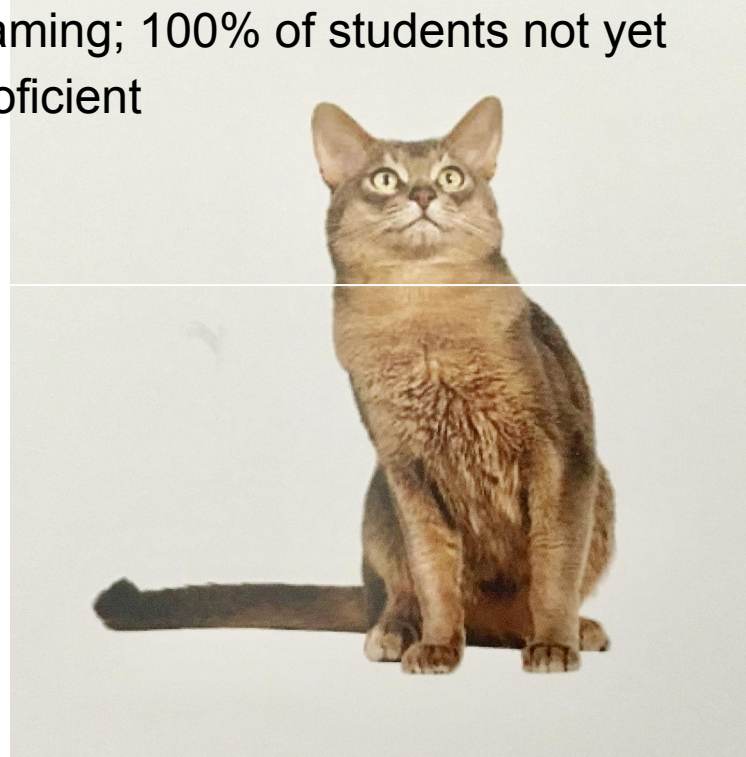
Pre-Kindergarten-IGDI Suite

- The percentage of students proficient/exemplary increased in the following areas
 - Name Writing
 - Rhyming



56

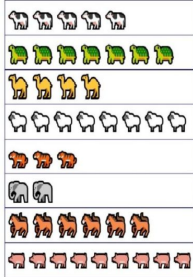
- There was no change in Picture Naming; 100% of students not yet proficient



Pre-Kindergarten-Math

<i>Color Identification</i>					
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<i>Counting</i>	1	2	3	4	5	6	7	8	9	10
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<i>Names Of Numerals</i>	1 = "one" 2 = "two" 3 = "three"
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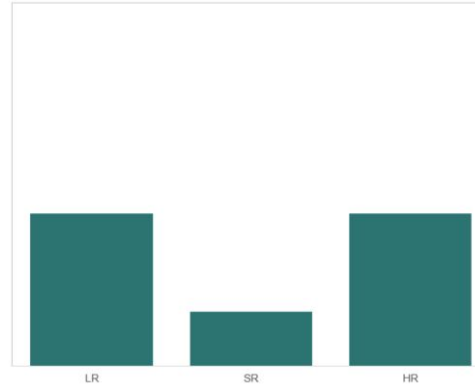
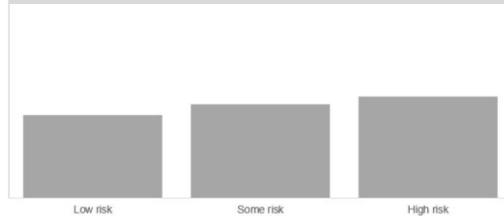
<i>Shapes</i>				
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The percentage of students proficient/exemplary increased in the following areas:

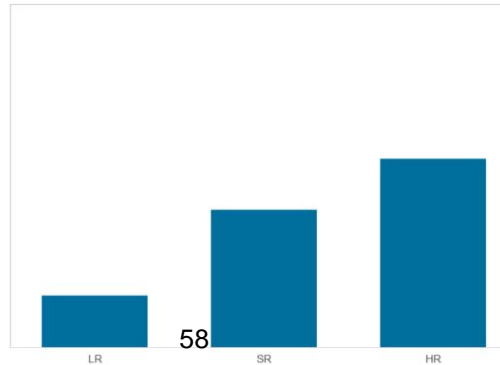
Literacy - earlyReading

The percentage of students with high risk increased overall



High risk increased and low risk increased

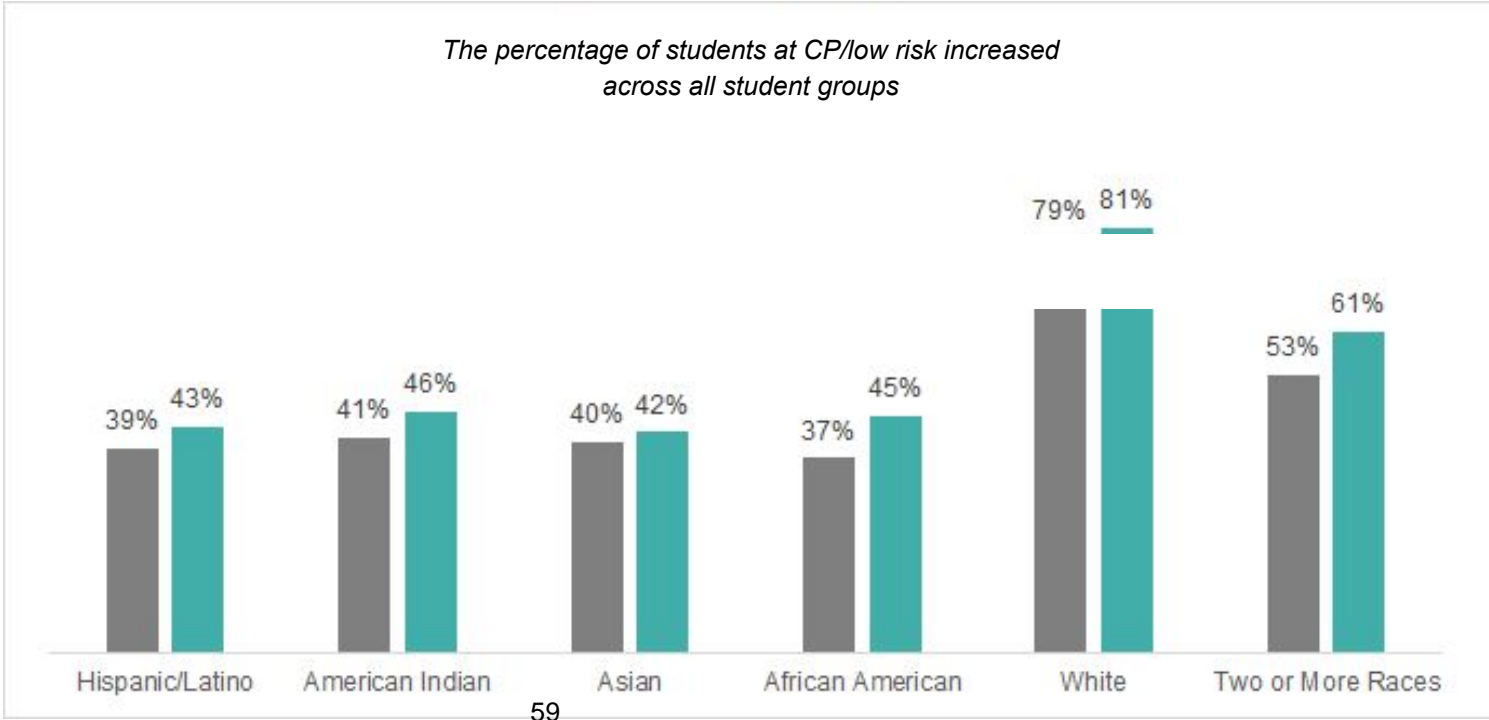
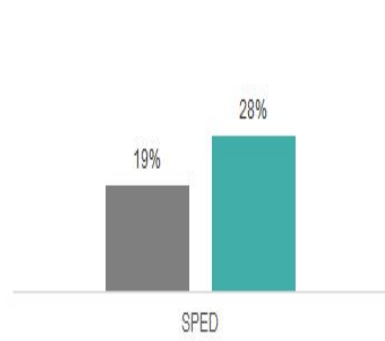
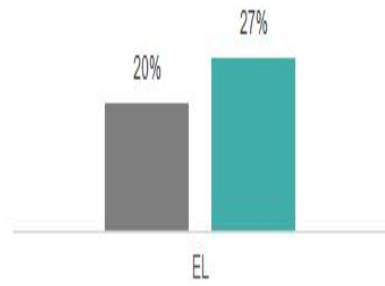
- Asian
- African American
- Two or more races
- English language learners



High risk increased while low risk decreased

- Hispanic
- White
- Students receiving free/reduced price meals
- And students receiving special education services

Literacy- aReading



Math-STMath

- Areas of growth commonly overlap grades
 - Place Value Bundles for grades 2 and 3
 - Decimal Place Value for grades 4 and 5
 - Proportional Reasoning for grades 5 and 6

Grade	Objective
2	Introduction to the Number Line
	Place Value Bundles - Ten and Hundred
3	Fraction Concepts
	Fractions on the Number Line
	Place Value Bundles - Ten, Hundred, Thousand
4	Angles and Triangles
	Decimal Place Value
	Lines of Symmetry
	Multi-Digit Division
	Multiple Operations
	Shapes and Properties
	The Coordinate Plane
5	Decimal Place Value
	Proportional Reasoning
	Shapes and Properties
	The Coordinate Plane
	Using Parentheses
6	Factors and Multiples
	Proportional Reasoning
7	Addition and Subtraction with Negative Numbers
	Exponents
	Multiplication and Division with Negative Numbers
8	Fractions on the Number Line
	Rational Concepts
	Unit Rates, Tables, and Graphs

Math-STMath

- Since the beginning of the school year; there have been increases in essential learning objectives

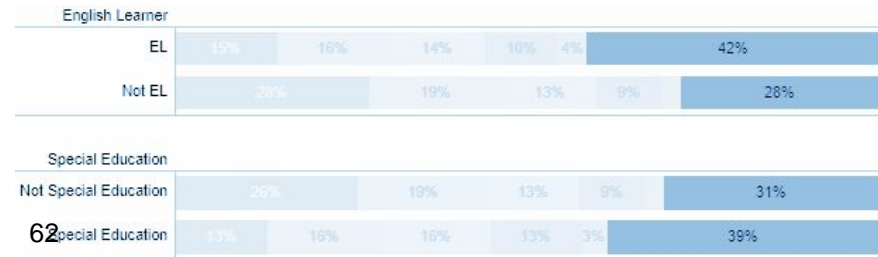
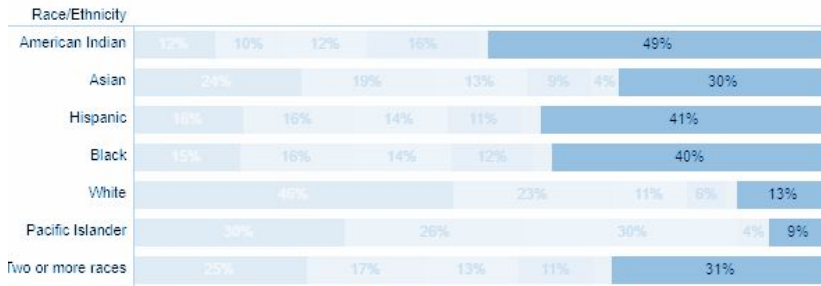
Grade & Objective		Pct Pt. Change
1	Introduction to the Number Line	18%
2	Introduction to the Number Line	21%
3	Equal Groups	21%
4	Lines of Symmetry	37%
5	The Coordinate Plane	34%
6	Coordinates and Distances	30%
7	Addition and Subtraction with Negative Numbers	15%
8	Rational Concepts	29%

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Q1 Grades

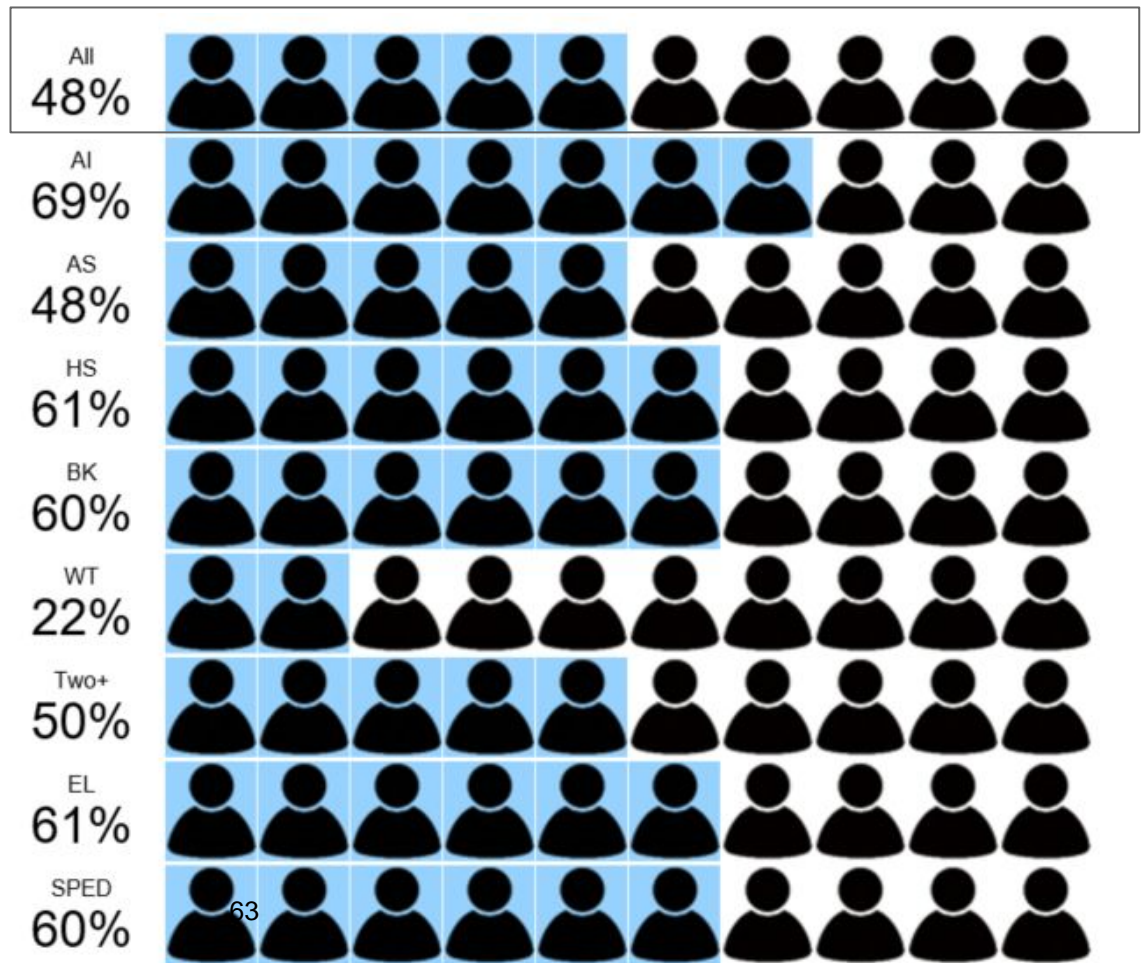
SY19-20	29%	28%	19%	10%	4%	12%
SY20-21	25%	18%	13%	10%		31%

- The percentage of failing grades (6-12) is 31%; this is an increase of 19 pct. pts.
 - Middle school grades 6-8 is 29%; up from 9%
 - High school grades 9-12 is 34%; up from 15%
- Across racial/ethnic groups
 - The percentage of failing grades of White students is smaller than students of color
 - Racial/ethnic differences are slightly larger for SY 20-21 suggesting that students of color are receiving failing grades at higher percentages than White students



Q1 Students Failing 1+ Courses

- Substantial differences across student groups



B. Strengthening Academic Core

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Lesson Repository

Distance Learning
academic support center

Support services for
identified groups

School-based
support teams

Support for all
learners

Solid
instructional
foundation
for all

OTL Lesson Repository, 20/21 ☆ 🔒

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Overview Video

	A	B	C	D	E	F	G
1	Overview Video	Spanish Immersion Lessons	Hmong Immersion Lessons				
2	Grade 2	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
3	Week of 14-18						
4	Math Unit 5 Plan	Gr. 2 Unit 5 Lesson 6: Picture representations of base 10 blocks for subtraction	Gr. 2 Unit 5 Lesson 7: Progress monitoring check	Gr. 2 Data and Graphing - Column Graph (Unit 3 Lesson 11)	Gr. 2 Data and Graphing - Bar Graph (Unit 3 Lesson 12)	Gr. 2 Data and Graphing - Pictograph (Unit 3 Lesson 13)	Instead of starting unit 6 with just a few days before the winter break, I've included the lessons from Unit 3 on data and graphing.
5	Reading	Day 1 Read Aloud: Grade 2, The Fawn	Day 2 MiniLesson: Grade 2, The Fawn	Day 3 Read Aloud: Grade 2, Jack and the Fox	Day 4 MiniLesson: Grade 2, Jack and the Fox	Reading Engagement & Choice Boards	
6	Phonics	Please see this document for phonics resources.					
7	Health	Health/SEL: Grade 2/Lesson 9/Self-Esteem		Health/SEL: Grade 2/Lesson 10/Self-Esteem			
8	Social Studies		SOC Economics Lesson 9		SOC Economics Lesson 10		
9	Science	Sci Life Cycles: Plants #3/4	Sci Life Cycles: Plants #4/4				
10	Music						
11	Visual Art	VART: Shapes: Organic and Geometric, Lesson 1		VART: Shapes: Organic Shapes with Henri Matisse: Lesson 2			
12	Dance	Dance: Stretch and Focus					
13	Theater	Drama: The Fourth Tool of Acting: Concentration Lesson 5, Part 1		Drama: The Fourth Tool of Acting: Concentration Lesson 5, Part 2			
14	PE	PE/SEL: Grade 2/Challenge/Enjoyment/Hand Clapping Games		PE/SEL: Grade 2/Challenge/Enjoyment/Hand Clapping Games			
15	Week of 21-25			Winter Break	Winter Break	Winter Break	
16				Gr. 2 Math Game Day -			

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Directions DL 2.0 Sample Schedule Grade K Grade 1 **Grade 2** Grade 3 Grade 4 Grade 5

Pre-Kindergarten

- Data Master Files
 - Data Digs
- Customized Family Learning Experiences
- Distance Learning 2.0 Resources

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Literacy

Strengths:

- Focus on high leverage practices in Elementary literacy instruction through synchronous or asynchronous learning
 - Mini-lesson
 - Guided Reading
 - Phonics
 - Independent Reading
- Scope and Sequences
 - Digital Resources
 - Repository Resources
- Collaboration within schools and across the district
- Teacher Feedback

Next Steps:

- Professional Development
- Continue to create lessons

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Math

Strengths:

- Math with Me Minnesota
- ST Math
- Culturally Responsive Teaching
- SPPS Curriculum Development

Next Steps:

- Ongoing Professional Development
- Providing a Culturally Responsive Theme to our Current Lessons
- High School Pathways

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Science

New Resources Provided for Distance Learning

- Gizmos - Virtual Labs, Grades 3-12
- Discovery - Online Text, Video, Virtual Labs, Grades 6-12
- Mystery Science - Online lessons, Video, Grades K-5
- Generation Genius - Online Video, Grades K-5
- Savvas - Online Text, Video, Virtual Labs, Grades 6-8, and physics

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Science

Current Steps to Strengthen Instruction

- Professional Development
- Teachers Collaborating and Curriculum Development - In and Across Buildings,
- Coaching - Building and Individual
- Teacher Feedback Survey

Next Steps

- District Wide Teacher Sharing Sessions by Course/Grade
- Workshops on Specific Resources
- Coaching Around Student Engagement and CRT
- K-5 Lesson Development-Ignite⁷⁰ Chunk, Chew, Review

C. Social/Emotional Support

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Social Emotional Learning Supports

- Connection & relationships as a priority
- Mental health team support
- Professional Development
 - Warning signs
 - Self care
- Mental health partnerships
 - Providing service throughout DL
 - Accessing funding

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D. Academic Support Center

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Academic Support Center

- In Person Supports
- Homework Help
- Assignments & Projects Completion
- Tutoring
- Social Emotional
- College/Post Secondary Application
- Same Day Walk In Support for Seniors
- Saturday Senior Blitz ⁷⁴



District Wide School Climate & Safety Update

December 15, 2020

75

Tonight's Objectives

- To provide an update regarding the Board adopted School Climate and Safety motion from June.
- Provide preliminary recommendations from the District Wide School Climate & Safety Implementation Committee

School Climate and Safety Committee

Increase in Mental Health Support:

- Establish Mental Health Support Team at every building
- Continue and Expand Community Mental Health Partnerships
- Increase in School Support Staff as follows:



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District Wide Committee

Committee Purpose: *Develop recommendations for the improvement of school climate and safety that focus on the elimination of disparities observed in discipline data.*

- **All members** of the SPPS Community play a role in creating positive school climate & safety
- Interrupting systematic racism is at the core of efforts to develop positive climate & safety



Context & Challenges

The Committee faced unique considerations due to the pandemic and distance learning:

- Current discipline data does not reflect usual trends
- Distance Learning allows the opportunity for thoughtful planning, however, authentic engagement with all stakeholders is a challenge
- Concept of safety at school is currently closely connected to physical health, due to the Covid 19 pandemic
- Executing plans are hampered by the pandemic and distance learning model

Current Efforts as a Foundation

Committee acknowledges a solid foundation exists and future efforts should build on that:

- Scaling up and integrating:
 - Social Emotional Learning, Restorative Practices, Positive Behavior Interventions and Supports
 - Intentional connections to Culturally Responsive Teaching and equity

Procedures exist to engage Law Enforcement

- Rights & Responsibilities Handbook
- School Safety Plans and Safety Teams exist at sites

School Support Liaisons (SSL) Update

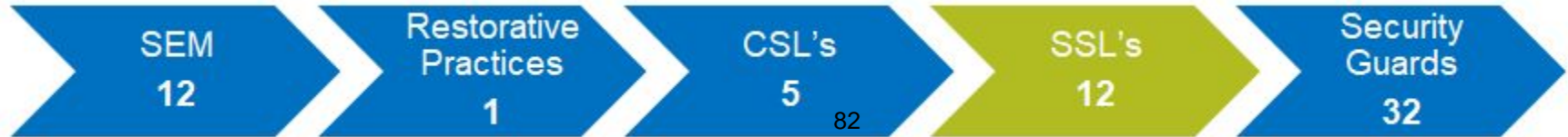
The School Support Liaisons are highly trained security professionals who will focus on **building a sense of community and trust** with our students by working to understand the “pulse” of the building, initiate early interventions and seek out supports on behalf of students.

- **Restorative Practices, Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning**
 - Work closely with building administrators, counselors, social workers, teachers and other support staff to reinforce supports and directives provided to our students through consistency and understanding.
- **Non-Violent Crisis Intervention**
 - Effectively communicate with students and staff members during crisis situations. Techniques may include using verbal de-escalation and safe physical intervention. Post-intervention meetings or “fix-it’s” will be conducted to rebuild or restore relationships and reinforce communication, expectations and safe behavior.
- **Through Racial Equity and Diversity Training**
 - Understand how their verbal and non-verbal interactions can affect the behavior of others; how unconscious and implicit biases can affect interactions; and how to conduct more effective and conscious conversations.

SSL Hiring Timeline

January/February 2021

- SSL Hiring Phase One: Interviews: January
 - ❖ Mobile – Provide support to K-8, RiverEast, Journey's, Focus Beyond, Transportation Support
 - ❖ High School – 7 traditional sites



Input to Date

- Committee Members
- Listening sessions with students
- Staff Groups
- Community Partners
 - Monthly meetings with AALC-Public Safety committee
 - Ongoing engagement with SPPD to update our crisis response protocols in lieu of SROs
 - Engagement with SPFD-EMS to discuss and revise mental health response protocols

Emerging Themes

- **Visuals:** Show that a school values and supports different groups
- **Communication:** Increase contact with families
- **Listening & Understanding:** Working together to create a community
- **Racial Equity:** Focus in all we do
- **Student Voice:** Missing from current decision
- **Relationships, Relationships, Relationships**

“If we’re going to ask the question, how can we make school a safer and welcoming place, I think we should understand minorities... when we speak of safety, because people like me don’t feel as safe walking around as themselves alone...”

-SPPS Senior High Student

A School Perspective

Develop robust relationships with community partners

- Increase easy access to resources
- Decrease or eliminate transfer of students

Funding for creative solutions that have worked

- Student & family voice
- Welcome community into schools

Recommendations

- Office of School Support and SEM collaborate to gather additional feedback from stakeholders
- Develop communications plan/campaign to identify what positive culture and safety looks and feels like in the SPPS community
- Develop engagement plan for sites to utilize to gather feedback
- Review existing procedures for engaging law enforcement with staff
- Update Rights & Responsibilities handbook to focus on engagement and restoration
- Gather feedback from schools
 - What is working
 - What is needed
- Pilot a School Climate Survey in SY 2021-22

QUESTIONS & FEEDBACK

HUMAN RESOURCE TRANSACTIONS
November 1, 2020 – November 30, 2020
December 15, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rausch, E. R.	Classroom Teacher	11/16/2020	\$35.90	Creative Arts Secondary
Sheikh, K. S.	Classroom Teacher	11/23/2020	\$38.47	271 Belvidere Bldg
Filipiak, H.	Classroom Teacher	11/14/2020	\$32.38	Highland Park Middle
Ali, A. F.	Education Assistant	11/30/2020	\$22.27	Como Service Center
Alimici, F. A.	Education Assistant	10/10/2020	\$14.88	Expo for Excellence
Egal, O. D.	Education Assistant	11/16/2020	\$23.05	Como Park Elementary
Mohamed, M. M.	Education Assistant	11/16/2020	\$21.23	Highland Park Senior
Perez Adame, J. R.	Education Assistant	11/14/2020	\$19.30	Open World Learning
Rios Dessalet, A. L.	Education Assistant	11/16/2020	\$21.23	Eastern Heights Elementary
Sanchez, L.	Education Assistant	11/16/2020	\$15.94	Farnsworth Aerospace LWR
Butler, S.	Teaching Assistant	11/16/2020	\$15.49	Nokomis Montessori North
Carlson, E. M.	Teaching Assistant	11/14/2020	\$15.59	L Etoile du Nord LWR
Haggins, A.	Teaching Assistant	11/16/2020	\$15.38	Parkway Montessori
Hughes, N. S.	Teaching Assistant	09/30/2020	\$15.00	1780 West 7th St
Le, M. V.	Teaching Assistant	11/16/2020	\$15.38	Open World Learning
Leebrick-Stryker, N.	Teaching Assistant	11/21/2020	\$15.49	Central Senior High
Ryan, A. J.	Teaching Assistant	11/30/2020	\$16.38	RiverEast Elem/Secondary
Stephenson, S. R.	Teaching Assistant	11/30/2020	\$15.49	L Etoile du Nord LWR
Davidson, C. W.	Custodian	11/16/2020	\$17.04	Washington Tech Sec
Brown, P. J.	Nutrition Services	11/30/2020	\$15.00	Como Service Center
Duran, A.	Nutrition Services	11/30/2020	\$15.00	Como Park Senior High
Howell, L. A.	Nutrition Services	11/30/2020	\$15.00	Como Park Senior High
Pennings, K. J.	Nutrition Services	11/30/2020	\$15.00	Como Park Senior High
Shockency, R. A.	Nutrition Services	11/30/2020	\$15.00	Como Park Senior High
Strodtman, M. D.	Nutrition Services	11/30/2020	\$15.00	Como Park Senior High
Sutton-Davenport, T.	Nutrition Services	11/30/2020	\$15.00	Como Park Senior High

HUMAN RESOURCE TRANSACTIONS
November 1, 2020 – November 30, 2020
December 15, 2020

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sparkman, C. O.	Classroom Teacher From: Teaching Assistant	11/14/2020	\$28.14	Hazel Park Preparatory
Lang, J. M.	School/Community Professional From: Teaching Assistant	11/09/2020	\$29.90	Colborne Admin Offices
Angelo, J. C.	Education Assistant From: Teaching Assistant	11/07/2020	\$22.36	Nokomis Montessori South
Antoncich, L. M.	Education Assistant From: Teaching Assistant	11/21/2020	\$24.05	Battle Creek Elementary
Durkin, L. P.	Education Assistant From: Teaching Assistant	11/07/2020	\$23.44	Nokomis Montessori North
Hanson, D. L.	Education Assistant From: Teaching Assistant	11/07/2020	\$17.12	Cherokee Heights Elem
Huggar, A. M.	Education Assistant From: Teaching Assistant	11/07/2020	\$23.87	Nokomis Montessori North
Tomczak, S.	Education Assistant From: Teaching Assistant	11/20/2020	\$22.36	Groveland Park Elementary
Heeschen, L.	Clerical Career Progression	11/07/2020	\$30.47	Colborne Admin Offices
Petschen, R.	Clerical Career Progression	09/29/2018	\$33.47	Colborne Admin Offices
Sheehan, K.	Nutrition Services Career Progression	11/07/2020	\$32.96	Como Service Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Adair, L. M.	Classroom Teacher	11/04/2020	JJ Hill Montessori
Cozzolino, T. J.	Classroom Teacher	11/25/2020	Hamline Elementary
Dundek Bell, A. C.	Classroom Teacher	11/13/2020	Farnsworth Aerospace UPR
Longsdorf, D. R.	Classroom Teacher	12/02/2020	Battle Creek Elementary
Van Voorhis, S. J.	Classroom Teacher	10/21/2020	Creative Arts Secondary
Vang Swanson, M. Y.	Classroom Teacher	11/02/2020	Capitol Hill Magnet
Windsor, N. T.	Classroom Teacher	10/20/2020	Battle Creek Middle
Zebell, C. P.	Classroom Teacher	10/24/2020	Humboldt Secondary

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Henning, C. E.	Classroom Teacher	09/30/2020	Nokomis Montessori North
Mikel, E. A.	Classroom Teacher	11/30/2020	Daytons Bluff
Yang, N. L.	Education Assistant	11/04/2020	JJ Hill Montessori
DeLaundreau, K.	Teaching Assistant	11/02/2020	Hamline Elementary
Palma, W.	Teaching Assistant	11/05/2020	Frost Lake Elementary
Rodriguez, N. M.	Teaching Assistant	10/27/2020	Bridge View
Jensen, T. B.	Custodian	11/03/2020	Como Service Center
Porter, J. J.	Custodian	10/30/2020	Como Service Center
Kreuscher, B. J.	Nutrition Services	11/02/2020	Agape High School
Marshall, P.	Nutrition Services	11/02/2020	Harding Senior High
Primmer, A. R.	Nutrition Services	10/10/2020	Four Seasons A+
Sabourin, D. M.	Nutrition Services	11/23/2020	Highland Park Senior

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., C. M.	Teaching Assistant	11/17/2020
C., A. T.	Nutrition Services	11/23/2020
H., A. N.	Nutrition Services	11/10/2020

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Thor, A. D.	Classroom Teacher	11/16/2020	\$29.13	Johnson Achievement Plus
Lee, P. L.	Classroom Teacher	11/30/2020	\$30.47	Crossroads Montessori
Sherman, J. M.	Classroom Teacher	11/30/2020	\$49.46	Nokomis Montessori South
Altoro, K. J.	Education Assistant	11/18/2020	\$23.05	271 Belvidere Bldg
Lightner, K. L.	Teaching Assistant	11/21/2020	\$15.59	Battle Creek Elementary
Ortiz, A. A.	Teaching Assistant	11/16/2020	\$20.94	The Heights Community
Yang, H.	Teaching Assistant	11/09/2020	\$15.49	Rondo Education Center
Jimenez, O.	Nutrition Services	11/30/2020	\$15.00	Como Park Senior High
Phillips, M. A.	Operations	11/23/2020	\$25.72	Como Service Center

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Blyakher, E. A.	Classroom Teacher	11/16/2020	Highland Park Senior
Cook, E. E.	Classroom Teacher	11/23/2020	American Indian Magnet
Currie, A. J.	Classroom Teacher	11/16/2020	Central Senior High
Drieling, C.	Classroom Teacher	11/23/2020	Ronald M Hubbs Center
McDonald, S. K.	Classroom Teacher	11/16/2020	Maxfield Elementary
Sykes-Williamson, K.	Classroom Teacher	11/16/2020	Four Seasons A+
Traxler, K. A.	Classroom Teacher	11/13/2020	Washington Tech Sec
Zebell, C. P.	Classroom Teacher	11/02/2020	Humboldt Secondary
Johnson, J. L.	Classroom Teacher	11/13/2020	The Heights Community
Henning, C. E.	Classroom Teacher	11/02/2020	Nokomis Montessori North
Priess, M. A.	Classroom Teacher	11/18/2020	Battle Creek Elementary
Yang, S. C.	Classroom Teacher	11/02/2020	Hazel Park Preparatory
Daniels, D. A.	Classroom Teacher	11/02/2020	Frost Lake Elementary
Prokopowicz, K. R.	Classroom Teacher	11/23/2020	Benjamin Mays/Museum
Abdisalam, Z.	Education Assistant	11/02/2020	Washington Tech Sec
Schroeder, L.	Education Assistant	11/23/2020	Hamline Elementary
Filipek Johnson, C.	Teaching Assistant	10/26/2020	Maxfield Elementary
Thor, S.	Teaching Assistant	11/02/2020	Creative Arts Elementary
Jensen, T. B.	Custodian	11/18/2020	Como Service Center
Szymanski, A. J.	Custodian	11/23/2020	Como Park Senior High
Kreis, R. E.	Nutrition Services	11/09/2020	Expo for Excellence
Steen, V. A.	Nutrition Services	11/09/2020	Como Service Center
Tahiro, S.	Nutrition Services	11/02/2020	Murray Middle School

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Heinecke, D.	Education Assistant	01/01/2021	Journeys Secondary
Gill, B. R.	Nutrition Services Supervisor	01/01/2021	Como Service Center
Schulze, M. J.	Technical	12/19/2020	Como Service Center

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Black, E. L.	Classroom Teacher	10/30/2020	Creative Arts Elementary
Gross, T. P.	Classroom Teacher	11/14/2020	Hazel Park Preparatory
Thompson, S. A.	Classroom Teacher	01/01/2021	Parkway Montessori
Kelley Hands, A. A.	Classroom Teacher	12/12/2020	Capitol Hill Magnet
Ramberg, E. J.	Classroom Teacher	10/07/2020	RiverEast Elem/Secondary
Spann, L. A.	School/Community Professional	11/28/2020	Journeys Secondary
Vang, K. H.	Education Assistant	11/21/2020	Phalen Lake Hmong
Black, M. S.	Teaching Assistant	11/08/2020	Hazel Park Preparatory
Boly, H.	Teaching Assistant	10/30/2020	L Etoile du Nord UPR
Brown, C. E.	Teaching Assistant	11/07/2020	Wellstone Elementary
Franco, M. M.	Teaching Assistant	10/24/2020	Humboldt Secondary
Kussmaul, G.	Teaching Assistant	11/28/2020	Nokomis Montessori South
Newman, D. M.	Teaching Assistant	10/24/2020	Jackson Preparatory
O'Connor, C. M.	Teaching Assistant	11/17/2020	Mississippi Creative Arts
Yang, P.	Teaching Assistant	10/24/2020	Farnsworth Aerospace LWR
Elledge, K. L.	Custodian	01/01/2021	Highland Park Senior
West, M. C.	Custodian	11/07/2020	Colborne Admin Offices
Arrington, R. L.	Nutrition Services	10/16/2020	Hazel Park Preparatory
Collins, L.	Nutrition Services	10/20/2020	Humboldt Secondary
L, A.	Nutrition Services	11/09/2020	Como Park Senior High
McQuerry, K. R.	Nutrition Services	10/27/2020	Como Park Senior High
Pennings, K. J.	Nutrition Services	11/30/2020	Como Park Senior High
Vang, M. Y.	Nutrition Services	10/30/2020	Como Park Senior High

HUMAN RESOURCE TRANSACTIONS
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TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., D. A.	Teaching Assistant	11/19/2020
P., A. R.	Nutrition Services	11/18/2020
T., K. D.	Nutrition Services	11/18/2020

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
R., D. D.	Teaching Assistant	11/10/2020

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

DATE: December 15, 2020

TOPIC: Request for Permission to Accept a Donation from the Highland Park High School Parent Teacher Student Association

A. PERTINENT FACTS:

1. The Highland Park High School Parent Teacher Student Association provides donations that support student learning
2. The donations will be used to purchase a sound system for the school's gym.
3. Saint Paul Public Schools will serve as fiscal agent. The donation is for approximately \$15,000.
4. This grant does not align with a strategic focus area but provides essential operational support that creates a foundation for strategic projects to build upon.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Winston Tucker, Highland Park High School Principal; Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the donation from the Highland Park High School PTSA to purchase a sound system.

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

DATE: November 17, 2020

TOPIC: Request for Permission to Accept Two Grants from the Hiway Credit Union Foundation

A. PERTINENT FACTS:

1. The Hiway Credit Union Foundation awards the Accelerate Teacher Grant to fund projects or programs related to life skills that enhance the overall wellness of the community.
2. Staff at Johnson High School prepared and received two grants from the Hiway Credit Union Foundation:
 - A. The first grant funds the “Girl, Be Brave” project; which will provide financial literacy education while empowering female students to pursue their desired careers and reach high levels of independence.
 - B. The second grant will fund the “Financial Literacy” project; approximately 70 students will participate in a simulated stock market through Student Stock Trader. The top five students will receive a \$200 prize.
3. Saint Paul Public Schools will serve as fiscal agent for the project. Each grant is for approximately \$1,000.
4. This project will meet the District strategic focus area of College and Career Pathways by introducing students to potential financial careers.
5. These are new grant-funded projects.
6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Micheal Thompson, Johnson High Principal; Billy Chan, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept two grants from the Hiway Credit Union Foundation for projects at Johnson High; to accept funds; and to implement the projects as specified in the award documents.

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

DATE: December 15, 2020

TOPIC: Request to Sign Joint Powers Agreement with the City of Saint Paul and Board of Water Commissioners

A. PERTINENT FACTS:

1. This is a request to sign a Joint Powers Agreement with the City of Saint Paul and Board of Water Commissioners to move printing services from City of Saint Paul (River Print) to SPPS (Print/Copy/Mail Center).
2. This partnership supports departments and staff at the City of Saint Paul and the Board of Water Commissioners. This agreement will provide printing services, mailing services, bindery services, and graphic design services. It will also include the daily printing and mailing of City of Saint Paul water bills. Part of this agreement includes having two City of Saint Paul (River Print) employees work at 1930 Como in the Print/Copy/Mail Center. The two City of Saint Paul employees will remain City of Saint Paul employees and will continue to be paid by the City of Saint Paul. Benefits of this partnership includes: By moving print services to SPPS the City can keep work within Saint Paul. This partnership will create additional revenue for the Print/Copy/Mail Center. The partnership will also add additional staffing to the Print/Copy/Mail Center at no additional costs. (2 city employees). This partnership will continue to strengthen the already strong relationship between the City and SPPS.
3. This is a new request and the initial term of this agreement will run from January 1, 2021 to January 1, 2026. After the expiration of the initial term, this agreement will automatically renew for additional 1-year periods, until City of Saint Paul (River Print) employees separate from the City of Saint Paul service.
4. There is no cost associated with this Joint Powers Agreement.
5. This partnership aligns with the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
6. This item is submitted by Idrissa Davis, Executive Director, Technology Services; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools, the City of Saint Paul and the Board of Water Commissioners for FY21.

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

DATE: December 15, 2020

TOPIC: Memorandum of Understanding between Raymond W. Cannon Education Foundation and Saint Paul Public Schools

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between Raymond W. Cannon Education Foundation and the Saint Paul Public Schools.
2. The mission of the Raymond W. Cannon Education Foundation is to create, generate, and leverage resources to promote scholarship, encourage personal development, and sponsor community based educational programs for all people, with a specific focus on youth.
3. The Raymond Cannon Foundation is the non-profit charitable arm of the Gamma Xi Lambda Chapter of Alpha Phi Alpha Fraternity, Inc.
4. Alpha Phi Alpha has selected Central, Como Park, and Johnson High Schools to partner with and provide test prep and postsecondary readiness programming to 50 11th graders from each school beginning January 2021. Up to a total of 150 SPPS 11th graders will be served by Alpha Phi Alpha, Inc.
5. Total fees paid to Raymond W. Cannon Education Foundation are \$9,700 and include the cost of all Princeton Review test materials and program coordination.
6. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
7. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Raymond W. Cannon Education Foundation for the 2020-21 school year.

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

DATE: December 15, 2020

TOPIC: Memorandum of Understanding between Breakthrough Twin Cities (BTC) and Saint Paul Public Schools.

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between Breakthrough Twin Cities (BTC) and the Saint Paul Public Schools. This MOU is effective through December 31, 2021.
2. There is no cost to SPPS for participating in Breakthrough Twin Cities.
3. As a part of this partnership, BTC aims to prepare under-resourced students for college success. BTC recruits 6th grade students and families and charges no tuition to SPPS or families. BTC staff, students, and families commit to working together to navigate the complex path to college success over six years beginning the summer before they enter the 7th grade. Additionally, BTC prepares diverse young people to become classroom teachers for the summer, hiring Teaching Fellows through a competitive online process streamlined by the national Breakthrough Collaborative. Fellows are trained and mentored with the help of Instructional Coaches (Minnesota-licensed teachers).
4. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Breakthrough Twin Cities.

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

DATE: December 15, 2020

TOPIC: Memorandum of Understanding between Educational Talent Search Program – Century College (ETS-CC) and Saint Paul Public Schools.

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between the Educational Talent Search – Century College (ETS-CC) and the Saint Paul Public Schools. This MOU is effective through August 31, 2022.
2. The ETS-CC program is funded by grants. There is no cost to SPPS for participating.
3. ETS-CC proposes to serve approximately 636 students at Hazel Park Preparatory Academy, Farnsworth Aerospace Upper School, Battle Creek Middle School, Harding High School, and Johnson High School (with support of their principals). One of the goals ETS-CC is to generate in students the skills and motivation necessary to complete a program of secondary education, and to enter and succeed in a program of postsecondary education.
4. This programming aligns with the District’s long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Educational Talent Search Program – Century College.

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

DATE: December 15, 2020

TOPIC: Memorandum of Understanding between Century College TRIO Upward Bound and Saint Paul Public Schools.

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between the Century College TRIO Upward Bound and the Saint Paul Public Schools. This MOU is effective through August 31, 2022.
2. The Century College TRIO Upward Bound program is funded by grants. There is no cost to SPPS for participating.
3. Century College TRIO Upward Bound proposes to serve 80 students at Harding High School, Como Park High School, and Johnson High School with the support of their Principals. One of the goals of the program at these schools is to generate in students the skills and motivation necessary to complete a program of secondary education, and to enter and succeed in a program of postsecondary education.
4. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Century College TRIO Upward Bound.

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

DATE: December 15, 2020

TOPIC: Memorandum of Understanding between Metro State Upward Bound and Saint Paul Public Schools.

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between the Metro State Upward Bound and the Saint Paul Public Schools. This MOU is effective through August 31, 2022.
2. The Metro State Upward Bound program is funded by grants. There is no cost to SPPS for participating.
3. Metro State Upward Bound proposes to serve 70-75 students at Washington Technology Magnet School with the support of the Principal. One of the goals Metro State Upward Bound is to generate in students the skills and motivation necessary to complete a program of secondary education, and to enter and succeed in a program of postsecondary education.
4. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Metro State Upward Bound.

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

DATE: December 15, 2020

TOPIC: Memorandum of Understanding between the Chartered Financial Analyst (CFA) Society and Saint Paul Public Schools.

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between the CFA Society and the Saint Paul Public Schools.
2. CFA volunteers will mentor ninth graders in Como Park's Academy of Finance in the second semester of the 2020-21 school year.
3. Potential outcomes of this partnership include: students will gain exposure to a variety of careers in Investment and Finance, students and mentors will mutually benefit from the mentor-mentee relationship and mentors will better understand and be able to support the next generation of colleagues.
4. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and CFA Society for the 2020-21 school year.

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

DATE: December 15, 2020

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

A. PERTINENT FACTS:

1. New memorandum of agreement is for a period from December 15, 2020 through June 11, 2021.
2. Terms are as follows:

Health and Safety protocol: References work conditions regarding safety and wellness protocol that the District will follow when members return to the hybrid model.

Elementary and K-8 school day: The elementary and K-8 school day will be shortened by 1 hour in stages 1, 2, and 3 while in a hybrid model. Specialist instruction at the elementary level will be provided to students on days when they are not attending hybrid in person.

Hybrid scheduling: Employees will continue to report to their immediate supervisor. Hybrid learning has students learning at school and at home. No meetings will be scheduled in schools on Fridays unless there is urgent information that cannot be communicated via email. There will be additional support for at home students to include:

- Elementary: Schools will provide one social emotional connect per day (possible examples: class meeting, circle, or other live activity with social workers, librarians, school counselors, VLS educators, EAs).
- Secondary: Educators will provide a brief, synchronous morning check-in first hour or advisory or foundations class.

Staff Meetings: No more than 4 staff meetings per month will be required.

Class size: Class size averages for virtual learning sections specified in an effort to minimize grade level split assignments, and keep students in their original school communities, whenever possible.

Special Education: Special Education and special education service providers provisions in the hybrid learning model.

Duration: This agreement addresses the 2019-2021 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceedings as evidence of past practice.

This agreement shall be in place for the duration of the 2020-2021 school year, or as long as the district continues to be operating in a hybrid model due to COVID-19. The parties may

agree to continue this agreement for the 2021- 2022 school year if the district continues to be in a hybrid model due to COVID-19.

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 Saint Paul Federation of Educators representing Teachers, Educational Assistants and School and Community Service Professionals; duration of said agreement is for the period of December 15, 2020 through June 11, 2021.

MEMORANDUM OF AGREEMENT BETWEEN

Saint Paul Public Schools AND Saint Paul Federation of Educators

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

WHEREAS the District is committed to scheduled bi-monthly reviews of readiness targets and sharing information to continue to prepare for the launch of all stages. Unmet readiness targets may be accompanied by a delay in the designated start date.

WHEREAS the District and the Union agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

WHEREAS the District will be providing distance learning and in-person learning in a hybrid model to students to maintain educational continuity;

NOW THEREFORE, be it resolved; that for the time period in which the District is operating with an in-person hybrid model and staff members are working within the hybrid model, the following language supplements the language in the collective bargaining agreements for licensed staff/teachers, educational assistants, and school and community service professionals:

COVID-19 School Building Reopening in Hybrid Model Safety and Planning Provisions

1. **Previously Agreed Upon Safety Provisions: Previously Agreed Upon Safety Provisions:** All safety provisions previously agreed to in Memorandum of Agreements between the parties regarding COVID-19 will remain in place while schools operate in a hybrid model. This includes provisions on the following:
 - a. Masks, face shields, and other PPE
 - b. Handwashing and sanitization
 - c. Social distancing and work, childcare, and learning spaces
 - d. Daily cleaning and disinfecting spaces being used

2. **COVID-19 Health and Safety Labor Management Committee:** The parties agree to form a joint labor-management COVID-19 Health and Safety Committee, which will meet weekly to assess topics such as: health and safety conditions and address other concerns or issues, including building/classroom inspections, indoor air quality and circulation, number of COVID-19 cases at school buildings and contact tracing information, possible return to distance learning based on COVID-19 spread, and compliance with health and safety protocols. The committee will be comprised of at least five and no more than

seven SPFE members selected by the SPFE President and at least five and no more than seven SPPS administrators selected by the Superintendent.

3. **Staff Preparation:** SPFE Stewards or designated representatives must be invited to planning meetings regarding hybrid at their site. Stewards will be relieved of distance learning duties and given additional time in their schedule to support principals in completing the building planning document. Plans will be shared with staff at least 10 days prior to students returning to buildings. A link or hard copy will be available to all staff at any time to reference.
 - a. All staff will have the opportunity to walk through their building to ask questions about distancing plans within 5-10 days prior to students returning to any movement into hybrid.
 - b. Elementary teachers will be provided three days to set up their classroom and one principal directed day prior to the first transition into hybrid, without any teaching responsibilities during those days, per Executive Order 20-82, paragraph 29. The classroom set up days would occur one time only during the first transition. Two classroom setup days will occur each week in the 2 weeks prior to students' return.
 - c. Secondary teachers will be provided three days (two to setup their classroom and one principal directed day) prior to any transition into hybrid, without any teaching responsibilities during those days, per Executive Order 20-82, paragraph 29. The classroom set up days would occur one time only during the first transition.
 - d. Teachers will have access to any new sections created in Campus or the appropriate LMS at least one week prior to beginning hybrid classes.
 - e. Staff will be notified of the following COVID-19 related safety precautions ten working days prior to the start of school in hybrid:
 - The building level COVID-19 coordinator and their role.
 - Members of the Site Safety Team and their roles and responsibilities.
 - School specific protocols for drop off and pick up.
 - School specific protocols for passing time and/or hallway usage.
 - School specific protocols for meal times.
 - School specific protocols for hand washing, bathroom, and hydration station use.
 - Custodian names, contact information, and work schedules.
 - Plans for distributing PPE and replenishing PPE at their site.
 - And other related safety plans for their site or position.
4. **HVAC Systems:** The District shall ensure all HVAC systems follow ASHRAE COVID-19 recommendations, optimizing the supply of fresh air to occupied spaces. Air filters shall be MERV-11 or higher and changed at the recommended intervals. The District will deploy true HEPA filter air purifiers based on individual

room usage and needs. For general instructional spaces, the District shall focus HEPA filter purifiers on spaces that the most recent Indoor Air Quality sampling (2018) measured CO2 concentrations of more than 1100 PPM.

- a. Isolation rooms will have six feet of social distancing between symptomatic individuals when possible. They must have dedicated true HEPA filter purifiers in the space and be sealed off from the building ventilation.
 - b. Staff will be provided with surgical masks if they are required to work with students who are exempt from the face covering requirement due to a medical condition.
 - c. Staff may bring in their own personal HEPA air filters if the District does not provide them based on the qualifications listed above. Any HEPA purifiers staff bring to an SPPS site must be UL listed and have a grounded (3-pronged) plug. Ionized air purifiers will not be allowed because they create ozone.
 - d. To maximize the amount of fresh air circulation into buildings, air handler systems will start running two hours in the morning before the building opens and will continue running throughout the day and for four hours in the evening after the school day ends. All demand control ventilation (DCV) should be turned off and units should be run in occupied status. The building will be considered open at the time that the majority of staff arrive for work. Staff will be notified of the specific times that the air handler systems start and end for their building.
 - e. Non-mechanically ventilated spaces cannot be used for in-person instruction or for workspace occupied by more than one person.
 - f. The following information regarding the ASHRAE recommendations and how building's HVAC system compares will be posted on the SPPS website: the level of MERV filtration for the building and measured CO2 concentrations from the Indoor Air Quality sampling in 2018.
5. **Classroom and Workspace Set-up:** Classrooms will be arranged for social distancing of at least six feet between all students and staff. Classes will not exceed the maximum number of students/staff that can safely occupy a space with social distancing. Thus, class size may not always reach the 50% maximum.
- a. Furniture: Educators will not be required to move furniture on their own in their classroom or workspace. The District will supply storage and moving of furniture that needs to be removed to accommodate students. The District will also move furniture back upon return to full time in person instruction. Educators are responsible for moving all of their personal items and are encouraged to remove them from the premises to support maximal space for social distancing.
 - b. The District will provide the appropriate and adequate furnishings needed for each class to maintain social distancing.

6. **Transportation and Student Arrival and Departure Plans:** School staff shall have the opportunity to review transportation and student arrival and departure plans 10 days prior to students returning to buildings and provide feedback on the plans.
 - a. All buildings will have appropriate plans for students who are dropped off early or not picked up on time. If any plan or instance involves educators working beyond their duty day to assist, they will be paid accordingly:
 - No educator will be required to take an assignment to work beyond the duty day.
 - The normal duty day for Licensed staff starts 15 minutes before the school day and ends 15 minutes after the end of the school day. The normal duty day for School and Community Service Professionals is based on their regular schedule.
 - Educational Assistants will be paid their hourly rate of pay for all time worked in 15 minute increments.
 - The rate of pay for teachers will be “General Assignments” pay as provided for in the collective bargaining agreement of \$23.65/hour. School and Community Service Professionals will be eligible for compensatory time per their collective bargaining agreement.
7. **Mealtime and Passing Plans:** School staff shall have the opportunity to review mealtime and hallway and stairway plans 10 days prior to students returning to buildings and provide feedback on the plans.
 - a. Lunches at all levels will be served while maintaining social distance of 6 feet (except for family members).
 - b. Schedules shall include staggered passing times or release times to ensure social distancing in hallways.
8. **Bathroom and Hydration Station Plans:** School staff shall have the opportunity to review bathroom and hydration station plans 10 days prior to students returning to buildings and provide feedback on the plans.
 - a. Schedules shall include additional time for students to wash hands upon arrival at school and before and after meals.
 - b. Schedules shall include additional time for restroom breaks to ensure social distancing measures are followed, as needed.
 - c. Schedules shall include additional time for students and staff to use hydration stations to ensure social distancing measures are followed.
9. **Health Screening Protocols:** School staff shall be trained in health screening protocols during the 10 days prior to students returning buildings.
 - a. The District shall use screening methods as defined by MDH and CDC. Visitors will be limited. Screening signage and ongoing education will promote people staying home if they are sick.

- b. 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.
- c. With COVID-19 positive cases, reports will be reviewed by SPPS Health and Wellness and close contacts will be determined and notified in partnership with MDH. Students and staff at that site will be notified according to the COVID-19 Communications Protocol. The SPPS COVID-19 Dashboard is available as a resource to share positive cases in students and staff.
- d. No person will be subject to discipline or retaliation for sharing information that they have tested positive for COVID-19.
- e. Upon notification that a staff member has come into close contact with a person who has tested positive for COVID-19, as identified by MDH or Student Health and Wellness, the District shall permit that person to work remotely until the end of a quarantine period, as established by MDH. If no remote work is available, the individual shall remain on quarantine leave, as provided and prescribed by their collective bargaining agreement, instead.
- f. Educators may refer students to the Health Office at their discretion, when symptoms of illness are present.
- g. Every effort will be made to have a Licensed School Nurse and/or Health Assistant when students are present to support evaluation of illness and exclusion procedures. Programs with medically fragile students will be prioritized when making LSN staffing adjustments. Back up nurses will be available by phone consultation if a school nurse or health assistant is not available. Additional onsite designees will be identified and trained in health and safety guidelines.
- h. SPPS reserves the right to temporarily reassign all Licensed School Nurse and Health Assistant assignments throughout the pandemic to address shortages in health office coverage due to quarantine, isolation or other leaves of absence. As much notice will be given to affected staff as possible.

10. **Testing:** Saint Paul Public Schools will provide for COVID-19 testing pursuant to executive order 20-82 (12) to any SPFE bargaining unit employees that work in person.

11. **Personal Protective Equipment (PPE):** During a hybrid or in-person learning environment, special educators will have PPE when:

- a. Providing direct or 1:1 services with students who are unable to socially distance

- b. Working in the ECSE self-contained classrooms, K-12 Federal Setting III program (ASD, DCD, EBD) and/ or a Federal Setting IV Building (Bridge View, RiverEast, Focus Beyond, Journeys).
- c. Home/ Child Care visits (when it is safe to do so)
- d. Special educators will have PPE (surgical mask, face shield, gloves, and gowns) when they are supporting:
 - i. Hygiene/ toileting needs
 - ii. Feeding
 - iii. Exposed to other bodily fluids
 - iv. During physically holds
 - v. In accordance to the CDC guidelines, no face to face contact will occur if adequate PPE (and adequate amounts for changes needed throughout the work period) is not present. (SPED MOA)
- e. Itinerant educators who have to travel between buildings within a school day will be provided with appropriate PPE for each assignment in accordance to MDH and CDC guidelines on required PPE.
- f. Ten days prior to students returning, building administration and special education staff will review plans and protocols for responding in PPE to calls for assistance when a physical hold is necessary.

Hybrid Scheduling and Workload

12. The elementary and K-8 school day will be shortened by 1 hour in stages 1, 2, and 3 while in a hybrid model. Specialist instruction (i.e. art, music, physical education, language) at the elementary level will be provided to students on days when students are not attending hybrid in person classes. Some specialists may instruct in person to meet IFSP/IEP and CLPs as mandated by law.
13. The district will attempt to provide differentiated work options and more educationally sound remote and in-person learning. Per Emergency Executive Order 20-82, these conversations will prioritize the assignment of fully remote teaching as available to members who do not meet ADA accommodations but who are in the following groups, in order of priority:
 - a. Educators in a high risk group as defined by the CDC.
 - b. Educators with a household member that is at high risk as defined by the CDC.
 - c. Educators with a verifiable childcare issue due to COVID-19 related closures, per the FFCR

It is recognized that not all requests will be able to be accommodated.
14. Hybrid schedules may not necessarily mirror current distance learning schedules at each school. Schedules should be finalized at least ten days prior to students returning and principals will seek input, collaboration, and multiple perspectives

with the leadership team and building stewards, to include licensed staff representation. Prior to being finalized, the principal will have the final decision regarding the schedule.

15. Hybrid Learning has students learning at school and at home. Educators will have the option of working from home or school on days when students are not present. While in hybrid learning, lessons will be provided on the appropriate learning management system (LMS). Educators will complete the work necessary for hybrid learning on Friday; necessary work includes preparations for both in-person and virtual materials for all their students. No meetings will be scheduled in schools on Fridays unless there is urgent information that cannot be communicated via email.

Educators will provide students who are in-person additional support, such as:

1. Additional time for social emotional connections with peers
2. Individual assistance on assignments and concepts
3. Feedback on student work
4. More time for recess
5. Additional instruction on how to use technology
6. Reinforcement and support for lessons delivered via LMS
7. Demonstrations

Additional support for at home students:

1. Elementary: Schools will provide one social emotional connect per day (possible examples: class meeting, circle, or other live activity with social workers, librarians, school counselors, VLS educators, EAs).
 2. Secondary: Educators will provide a brief, synchronous morning check-in first hour or advisory or foundations class.
16. Teachers will not be required to teach in person and via video link during the same period or record in-person lessons. Schedules shall not be constructed in such a way where a teacher is responsible for responding or attending to a group of students in an in-person setting and a distance setting at the same time during the duty day.
 17. Students may receive an additional 30 minutes of recess per day while attending school in person.
 18. Educators will communicate to families about their schedule.

19. Schedules will include additional time in between classes of different students for educators (such as secondary teachers and elementary specialists) to disinfect materials and spaces. Instructional time may be utilized to address cleaning or sanitizing during transitions.
20. Montessori Schools: Montessori teachers will receive hybrid day A or B student groups and will be given the opportunity to provide input on teaching assignments for their site to assist in helping manage distance learning/virtual school and hybrid learning. Ultimately, the principal will have the final decision on class roster assignments.
21. While teaching in the hybrid model, teachers will determine the most essential objectives, based on state standards, to be addressed and the most direct means for students to demonstrate mastery of skills and objectives.
22. Bilingual EAs providing language support, who request of their supervisor to work additional hours in order to assist families, students, and educators will not be denied hours, up to 40 hours per week, unless there are safety concerns. Overtime hours for EAs or compensatory flex time for SCSPs may be approved per the collective bargaining agreement for interpreters (EAs and SCSPs). SPFE and the District will commit to review the requests for overtime after 1 month to discuss issues either party may feel are present.
23. While in a hybrid model, teachers will not be able to provide tech support to families on the families' distance learning days. The District will continue to provide tech support for families to troubleshoot via the Family Support Line for students in distance learning and by providing supports in multiple languages.
24. Per Emergency Executive Order 20-74, in the event educators can conduct meetings such as PLCs remotely, or work on tasks that do not require them to be in the building, they can work remotely. All staff meetings will be conducted on a virtual platform. The District shall minimize requiring in-person professional development. NVCI and building safety training may be in person. Educators must be present at school when their students are in attendance.
25. Educators may request personal microphones or voice-amplifying devices to facilitate being heard while wearing masks and shields. For requests made outside of the ADA accommodation process, priority will be given to educators who work in a building or space without AV equipment with voice amplification capabilities. The parties acknowledge that the district may not be able to fulfill all requests.
26. Educators shall be allowed to wear scrubs and/or other easily washable professional attire.

27. Staff may be assigned to drop off materials at homes. School staff shall not enter a student's home. Staff and families shall follow current MDH and CDC Guidance. Any other duties that involve staff visiting homes will be discussed at the COVID-19 Health and Safety Committee before being assigned. Staff should follow recommendations provided in the Guidelines for In-Person Student and Family Contact or Services document which includes a breakdown of protocol to follow.
28. SPPS Human Resources will meet with SPFE leadership and staff ten days prior to students starting in hybrid to review all staffing reassignments and adjustments due the transition into the hybrid model. The parties will meet to discuss any proposed staffing adjustments, if necessary, while in a hybrid model.
29. Administrators will continue to follow the Licensed Staff/Teacher contract language of conducting only four staff meetings per month. Additional meetings may be requested, but shall not be required.
30. The District will provide daycare at *Essential Kid Care* sites for parents who are educators providing in-person instruction or caring for children of critical workers. For educators engaged in Distance Learning, the district would consider providing Essential Childcare for educators who are providing instruction via Distance Learning if it is projected to have capacity within current staffing allocations. The district would not be expected to add capacity to accommodate educators who are providing instruction via distance learning.
31. The District shall make every effort to fully utilize the teaching force to avoid education grade level combination classes in elementary schools.
32. EL Teachers and academic support teachers responsible for teaching small groups will be provided with adequate teaching space that follows all CDC and MDH social distancing and safety guidelines. If adequate alternate space cannot be provided and CDC and MDH social distancing and safety guidelines cannot be followed in the classroom, teachers will be allowed to teach small groups via distance learning.
33. Administrators will assign general education counselors and social workers, or any educator conducting groups with students, adequate space to allow for social distancing of participants. Administrators will provide adequate space to allow for social distancing of participants for special education service providers to meet student IEPs/CLPs.
34. With the exception of the required asynchronous EL professional development modules, Cultivating Asset Based Practices for Multilingual Learners, the remaining professional development days in the 2020-21 school calendar will be used for teachers and other staff to have dedicated time to modify and create

instructional materials. Optional asynchronous professional development will be made available to support distance learning work.

35. The parties agree to discuss any additional terms at the COVID-19 Health and Safety Labor Management Committee that may need to be negotiated for the stage 4 hybrid model implementation.
36. The district will follow Executive Order 20-94, paragraph 8 to ensure everyone's safety and mask wearing compliance.
37. **Class Sizes for Elementary Grades (Site Based VLS/Hybrid Model):** While recognizing the unpredictability of the pandemic, planning for hybrid instruction and Virtual Learning School in the elementary schools will seek to minimize grade splits assignments, and keep each student in their original school community, whenever possible. Therefore, while operating in a VLS/Hybrid Model, the parties have agreed to the following class size averages for virtual learning sections and the following additional supports for teachers experiencing an assignment adjustment:

Top 30 SPPS sites with the highest F/R %.*	Hybrid Average/Teacher:	Cap:	VLS Average/Teacher:	Cap:
PreK	20	20	20	20
K	24	25	26	27
1-3	25	26	30	31
4-5	28	29	33	34
Remaining SPPS sites				
PreK	20	20	20	20
K	26	27	28	29
1-3	27	28	32	33
4-5	29	30	34	35

*Any schools that are tied for the final spot shall all be included.

- a. A Class Size meeting may be held in the event of the following:
 - Any class size overage in hybrid (see below)
 - Any class size overage in VLS (see below)
- b. Each building will implement a process that includes teacher voice and input as discussions occur around shifting students and determining class rosters. The District shall make every effort to fully utilize the teaching force to avoid education grade level combination classes in elementary schools. No teacher shall be required to teach a split of more than three grade levels.

- c. In acknowledgement of the workload of VLS classroom staff, the district will provide VLS teachers:
 - Three teacher directed planning days, during the transition to hybrid, to set up their classroom, to meet with their team, review and learn any new curriculum, and review their new class roster.
 - Autonomy to create their own VLS schedule, coordinated with specialists. (see item J in the Distance Learning MOA)
 - Teachers will decide what grades to report on the elementary report card for any term they are teaching.
- d. In acknowledgement of the changes students and staff will experience, the district will provide all teachers during the transition to hybrid the following:
 - One non-student contact day for virtual conferencing with new students and families on their roster.
 - Time to develop relationships with students and develop classroom community by relaxing pacing of curriculum.
- e. For VLS teachers with class sizes at or above the hybrid cap level, the district will:
 - Prioritize the assignment of para support.
 - Provide 1 hour per day of licensed staff support with providing student feedback on asynchronous assignments.
 - Pay 1 hour of loss of prep pay (Appendix D of the Teacher CBA) weekly for each student over the hybrid cap.
- f. Non-tenured teachers who are working with a PAR CT will not be required to turn in lesson plans.
- g. Workload will be a standing agenda item and there will be problem solving dialogue in our monthly SPFE Teacher PIC where the district will prioritize a response.

Special Education:

- 38. CPI training with PPE and COVID-19 protocols will be provided to staff who are due for renewal and/or are new to SPPS before they will be required to complete a physical hold. Enrollment priority will be given to staff who are phasing into Hybrid. Opportunities to complete the physical portion of the training in PPE will be provided for staff who are interested.
- 39. The district will follow MN Department of Education’s guidance regarding virtual and/or in person IEP meetings. Educators can conduct due process meetings and meet and collaborate on a student’s IEP virtually whenever possible. The MN Department of Education guidance regarding virtual and/or in person IEP/ due process meetings also pertains to special education interpreters.
- 40. Special education service providers may provide individual and/or group lessons in a variety of formats including in person, via email, by telephone, or other virtual tools, as appropriate and in accordance with student CLPs.
- 41. Child study teams will get hybrid day A or B student groups and provide input on case management assignments for their site and how to manage distance learning/virtual school and hybrid learning at the same time. Decisions will be

based on staffing availability and students' enrollment in the virtual school or hybrid learning.

- 42. In a hybrid learning environment, the district is required to follow Federal and State requirements to ensure students receive a Free Appropriate Public Education (FAPE). Special educators write Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP) and Contingency Learning Plans that provide FAPE. The IFSP/ IEP team decides what is FAPE and has written agreement with parents/ guardians regarding both direct and indirect services. Direct special education services can be both synchronous and asynchronous and considered a methodology that is discussed at IEP/IFSP meetings but not part of the IEP/IFSP plan. Special educators must fully implement services outlined in agreed upon IFSPs, IEPs, and Contingency Learning Plans.

Virtual School During Hybrid Model

- 43. Staff assigned to a virtual school assignment will follow the MOA language negotiated for Distance Learning between the two parties.

Other Provisions

- 44. The Union shall be consulted before the scheduling of any make-up time where scheduling would differ from the adopted school calendar or agreed upon number of contract days.

The parties further agree:

This agreement addresses the 2019-2021 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceedings as evidence of past practice.

This agreement shall be in place for the duration of the 2020-2021 school year, or as long as the district continues to be operating in a Hybrid model due to COVID-19. The parties may agree to continue this agreement for the 2021- 2022 school year if the district continues to be in a hybrid model due to COVID-19.

The parties further agree that, due to the changing and uncertain nature of the conditions for holding school, this Memorandum may be modified by mutual agreement.

For the District:

For the Union:

Date

Date

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

DATE: December 15, 2020

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

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

(a) General Account	#730406-731289	\$67,458,700.47
	#0003893-00003905	
	#7003874-7003902	
	#0005046-0005152	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$5,870,553.93</u>
		<u>\$73,329,254.40</u>

Included in the above disbursements are two payrolls in the amount of \$39,131,591.56 and overtime of \$52,014.27 or 0.13% 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 March 30, 2021.

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

DATE: December 15, 2020

TOPIC: Purchase supplies from School Health totaling \$225,992.80 via Coronavirus funding

A. PERTINENT FACTS:

1. SPPS's Health and Wellness Department works to reduce health related barriers to learning for students. Supplies and screening tools are a necessary component to help accomplish that goal.
2. It is important that staff have supplies and screening tools that promote increased efficiency in screening, assessing, and evaluating student needs to reduce exposure concerns and keep our staff and students safe during the pandemic.
3. These necessary supplies and screening tools help us continue to identify student health needs and remove barriers while promoting safe practices that meet the standards of school nursing practice.
4. This purchase has been reviewed by the Purchasing Manager and is being procured utilizing the NJPA/Sourcwell cooperative contract #061417-SHC.
5. These purchases are requested by Mary Langworthy, Director, Health and Wellness; Marcy Doud, Assistant Superintendent of Specialized Services; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to purchase supplies from School Health to address student health needs during the pandemic totaling \$225,992.80 via Coronavirus funding.

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

DATE: December 15, 2020

TOPIC: Settlement of Partially Insured Claim

A. PERTINENT FACTS:

1. On or about April 28, 2018, the School District was served a notice of claim alleging that a student was injured on a piece of equipment on District property.
2. The matter is partially insured and can be settled for a payment of \$200,000 by the District and/or its insurer on the terms set forth in a Settlement Agreement.
3. This settlement supports the District's target area goal of Program Evaluation and Resource Allocation.
4. This item is submitted by Charles Long, General Counsel.

B. RECOMMENDATION:

That the Board of Education approve the settlement of the above-referenced claim and authorize School District administration to direct its insurer to issue payment in the amount of \$200,000, which includes the School District's \$5,000 deductible.

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

DATE: December 15, 2020

TOPIC: Phase Gate Approval of the Window Replacement Project at Saint Paul Music Academy (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Window Replacement Project at Saint Paul Music Academy at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This project provides all labor, materials, equipment and services for the Window Replacement Project at Saint Paul Music Academy.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	October 23, 2018
#2 – Project Charter (Predesign) #2A – Finance Update	N/A – Gate did not exist at the time
#3 – Schematic Design #3A – Finance Update	January 21, 2020
#4 – Contract Award #4A – Finance Update	December 15, 2020 (Current)
#5 – Project Close-Out #5A – Finance Update	Fall 2021

4. A summary of the finance update is as follows:

Project Financing	Current Obligations	Spent to Date	Percent Spent
\$2,172,500	\$1,086,454	\$1,062,413	49%

5. The following bids were received for the lump sum base bid:

	Lump Sum Base Bid With Alternates 1 & 3
S & J Glass, Inc.	\$339,700
National Window Associates.....	\$354,938
Reiling Construction Co., Inc.	\$467,280
Val Pro Windows, LLC	\$777,403

6. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect’s office, on the District’s online platform and at the following:

MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room

7. Bids have been reviewed by Jamie Atkins, Purchasing Manager.

8. A summary of current and anticipated funding is as follows:

Funding Source	Issuance	Amount	Date Issued
FY20 LTFM	N/A	90,722	N/A
FY21 LTFM	N/A	2,081,788	N/A

9. Project cash flow schedule has been reviewed and approved by the District Finance Office.

10. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

11. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A21-1201-A Window Replacement Project at Saint Paul Music Academy to S & J Glass, Inc., Inc. for a lump sum base bid plus Alternates 1 & 3 of \$339,700.

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

RESOLUTION - GENERAL FORM

Board File No. _____

Date: December 15, 2020

RESOLUTION CANVASSING RETURNS OF VOTES OF
INDEPENDENT SCHOOL DISTRICT NO. 625 GENERAL ELECTION

BE IT RESOLVED by the Board of Education of Independent School District No. 625, as follows:

1. It is hereby found, determined and declared that the special election of the voters of the District held on November 3, 2020, was in all respects duly and legally called and held.
2. Per the attached Order, Ramsey County was ordered to re-convene the ballot board and process additional ballots. The Order also instructed Ramsey County to provide new abstracts that reflected the addendum of votes to impacted jurisdictions.
3. Ramsey County has directed the Board of Education to re-canvass and approve the additional numbers that have been added to the abstract.
4. As specified in the attached abstract and return of votes cast, District voters at said special election voted on candidates to fill one vacant seat on the Board of Education for the remaining term, expiring on January 3, 2022, as follows:

Jim Vue	26,606
James Farnsworth	21,814
Jamila Mame	23,198
Charlotte Castro	17,339
Keith Hardy	11,832
Omar Syed	12,200
Write-In	1,142

5. Jim Vue, having received the highest number of votes, is elected to fill the vacant Board of Education seat for the remaining term expiring on January 3, 2022. The additional numbers did not impact the outcome of the school board race.

6. The School District Clerk is hereby authorized to certify the results of the election to the Ramsey County Auditor.

Adopted December, 2020

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

CHAIR Board of Education

CLERK Board of Education

Abstract of Votes Cast
Independent School District No. 625 (ST. PAUL)
State of Minnesota
at the State General Election
Held Tuesday, November 3, 2020

Compiled from the Official Returns.

Summary of Totals
Independent School District No. 625 (ST. PAUL)
Tuesday, November 3, 2020 State General Election

Number of persons registered as of 7 a.m.	177672
Number of persons registered on Election Day	11851
Number of accepted regular, military, and overseas absentee ballots and mail ballots	99828
Number of federal office only absentee ballots	614
Number of presidential absentee ballots	2
Total number of persons voting	152614

Summary of Totals
Independent School District No. 625 (ST. PAUL)
Tuesday, November 3, 2020 State General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

Special Election for School Board Member at Large (ISD #625)

NP Jamila Mame 23198	NP Jim Vue 26606	NP James Farnsworth 21814	NP Keith Hardy 11832	NP Omar Syed 12200
NP Charlotte "Charlie" Castro 17339	WI WRITE-IN 1142			

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 0540 : ST. PAUL W-1 P-01	1228	53	1162
62 0550 : ST. PAUL W-1 P-02	2412	200	2163
62 0560 : ST. PAUL W-1 P-03	2020	147	1588
62 0570 : ST. PAUL W-1 P-04	1510	114	1141
62 0580 : ST. PAUL W-1 P-05	1470	109	1151
62 0590 : ST. PAUL W-1 P-06	2989	230	2563
62 0600 : ST. PAUL W-1 P-07	1620	75	1480
62 0610 : ST. PAUL W-1 P-08	2312	169	2051
62 0620 : ST. PAUL W-1 P-09	2592	223	1831
62 0630 : ST. PAUL W-1 P-10	541	39	351
62 0640 : ST. PAUL W-1 P-11	1300	126	1020
62 0650 : ST. PAUL W-1 P-12	358	15	333
62 0660 : ST. PAUL W-1 P-13	1226	69	1144
62 0670 : ST. PAUL W-1 P-14	1050	70	808
62 0675 : ST. PAUL W-1 P-15	859	77	628
62 0678 : ST. PAUL W-1 P-16	261	26	241
62 0680 : ST. PAUL W-2 P-01	1691	54	1600
62 0690 : ST. PAUL W-2 P-02	1790	70	1690
62 0700 : ST. PAUL W-2 P-03	2927	200	2649
62 0710 : ST. PAUL W-2 P-04	1650	94	1508
62 0720 : ST. PAUL W-2 P-05	2564	163	2322
62 0730 : ST. PAUL W-2 P-06	662	36	600
62 0740 : ST. PAUL W-2 P-07	2556	184	2256
62 0750 : ST. PAUL W-2 P-08	1429	101	1024
62 0760 : ST. PAUL W-2 P-09	2213	152	1951
62 0770 : ST. PAUL W-2 P-10	111	27	53
62 0780 : ST. PAUL W-2 P-11	3076	201	2632

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 0790 : ST. PAUL W-2 P-12	1858	90	1670
62 0800 : ST. PAUL W-2 P-13	1678	98	1400
62 0810 : ST. PAUL W-2 P-14	1834	154	1579
62 0820 : ST. PAUL W-2 P-15	2976	279	2451
62 0840 : ST. PAUL W-3 P-01	2204	54	2101
62 0850 : ST. PAUL W-3 P-02	2593	84	2479
62 0860 : ST. PAUL W-3 P-03	2967	135	2734
62 0870 : ST. PAUL W-3 P-04	1267	65	1136
62 0880 : ST. PAUL W-3 P-05	1978	97	1804
62 0890 : ST. PAUL W-3 P-06	2260	74	2105
62 0900 : ST. PAUL W-3 P-07	1487	97	1121
62 0910 : ST. PAUL W-3 P-08	1686	62	1623
62 0920 : ST. PAUL W-3 P-09	2666	80	2537
62 0930 : ST. PAUL W-3 P-10	1600	54	1522
62 0940 : ST. PAUL W-3 P-11	2061	175	1752
62 0950 : ST. PAUL W-3 P-12	1943	87	1881
62 0960 : ST. PAUL W-3 P-13	2009	100	1920
62 0970 : ST. PAUL W-3 P-14	3785	113	3576
62 1000 : ST. PAUL W-4 P-01	1776	60	1647
62 1010 : ST. PAUL W-4 P-02	1406	38	1344
62 1020 : ST. PAUL W-4 P-03	2828	265	2576
62 1030 : ST. PAUL W-4 P-04	1913	120	1789
62 1040 : ST. PAUL W-4 P-05	1428	90	1300
62 1050 : ST. PAUL W-4 P-06	1405	256	1216
62 1060 : ST. PAUL W-4 P-07	1892	134	1785
62 1070 : ST. PAUL W-4 P-08	2344	197	2131
62 1080 : ST. PAUL W-4 P-09	1792	148	1533
62 1090 : ST. PAUL W-4 P-10	2160	136	2033
62 1100 : ST. PAUL W-4 P-11	2313	66	2096

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 1110 : ST. PAUL W-4 P-12	1876	156	1711
62 1120 : ST. PAUL W-4 P-13	1558	144	1373
62 1130 : ST. PAUL W-4 P-14	1591	116	1437
62 1140 : ST. PAUL W-4 P-15	1655	81	1508
62 1160 : ST. PAUL W-5 P-01	2136	78	2031
62 1170 : ST. PAUL W-5 P-02	2622	93	2491
62 1180 : ST. PAUL W-5 P-03	2190	124	1975
62 1190 : ST. PAUL W-5 P-04	3934	298	3195
62 1200 : ST. PAUL W-5 P-05	2151	227	1681
62 1210 : ST. PAUL W-5 P-06	2083	147	1626
62 1220 : ST. PAUL W-5 P-07	1355	102	1024
62 1230 : ST. PAUL W-5 P-08	2685	221	2061
62 1240 : ST. PAUL W-5 P-09	1985	169	1425
62 1250 : ST. PAUL W-5 P-10	722	46	522
62 1290 : ST. PAUL W-6 P-01	1537	87	1352
62 1300 : ST. PAUL W-6 P-02	1371	79	1252
62 1310 : ST. PAUL W-6 P-03	1733	122	1366
62 1320 : ST. PAUL W-6 P-04	2147	164	1658
62 1330 : ST. PAUL W-6 P-05	2524	230	1938
62 1340 : ST. PAUL W-6 P-06	2899	215	2115
62 1350 : ST. PAUL W-6 P-07	788	74	554
62 1360 : ST. PAUL W-6 P-08	1796	126	1322
62 1370 : ST. PAUL W-6 P-09	2680	199	2068
62 1380 : ST. PAUL W-6 P-10	1125	88	945
62 1390 : ST. PAUL W-6 P-11	1873	141	1628
62 1400 : ST. PAUL W-6 P-12	1325	117	1117
62 1430 : ST. PAUL W-7 P-01	2382	213	1734
62 1440 : ST. PAUL W-7 P-02	1443	123	1117
62 1450 : ST. PAUL W-7 P-03	1713	137	1325

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 1460 : ST. PAUL W-7 P-04	1001	84	765
62 1470 : ST. PAUL W-7 P-05	1518	108	1298
62 1480 : ST. PAUL W-7 P-06	1549	100	1224
62 1490 : ST. PAUL W-7 P-07	1490	111	1157
62 1500 : ST. PAUL W-7 P-08	1915	129	1521
62 1510 : ST. PAUL W-7 P-09	1712	126	1413
62 1520 : ST. PAUL W-7 P-10	1570	128	1381
62 1530 : ST. PAUL W-7 P-11	1516	173	1165
62 1540 : ST. PAUL W-7 P-12	2911	207	2529
62 1550 : ST. PAUL W-7 P-13	2085	136	1829
Independent School District No. 625 (ST. PAUL) Total:	177672	11851	152614

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Office Title: Special Election for School Board Member at Large (ISD #625)

Precinct	NP Jamila Mame	NP Jim Vue	NP James Farnsworth	NP Keith Hardy	NP Omar Syed
62 0540 : ST. PAUL W-1 P-01	227	182	201	66	72
62 0550 : ST. PAUL W-1 P-02	368	209	291	144	349
62 0560 : ST. PAUL W-1 P-03	306	291	152	150	167
62 0570 : ST. PAUL W-1 P-04	220	224	99	113	127
62 0580 : ST. PAUL W-1 P-05	302	132	80	129	182
62 0590 : ST. PAUL W-1 P-06	560	257	244	252	320
62 0600 : ST. PAUL W-1 P-07	280	171	212	125	120
62 0610 : ST. PAUL W-1 P-08	385	251	260	108	234
62 0620 : ST. PAUL W-1 P-09	248	431	216	171	227
62 0630 : ST. PAUL W-1 P-10	59	68	33	42	46
62 0640 : ST. PAUL W-1 P-11	303	142	54	80	134
62 0650 : ST. PAUL W-1 P-12	39	44	31	38	19
62 0660 : ST. PAUL W-1 P-13	174	167	177	80	82
62 0670 : ST. PAUL W-1 P-14	126	169	46	50	141
62 0675 : ST. PAUL W-1 P-15	90	151	50	64	73
62 0678 : ST. PAUL W-1 P-16	38	38	35	14	26
62 0680 : ST. PAUL W-2 P-01	270	246	331	103	114
62 0690 : ST. PAUL W-2 P-02	278	256	387	93	89
62 0700 : ST. PAUL W-2 P-03	371	329	373	204	175
62 0710 : ST. PAUL W-2 P-04	242	202	308	70	96
62 0720 : ST. PAUL W-2 P-05	423	279	357	187	154
62 0730 : ST. PAUL W-2 P-06	89	78	84	48	39
62 0740 : ST. PAUL W-2 P-07	327	322	266	166	155
62 0750 : ST. PAUL W-2 P-08	106	108	104	144	99
62 0760 : ST. PAUL W-2 P-09	262	232	223	143	212
62 0770 : ST. PAUL W-2 P-10	7	5	8	9	5
62 0780 : ST. PAUL W-2 P-11	390	340	276	174	202

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Office Title: Special Election for School Board Member at Large (ISD #625)

Precinct	NP Jamila Mame	NP Jim Vue	NP James Farnsworth	NP Keith Hardy	NP Omar Syed
62 0790 : ST. PAUL W-2 P-12	266	202	186	100	89
62 0800 : ST. PAUL W-2 P-13	173	146	214	152	107
62 0810 : ST. PAUL W-2 P-14	205	218	185	131	103
62 0820 : ST. PAUL W-2 P-15	385	306	203	122	257
62 0840 : ST. PAUL W-3 P-01	294	261	513	98	102
62 0850 : ST. PAUL W-3 P-02	368	394	461	164	139
62 0860 : ST. PAUL W-3 P-03	353	305	684	202	182
62 0870 : ST. PAUL W-3 P-04	105	130	306	76	61
62 0880 : ST. PAUL W-3 P-05	248	223	381	131	127
62 0890 : ST. PAUL W-3 P-06	243	228	547	185	132
62 0900 : ST. PAUL W-3 P-07	224	156	144	58	68
62 0910 : ST. PAUL W-3 P-08	239	242	386	94	66
62 0920 : ST. PAUL W-3 P-09	275	399	597	175	118
62 0930 : ST. PAUL W-3 P-10	146	164	483	92	81
62 0940 : ST. PAUL W-3 P-11	232	167	242	158	216
62 0950 : ST. PAUL W-3 P-12	289	313	312	86	124
62 0960 : ST. PAUL W-3 P-13	286	226	442	153	127
62 0970 : ST. PAUL W-3 P-14	413	537	848	255	169
62 1000 : ST. PAUL W-4 P-01	325	293	206	94	114
62 1010 : ST. PAUL W-4 P-02	166	493	145	52	76
62 1020 : ST. PAUL W-4 P-03	504	304	281	150	418
62 1030 : ST. PAUL W-4 P-04	353	301	226	108	114
62 1040 : ST. PAUL W-4 P-05	228	187	226	86	79
62 1050 : ST. PAUL W-4 P-06	200	125	131	70	79
62 1060 : ST. PAUL W-4 P-07	232	255	314	132	125
62 1070 : ST. PAUL W-4 P-08	436	301	267	186	191
62 1080 : ST. PAUL W-4 P-09	290	181	179	96	150
62 1090 : ST. PAUL W-4 P-10	456	303	304	107	141

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Office Title: Special Election for School Board Member at Large (ISD #625)

Precinct	NP Jamila Mame	NP Jim Vue	NP James Farnsworth	NP Keith Hardy	NP Omar Syed
62 1100 : ST. PAUL W-4 P-11	365	339	326	147	101
62 1110 : ST. PAUL W-4 P-12	342	270	199	93	147
62 1120 : ST. PAUL W-4 P-13	260	164	247	105	99
62 1130 : ST. PAUL W-4 P-14	379	173	172	83	111
62 1140 : ST. PAUL W-4 P-15	399	226	199	113	130
62 1160 : ST. PAUL W-5 P-01	311	337	322	167	126
62 1170 : ST. PAUL W-5 P-02	358	442	371	257	122
62 1180 : ST. PAUL W-5 P-03	321	315	256	180	177
62 1190 : ST. PAUL W-5 P-04	591	578	341	297	250
62 1200 : ST. PAUL W-5 P-05	258	401	146	111	182
62 1210 : ST. PAUL W-5 P-06	209	445	201	157	83
62 1220 : ST. PAUL W-5 P-07	129	192	108	118	95
62 1230 : ST. PAUL W-5 P-08	215	592	174	156	223
62 1240 : ST. PAUL W-5 P-09	220	413	154	104	124
62 1250 : ST. PAUL W-5 P-10	106	132	52	34	62
62 1290 : ST. PAUL W-6 P-01	194	339	164	94	59
62 1300 : ST. PAUL W-6 P-02	187	347	192	114	53
62 1310 : ST. PAUL W-6 P-03	96	468	196	122	62
62 1320 : ST. PAUL W-6 P-04	179	489	170	131	115
62 1330 : ST. PAUL W-6 P-05	212	599	200	157	160
62 1340 : ST. PAUL W-6 P-06	259	599	238	215	144
62 1350 : ST. PAUL W-6 P-07	66	135	42	56	64
62 1360 : ST. PAUL W-6 P-08	161	318	108	156	135
62 1370 : ST. PAUL W-6 P-09	244	544	229	145	131
62 1380 : ST. PAUL W-6 P-10	117	211	130	85	32
62 1390 : ST. PAUL W-6 P-11	138	388	180	199	88
62 1400 : ST. PAUL W-6 P-12	128	293	180	102	64
62 1430 : ST. PAUL W-7 P-01	328	408	181	123	162

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Office Title: Special Election for School Board Member at Large (ISD #625)

Precinct	NP Jamila Mame	NP Jim Vue	NP James Farnsworth	NP Keith Hardy	NP Omar Syed
62 1440 : ST. PAUL W-7 P-02	138	326	153	108	87
62 1450 : ST. PAUL W-7 P-03	172	384	159	119	76
62 1460 : ST. PAUL W-7 P-04	86	181	100	64	52
62 1470 : ST. PAUL W-7 P-05	143	223	150	108	94
62 1480 : ST. PAUL W-7 P-06	104	386	163	110	68
62 1490 : ST. PAUL W-7 P-07	161	298	133	84	56
62 1500 : ST. PAUL W-7 P-08	177	357	180	149	138
62 1510 : ST. PAUL W-7 P-09	124	351	198	148	64
62 1520 : ST. PAUL W-7 P-10	167	318	181	143	73
62 1530 : ST. PAUL W-7 P-11	204	267	111	96	90
62 1540 : ST. PAUL W-7 P-12	295	461	289	202	384
62 1550 : ST. PAUL W-7 P-13	231	213	208	200	303
Total:	23198	26606	21814	11832	12200

Precinct	NP Charlotte "Charlie" Castro	WI WRITE-IN
62 0540 : ST. PAUL W-1 P-01	113	9
62 0550 : ST. PAUL W-1 P-02	213	16
62 0560 : ST. PAUL W-1 P-03	159	12
62 0570 : ST. PAUL W-1 P-04	125	7
62 0580 : ST. PAUL W-1 P-05	98	10
62 0590 : ST. PAUL W-1 P-06	265	15
62 0600 : ST. PAUL W-1 P-07	158	14
62 0610 : ST. PAUL W-1 P-08	236	13
62 0620 : ST. PAUL W-1 P-09	155	11

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Office Title: Special Election for School Board Member at Large (ISD #625)

Precinct	NP Charlotte "Charlie" Castro	WI WRITE-IN
62 0630 : ST. PAUL W-1 P-10	37	1
62 0640 : ST. PAUL W-1 P-11	73	7
62 0650 : ST. PAUL W-1 P-12	49	0
62 0660 : ST. PAUL W-1 P-13	122	7
62 0670 : ST. PAUL W-1 P-14	57	7
62 0675 : ST. PAUL W-1 P-15	75	4
62 0678 : ST. PAUL W-1 P-16	25	1
62 0680 : ST. PAUL W-2 P-01	161	16
62 0690 : ST. PAUL W-2 P-02	145	9
62 0700 : ST. PAUL W-2 P-03	385	17
62 0710 : ST. PAUL W-2 P-04	154	13
62 0720 : ST. PAUL W-2 P-05	301	17
62 0730 : ST. PAUL W-2 P-06	81	1
62 0740 : ST. PAUL W-2 P-07	283	19
62 0750 : ST. PAUL W-2 P-08	152	17
62 0760 : ST. PAUL W-2 P-09	284	11
62 0770 : ST. PAUL W-2 P-10	8	1
62 0780 : ST. PAUL W-2 P-11	368	27
62 0790 : ST. PAUL W-2 P-12	299	15
62 0800 : ST. PAUL W-2 P-13	254	10
62 0810 : ST. PAUL W-2 P-14	319	11
62 0820 : ST. PAUL W-2 P-15	592	14
62 0840 : ST. PAUL W-3 P-01	240	25
62 0850 : ST. PAUL W-3 P-02	215	21
62 0860 : ST. PAUL W-3 P-03	291	15
62 0870 : ST. PAUL W-3 P-04	129	5
62 0880 : ST. PAUL W-3 P-05	150	8

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Office Title: Special Election for School Board Member at Large (ISD #625)

Precinct	NP Charlotte "Charlie" Castro	WI WRITE-IN
62 0890 : ST. PAUL W-3 P-06	217	18
62 0900 : ST. PAUL W-3 P-07	107	6
62 0910 : ST. PAUL W-3 P-08	153	17
62 0920 : ST. PAUL W-3 P-09	232	16
62 0930 : ST. PAUL W-3 P-10	145	14
62 0940 : ST. PAUL W-3 P-11	195	14
62 0950 : ST. PAUL W-3 P-12	213	9
62 0960 : ST. PAUL W-3 P-13	196	15
62 0970 : ST. PAUL W-3 P-14	375	29
62 1000 : ST. PAUL W-4 P-01	155	9
62 1010 : ST. PAUL W-4 P-02	126	8
62 1020 : ST. PAUL W-4 P-03	261	18
62 1030 : ST. PAUL W-4 P-04	196	17
62 1040 : ST. PAUL W-4 P-05	115	15
62 1050 : ST. PAUL W-4 P-06	121	12
62 1060 : ST. PAUL W-4 P-07	210	18
62 1070 : ST. PAUL W-4 P-08	234	16
62 1080 : ST. PAUL W-4 P-09	165	9
62 1090 : ST. PAUL W-4 P-10	173	10
62 1100 : ST. PAUL W-4 P-11	251	10
62 1110 : ST. PAUL W-4 P-12	180	12
62 1120 : ST. PAUL W-4 P-13	173	12
62 1130 : ST. PAUL W-4 P-14	145	9
62 1140 : ST. PAUL W-4 P-15	111	14
62 1160 : ST. PAUL W-5 P-01	235	28
62 1170 : ST. PAUL W-5 P-02	317	20
62 1180 : ST. PAUL W-5 P-03	248	19

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Office Title: Special Election for School Board Member at Large (ISD #625)

Precinct	NP Charlotte "Charlie" Castro	WI WRITE-IN
62 1190 : ST. PAUL W-5 P-04	323	23
62 1200 : ST. PAUL W-5 P-05	204	13
62 1210 : ST. PAUL W-5 P-06	185	10
62 1220 : ST. PAUL W-5 P-07	137	6
62 1230 : ST. PAUL W-5 P-08	190	16
62 1240 : ST. PAUL W-5 P-09	143	9
62 1250 : ST. PAUL W-5 P-10	44	3
62 1290 : ST. PAUL W-6 P-01	167	9
62 1300 : ST. PAUL W-6 P-02	112	12
62 1310 : ST. PAUL W-6 P-03	126	7
62 1320 : ST. PAUL W-6 P-04	211	14
62 1330 : ST. PAUL W-6 P-05	204	15
62 1340 : ST. PAUL W-6 P-06	234	11
62 1350 : ST. PAUL W-6 P-07	71	2
62 1360 : ST. PAUL W-6 P-08	129	7
62 1370 : ST. PAUL W-6 P-09	301	14
62 1380 : ST. PAUL W-6 P-10	117	9
62 1390 : ST. PAUL W-6 P-11	203	10
62 1400 : ST. PAUL W-6 P-12	114	5
62 1430 : ST. PAUL W-7 P-01	161	11
62 1440 : ST. PAUL W-7 P-02	107	10
62 1450 : ST. PAUL W-7 P-03	142	6
62 1460 : ST. PAUL W-7 P-04	97	9
62 1470 : ST. PAUL W-7 P-05	187	11
62 1480 : ST. PAUL W-7 P-06	130	9
62 1490 : ST. PAUL W-7 P-07	171	8
62 1500 : ST. PAUL W-7 P-08	188	13

Detail of Election Results
 Independent School District No. 625 (ST. PAUL)
 Tuesday, November 3, 2020 State General Election

Office Title: Special Election for School Board Member at Large (ISD #625)

Precinct	NP Charlotte "Charlie" Castro	WI WRITE-IN
62 1510 : ST. PAUL W-7 P-09	175	12
62 1520 : ST. PAUL W-7 P-10	158	10
62 1530 : ST. PAUL W-7 P-11	112	13
62 1540 : ST. PAUL W-7 P-12	303	19
62 1550 : ST. PAUL W-7 P-13	173	16
Total:	17339	1142

We, the school board members of Independent School District No. 625 (ST. PAUL), certify that we have canvassed the returns of the State General Election held on Tuesday, November 3, 2020 and have herein specified the names of any candidates receiving votes and the number of votes received by each candidate, and have herein specified the number of votes for and against any ballot questions voted on in this election.

As appears by the returns of the election precincts voting in this election, duly returned to, filed, opened, and canvassed, and now remaining on file in the office of the clerk of Independent School District No. 625 (ST. PAUL).

Witness our official signature at _____ in _____ County this _____ day of _____, 2020.

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

State of Minnesota
Independent School District No. 625 (ST. PAUL)

I, _____, Clerk of the Independent School District No. 625 (ST. PAUL) do hereby certify the within and foregoing _____ pages to be a full and correct copy of the original abstract and return of the votes cast in the Independent School District No. 625 (ST. PAUL) State General Election held on Tuesday, November 3, 2020.

Witness my hand and official seal of office this _____ day of _____, 2020.

STATE OF MINNESOTA
COUNTY OF RAMSEY

DISTRICT COURT
SECOND JUDICIAL DISTRICT

Jamie Becker-Finn,

Petitioner,

v.

Ramsey County,

Respondent.

Case Type: Civil Other/Misc.
File No.: 62-CV-20-5458
Judge: John H. Guthmann

**ORDER GRANTING PETITION TO
CORRECT OBVIOUS ERRORS**

On November 19, 2020, the above-entitled matter came before the Honorable John H. Guthmann, District Court Judge, via telephone hearing in Ramsey County District Court. At issue was petitioner’s Petition for Correction of Obvious Errors. Petitioner Jamie Becker-Finn appeared on her own behalf, pro se. Respondent Ramsey County appeared by Assistant Ramsey County Attorney Robert B. Roche. Based on the filings of record, the arguments of the parties, and the proceedings herein, the court hereby issues the following Findings of Fact, Conclusions of Law, and Order.

FINDINGS OF FACT

1. At the hearing, the parties represented to the court that the proposed Findings of Fact provided by respondent are accurate. Therefore, the court adopts the following as its Findings of Fact.

2. As required by Minnesota law, Ramsey County opened election offices for voting on the Saturday before Election Day – October 31, 2020. At approximately 9:45 a.m. that day, the Minnesota Office of the Secretary of State (“MN OSS”) notified local elections officials that the Statewide Voter Registration System (“SVRS”) was not operational. The SVRS is a computer

system that elections officials use to, among other things, ensure that a person who has cast a ballot has not already voted.

2. When the SVRS went down on the morning of October 31, 2020, the MN OSS notified local elections officials that they should continue allowing voters to submit ballots using prescribed emergency procedures. To ensure that ballots submitted while the SVRS was down were properly recorded—and to prevent any possible double voting—Ramsey County implemented emergency procedures provided by the MN OSS so voting could continue.

3. During the time that the SVRS was down, Ramsey County elections officials manually paired absentee ballots and signature envelopes with the applications that corresponded with the ballots. Staff then secured these ballots so that they could be entered into the SVRS once the system came back online.

4. The SVRS was again operational at approximately 3:45 p.m. on October 31, 2020. Because of the volume of ballots that were received during the time the system was down, it was not possible for elections officials to update the system with all of the ballots that had been cast on the evening of October 31, 2020. Elections staff were therefore instructed to secure the unprocessed ballots in locked ballot boxes and to store those boxes in a secure room to be completed the next day.

5. After a thorough review, the Ramsey County Elections Office concluded that one of these boxes of unprocessed absentee ballots was labelled correctly but was erroneously placed and stored with ballots that had been processed rather than with the ballots that had not yet been processed as it should have been.

6. The error was discovered on November 13, 2020 when teams of Ramsey County election judges were sorting absentee ballots in preparation for a standard post-election review that

was scheduled for November 16, 2020. The election judge teams discovered the above-mentioned sealed ballot box, which contained 318 completed absentee ballot signature envelopes.

7. Each of the 318 envelopes was attached to a completed absentee ballot application corresponding to a specific voter. All of the materials are dated October 31, 2020, and all are from the 90 W. Plato absentee voting location in Saint Paul. Voters from any precinct in Ramsey County were able to cast absentee ballots at this location on October 31. The box was discovered in an area reserved for the secure storage of voted ballots despite the fact that these ballots had not been processed and counted.

8. Ramsey County believes that human error resulted in these ballots being improperly stored with voted ballots on the night of October 31, 2020. As a result, these ballots were not counted as they should have been. Ramsey County elections officials have thoroughly checked the voted ballots and did not locate any other uncounted ballots besides the ballots at issue in the present Petition. Moreover, given the margins in the races in the affected precincts and the number of ballots from each precinct, Ramsey County elections officials concluded that the uncounted ballots will not alter the outcome of any races.

9. On November 18, 2020, the Ramsey County Canvassing Board unanimously voted that election judges had made an obvious error in counting or recording votes within the meaning of Minn. Stat. § 204C.39. The Ramsey County Canvassing Board therefore notified each candidate that appeared on the ballot in any of the precincts involved.

10. On November 18, 2020, Petitioner Jamie Becker-Finn, a candidate for the Minnesota House of Representative whose vote totals could be impacted by the above error, filed a petition pursuant to Minn. Stat. § 204C.39, subd.1, for the correction of obvious errors.

11. To date, no other candidate filed a Petition as a result of the Ramsey County Canvassing Board's notice nor has any other person or organization filed a response to the instant Petition.

12. Because the State Canvassing Board meetings on November 24, 2020, the relief requested in the Petition is time sensitive and requires immediate action by the court.

CONCLUSIONS OF LAW

1. Petitioner has alleged that Ramsey County election officials made an obvious error by failing to process and count the 318 absentee ballots referenced in her Petition.

2. Respondent confirmed that an obvious error was made and agrees with Petitioner that any valid votes included among the 318 absentee ballots at issue should be processed and counted according to Minnesota law so they can be included in the vote totals before the State Canvassing Board meets on November 24, 2020.

3. The court agrees with Petitioner and Respondent and concludes that an obvious error was made and that any valid ballots included among the 318 absentee ballots at issue should be processed and counted according to Minnesota law so they can be included in the vote totals before the State Canvassing Board meets on November 24, 2020.

ORDER

IT IS THEREFORE HEREBY ORDERED

1. The Petition for Correction of Obvious Errors is **GRANTED**.
2. Members of the Ramsey County Ballot Board shall open the 318 absentee ballots referenced in this Petition, accept or reject them according to Minnesota law, count all accepted ballots, and transmit the results of the count to the Ramsey County Canvassing Board.

3. The Ramsey County Canvassing Board shall submit an addendum to its regular report to reflect updated totals including any accepted ballots from the 318 absentee ballots referenced in this petition pursuant to Minn. Stat. § 204C.39, subd. 3.

THERE BEING NO JUST REASON FOR DELAY, LET JUDGMENT BE ENTERED ACCORDINGLY

Date: November 19, 2020

BY THE COURT:

John H. Guthmann
Judge of District Court



Saint Paul
PUBLIC SCHOOLS

Proposed Pay21 Levy

Board of Education Meeting
Marie Schrul, Chief Financial Officer
December 15, 2020

Purpose

- To present the proposed Pay21 Levy to the Board of Education for final certification

The Levy Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- The Pay21 school levy funds the 2021-22 school year
- Districts receive payments after the May and October collections from the County
- Levies contribute to approximately 22% of SPPS budget
- Levy can only move down after October 1
- Pay21 Final Levy data is from the MN Department of Education's Levy Limitation & Certification report as of 11/17/20¹⁴⁶

Pay21 Levy Calendar

	Date	Action
X	August-early September	District submits levy information to MDE
X	September 8-9	MDE provides preliminary calculations
X	September 14	Special BOE Meeting - School Finance & Levy 101
X	September 22	BOE Meeting - Pay21 Levy Update
X	September 28	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
X	September 28	Special BOE Meeting - BOE sets ceiling for Pay21 levy
X	September 30	SPPS provides Pay21 levy ceiling data to Ramsey County and MDE
X	Beginning October 1	Ramsey County calculates taxes and prepares tax statements
X	November 10 – 24	Ramsey County mails tax statements
X	December 8	TNT Hearing - SPPS holds truth in taxation hearing (note: COB meeting that evening) *virtual meeting*
X	December 15	BOE meeting - BOE certifies Pay21 levy
	December 28	SPPS certifies Pay21 levy to Ramsey County

Proposed Pay21 Levy

Levy Category	Certified Pay20 Levy	SPPS Proposed Pay21 Levy	Difference
Operating	\$71,690,324.75	\$74,575,918.38	\$2,885,593.63
Pension/OPEB/Contractual	37,860,071.32	43,190,748.07	5,330,676.75
Facilities	74,243,596.73	74,609,060.94	365,464.21
Community Service	<u>3,835,753.77</u>	<u>4,212,526.87</u>	<u>376,773.10</u>
Total - All Levy Categories	\$ 187,629,746.57	\$196,588,254.26	\$8,958,507.69
Percent Change			4.77%

Estimated Annual Property Tax Impact | Home from 2020 to 2021 (assuming a 8.0% increase in market value)

Estimated Home Market Value	Estimated Change at 4.77% Ceiling
\$ 75,000	\$13.62
100,000	29.54
215,800	56.05
300,000	74.71
400,000	97.49
500,000	93.74

Source: Ramsey County
Median home market value is \$215,800

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Estimated Annual Property Tax Impact | Commercial/Industrial from 2020 to 2021 (assuming a 4.9% increase in market value)

Estimated Commercial/Industrial Market Value	Estimated Change at 4.77% Ceiling
\$ 200,000	\$65.37
486,600	161.67
500,000	166.94
1,000,000	334.45

Source: Ramsey County

*Median commercial/industrial market value is \$486,600¹⁵⁰

Recommendation

- That the Board of Education approve the recommendation to certify the Pay21 Levy in the amount of \$196,588,254.26

BOARD OF EDUCATION | 2019-2021 MEETING DATES

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

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 COB	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 - PROPOSED		
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 COB	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