

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

November 17, 2020
6:05 PM

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#BoldSubject#

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

DATE: November 17, 2020

TOPIC: Acknowledgement of Good Work Provided by District Partners

A. PERTINENT FACTS:

1. 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.

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

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**

**October 20, 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. Kopp, S. Marchese, Z. Ellis, J. Foster, J. Brodrick, J. Vue, C. Allen

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

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda with two changes - to move Old Business items 1 and 2 regarding bond sales to follow Recognitions, and be prior to the Superintendent's Report; and to move Old Business item 3 regarding the Review of the COVID-19 Response Resolution dated August 5, 2020 and Vote whether to Renew, Amend, or Rescind It to follow the update from the Office of Digital and Alternative Education & Technology Services within the Superintendent's Report. The motion was seconded by Director Ellis and Director Marchese.

The motion was approved by roll call vote:

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

III. RECOGNITIONS

BF 32220 Acknowledgement of Good Work Provided by Outstanding District Employees

1. Saint Paul Public Schools (SPPS) was awarded a federal grant from the U.S. Department of Education to enhance the K-8 Dakota language program at American Indian Magnet School. The grant is worth approximately \$1.1 million and SPPS was one of only nine awards made nationally. This project was guided by input from the SPPS American Indian Parent Advisory Council and families of students at American Indian Magnet School. The project also benefits from the passion and commitment of SPPS staff at American Indian Magnet School and the American Indian Education Program to revitalize the Dakota and Ojibwe languages, under the leadership of **John Bobolink**, Supervisor, American Indian Education Program and **Dr. Tim Brown**, Principal, American Indian Magnet School. Finally, the project would not have been possible without a strong network of partners, including The Language Conservancy, Dakhóta lápi Okhódakičhiye, the Lakota Language Consortium and Concordia College.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items E2, E3, E4, E5, E6, and E7, and E8, the memorandums of agreement with various bargaining units, to be pulled for separate consideration. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

General Counsel then noted the error that actually items D2, D3, D4, D5, D6, D7, and D8 should be pulled for separate consideration, as those are the memorandums of agreement with various bargaining units.

MOTION: Director Foster moved to rescind the approval of the Order of the Consent Agenda with items E2, E3, E4, E5, E6, E7, and E8, memorandums of agreement with various bargaining units, to be pulled for separate consideration. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

MOTION: Director Foster moved the approval of the Order of the Consent Agenda with these items pulled for separate consideration:

- D2 - 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;
- D3 - 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;
- D4 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320 representing Teaching Assistants, Nutrition Services and Bus Drivers;
- D5 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and AFSCME Local 822;
- D6 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers;
- D7 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants; and
- D8 - Approval of 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 Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of September 22, 2020
- B. Minutes of the Special Meeting of the Board of Education of September 28, 2020

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of September 22, 2020 and the Minutes of the Special Meeting of the Board of Education of September 28, 2020. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

- A. Committee of the Board Meeting of October 6, 2020

At the Committee of the Board Meeting on October 6, Superintendent Gothard began by reviewing the timeline of the past few months, including the decision to start the 20-21 school year in distance learning, a review of the 14-day case rates for Ramsey County, SPPS metrics for learning models, importance of feedback from stakeholders, and a brief recap of readiness indicators and timeline as we work towards a successful reopening for Stage 1 schools on October 19th. He noted the collaboration with governmental agencies, as well as neighboring districts. A video from our Facilities Team was then shared to give our community a perspective of the work done for the return to eventual return to in-person teaching and learning, including facilities updates and safety protocols.

Next, the Reopen SPPS Plan Update included the five main categories of Distance Learning 2.0: Access, Bilingual Support, Hybrid Stage 1 Preparations Update, Workforce Updates, Hybrid Instructional Model, and Survey Results.

Within Distance Learning 2.0: Access, Bilingual Support, board members requested further information on the filter systems in buildings and water temperatures for handwashing sinks, sanitization chemicals and information available to parents and families, and methods for contact tracing. There was also discussion on students who may be residing in the encampments across the city and supports from Project REACH, including engagement and connection with families, and ways for board members to support this work. Board members appreciated the sharing from our bilingual EAs, and requested more information on their work in the next stages. Further clarification was requested on the learning environments for our Stage 1 schools, as well as Stage 2 and 3, and special education sites. Board members also noted questions about further support for families, including our bilingual EAs and collaborations across departments, as well as encouragement of participation and engagement from parents and families. Another area of discussion was the use of data from MDE, other districts currently in the hybrid model, and neighboring higher education institutions.

Within the Hybrid Stage 1 Preparations Update, board members noted appreciation for the intention and thoughtfulness around social stories and emotions of the return to buildings, as well as academics. Clarification was requested on the percentage and numbers of students returning to Stage 1 sites, as well as that families are able to choose what is best for their family and as they are most comfortable. Staffing in classrooms at the Stage 1 sites was also mentioned, and numbers of staff within each classroom.

Within the Workforce Update portion of the presentation, board members requested clarification on the schedule, calendar, and target dates; as well as notification for staff who may have moved to a different role, and now changing back to their original role; and clarification on surveys sent to staff members. Further information was also requested on guidance provided to principals and leaders for accommodations and the pool of substitute teachers and staff available.

Within the Hybrid Stage 1 Preparations Update portion, board members noted the intentionality and thoughtfulness of schedules, and concerns about the sustained consistency for students and teachers if we do move to a more restrictive model. More information was also requested on the process and timing for families in moving in and out of Virtual Learning School, and information given to families in advance to help them make choices. Clarification was also requested on the cascade effects of changes, and steps to prepare for those effects, and indicators to use in the decision making process.

Within Survey Results, board members requested clarification and concerns on the response rate for Stage 1 families, including further information on ways to engage and solicit feedback from families. They also requested more information on the numbers of surveys that had been sent to families and languages of the

surveys sent; as well as how the results of the survey will be publicized, and evidence to the decisions by the District. Information was also requested on the clarity for families taking the surveys who may have received a survey for Stage 2 and Stage 3, and the communications and visual strategy.

The Board then read aloud a statement in support of the work of the Superintendent and his team, and the direction of the District.

The next presentation on Construction Projects and Facilities Maintenance Improvements provided the Board with an update on the progress of current projects and maintenance throughout the District, sharing of the great work of the maintenance and custodial teams, and a brief update on the launch of the next capital plan. Board members appreciated the deep cleaning during this time, as well as their personal experience in talking with building engineers and their pride in their profession, and the impact of all staff to our learning environments, and the value of our buildings to our students, staff, families, and community. More information was requested on the timeframe and process of the future capital planning with the Board. The importance of the long-range facilities master plan, sustainability of the district, levy, and enrollment was also noted. Overall pride and appreciation in our maintenance staff for their great work and pride in our buildings was also expressed.

Superintendent Gothard then shared the recommendation to hold our first limited in-person Board of Education meeting on October 20th, in conjunction with the return of our Stage 1 students and staff on October 19th.

Superintendent Gothard also thanked the community for their continued feedback, which is important and valued. We will continue to act with grace and patience. We owe it to each other to work hard together for our students and for each other, and looks forward to our future successful transitions.

MOTION: Director Foster moved that the Board accept the report on the October 6, 2020 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

VII. SUPERINTENDENT'S REPORT

Superintendent Gothard then shared the incredible difficulty in our planning, and the delay of the air filter order. He also noted the difficulties in staffing and schedules for both students and staff, and accommodations for staff. We believe in person is the most effective way to meet the academic and SEL needs of our students. Our families are being asked to choose between VLS and hybrid, and this requires changes of staffing and routines. He recognized our district leaders and staff working on how to best implement our transition plans. He also shared that he has growing concerns about COVID-19 data, with cases increasing, and the cases in Minnesota and Ramsey County and the City are increasing. We are using Ramsey County's previous 14-day case rate per 10,000 residents. Our previous case rate was 21.48,

and we are watching these numbers very carefully and transition with increasing numbers and breaks. We want to avoid a “false start” where we may move and then move back based on case rates. He also noted the natural breaks in our school calendar that may serve as transition dates for the future. We come back from Winter Break on January 4, and may place January 11 as a transition date if we can meet our targets. He noted the planning around these dates and staffing. He noted the important feedback from stakeholders and the responses with details and information and understanding. We have transition to hybrid plan and are continuing to follow, and a lot is working together with student experiences in mind.

A. Reopen SPPS Update

Superintendent Gothard then welcomed Dave Watkins, Chief of Schools, to lead the presentation on the Reopen SPPS Update. The five main topics within the presentation included:

- Hybrid Stage 1 Update
- Hybrid Stage 2: Transportation, Nutrition Services
- Hybrid Stage 3: Timeline
- Workforce Update
- Financial Update

The full presentation can be found in the BoardBook.

The Guiding Principles were reviewed, as well as the key dates and status of SPPS’ transition to hybrid planning, including the October 14th hold decision to determine a November 16th transition, and the upcoming October 23rd decision to determine a November 16th transition or hold. The hybrid stages were also reviewed, including the current Stage 1 implementation.

Hybrid Stage 1 Update

Topics within this portion of the presentation included an update on Stage 1 staff and students on-site, at the Stage 1 schools of the Downtown School (JDC), Care and Treatment, Hospital, Bridge View, Focus Beyond Pathway 1 and 2, River East, and Journeys. Principal Lisa Carrigan provided more insight and details to the transition at Bridge View and Focus Beyond. Mary Langworthy also provided additional details on the monitoring of cases and SPPS COVID-19 guidelines and contact tracing procedures and system.

Hybrid Stage 2

Topics within this portion of the presentation included a Stage 2 Nutrition Services Update, as well as a Transportation Update.

Hybrid Stage 3 Timeline

The timeline for Stage 3 was then shared, including November 4 as the Stage 3 (Grades 3-5) enrollment in Virtual Learning School deadline for prioritized spot in current school’s VLS; November 30 as the determination date for Stage 3 January 19 transition or hold; and January 19 as the Stage 3 hybrid transition date.

Workforce Update

Topics within this portion of the presentation included a readiness indicator of 95% of instructional staff was met as of 10/14/20, with ADA/Executive Order accommodations requests under review, and hybrid/VLS assignments under review. Workforce challenges were also identified, including sub contingency planning, staff quarantines, accommodation requests continuation.

Finance Update

Within this portion, the CARES Act funding was reviewed. SPPS received three separate allocations under the CARES Act, including Governor's Emergency Education Relief Fund (GEER), Elementary and Secondary School Emergency Relief Fund (ESSER), and Coronavirus Relief Funds (CRF). A CARES Act funding summary and allocations were also shown.

QUESTIONS/DISCUSSION:

- Director Kopp thanked everyone for the presentations, especially Principal Carrigan for the picture of the start of the school year, and feeling emotional about it and imagining our students showing up and thanks for painting that picture and acknowledging challenges, but new memories are being created. Thanks for calling that to us and helping to see both the challenges and successes experiencing in Stage 1.
- Regarding meal service and in schools, that students will be eating in the cafeteria, and questions in community, and why students will be eating together in the cafeteria instead of classrooms? Response: We did look at whether to provide meal service in the classrooms, and were excited to explore. The reasons we decided to provide meals in the classroom was the financial impact and staffing. The cost for the equipment would have been about \$5.5M in expenses, and equipment not able to use in the future post-pandemic. The other part is the staffing and had to transition and onboard 300 new staff members for classroom dining. That would increase our payroll by 400,000 every pay period, and lead to \$8.5M shortfall in labor alone. Those two items and safety led to the safe, effective and cost efficient to provide meals in the cafeteria, as long as we can ensure social distancing, and all staff to ensure students could safely participate in meal service in the cafeteria and in a healthy manner. We have also been in discussion with principals and some students not able to eat in the cafeteria, and working in school-by-school plans for fine details.
- The Stage 3 decision would be made on November 20th, with implementation date almost 7-8 weeks in the future, and confirm those dates. Response: Yes, November 30th would be the readiness confirmation, and it does seem early with seven week plus on January 19th. First, we continue to monitor after we make those confirmation targets, and some metrics are static, with many dynamic and may change and give time to plan and make changes in between those times. We do not want to transition and go back a week later and avoid that. Also, around the holidays, there are many breaks and not a great time for transition. We do want to ensure there is enough lead-up time with transitions and ensure we can do it safely and effectively.
- With the funding, appreciate the setting aside of funding and knowing to continue to adjust, and refine and monitor to meet needs as they arise is really important.
- Regarding hybrid Stage 2, nutrition services will continue to have meals, but there won't be a disruption that our community has relied on. This is what a large district with talent and expertise is able to do to leverage our services for all kids of the district. Response: There will be no disruption, and looking at the needs of the community. For Stage 1 we have continued meal service at full service and delivery, including the snow today, and committed to ensure we do not have a disruption in service. Same for Stage 2, with the younger students, and hoping to transition to a point where students can take home their meal boxes, which is more at Stage 3 with older students, and pilot that before any major changes, and happy to report progress on that.
- Also interested in transition to Stage 2 will affect capacity at Discovery Club and Essential Kids Care. Response: We recently sent a survey to participating families to seek their interest and thoughts if move to hybrid Stage 2 and beyond, about the type of child care services. We also encouraged them to inform us regarding if their children would be on A day or B day. Also anticipating, there will be some staffing impacts as staff supporting those programs may need to transition back to supporting students in schools. The other impact is there will likely be need to relocate to secondary schools as hybrid move and children come back to elementary schools and need space to be prioritised, We have been

working with Facilities and staff and families on the school that may used and communication, and aligned with particular programs with Academic Support Centers.

- More clarity about Virtual Learning School, including when to opt-in or out, and teachers, and still getting feedback from staff. Response: In terms of timelines to opt in or out, we have posted that and reiterated that to families knowing its a tenuous item. We announced the October 9th deadline for the Stage 2 transition, and families will have the opportunity to make transitions in or out once we move into natural breaks at quarters and semesters, so there will be opportunities to move in and out throughout the stages. We did make the deadline of October 9 to support our timeline to open in Stage 2 for schedules and staffing.
 - In communications, there is sometimes the note of “the rest of the year” and that sometimes created confusion - like through the remained of the school year. Is it possible to make the language more precise to reflex that, and may be causing confusion. There may be reluctance to sign up, if there is hope that schools may reopen and the confusion of feeling settled on one option for the remainder of the school year. Response: One of the reasons for that language was because families were wondering if they would need to submit a form for each stage change, and we will look at the language to be more adjusted and balanced.
- Director Marchese thanked the team for the presentation and information. He noted that in looking at the guiding principles, and feel like he doesn't want to slide over these, with concerns from families and it is clear that the best we can do is make someone unhappy and the reality we are dealing with - and one of the guiding principles around equity and making progress toward students' learning goals and one that is most difficult to be on point. Knowing offering safe option in the how and timing, but now have options we have for every family in distance except in Stage 1, but if families who want to do more, and need to do more. It is something to think about because there are inequities in distance learning despite all efforts that we cannot account for, and the longer we keep distance learning as the exclusive eoption for students, we raise up the question of one size not fitting for all. Pleased that we are thinking about the stages, but also hone that message that part of what we are trying to do is offer an equitable model for families and giving families the option to choose. Appreciated comments about opening for Stage 1 and heard that families appreciated and reduced dstress to choose an in-person option. He noted that the staging and the importance and hearing how and why what we're doing and the equity imperative around moving to additional instructional options in addition to distance learning. We know distance learning creates some serious issues for some students, and baked into how DL is delivered, but the fact that DL places a real burden on students, families and caregivers. We can't assume every family and household will be able to do that, and appreciate deliberateness with Stage 2, and in the discussion around Stage 1 how items are working and talking about the reduction of stress for families, especially for families who are dealing with stress of distance learning, COVID, and financial impacts during this time. The other part is that it is important to reiterate we will be assessing how well our students are learning in distance learning, and the more incumbent on the district that we are progressing on educational outcomes, and unlike the spring, and this is the method of educational delivery. Hope to see detail about how to see the progress of our students. Appreciate the questions about Virtual Learning School, because those questions have come up repeatedly and communications.
- Questions around the staffing, and meeting the indicator for 95% of instructional staff, and accommodation requests and assignments. What is included in the 95%? Response: That 95% is based on the total number of instructional teachers in Stage 2. There is a secondary point on a building by building case to determine if we have staff to provide teaching positions or available for virtual learning needs at that building and hybrid needs. We look at the total amount of staff at that stage and that is the basis of that number.
 - There is a certain portion of staff who will be asking for an accommodation.

- When saying 95% of instructional staff, what does that mean? Response: We are looking at a couple indicators - one is not requesting an accommodation, and we do look at the accommodations request. At the moment of readiness, it is a snapshot. We are looking at the amount of staff available to work in hybrid, and the number of accommodations by the ADA or Executive Order. An example of a building and sections were then discussed. We are looking building by building to determine if there enough teachers for virtual learning, and that indicates that school is set and supporting principals for VLS assignments and hybrid. It is trickier if there are no virtual learning needs, but there are staff with accommodations, and may need to reassign staff for virtual or remote work based on the accommodation. We are required to look at each ADA request and specifications for that need. The most common is teachers working remotely based on requests.
- If there is a request for teachers based on a member of their household who could be affected, is that included within the ADA? Response: A family member or other member of the household would not be included in the ADA because that is specific to the person, but it would be considered within the Executive Order 20-82 and our Tier 2, and also looking at those and making them where able.
- The percentage of what? The pool? The example of 12 teachers, and 2 who need accommodations, are we using the 10/12 or the 10? One of the concerns from families is concern for changing instructors, and questions around Virtual Learning. Want to help folks understand, which is a complex calculation. Response: We look at the total number of teachers needed at that stage, and then look at the ADA or Executive order accommodations requests. The second stage too, while it was a little less complex in Stage 1, and now to look at the school level. Ideally we won't need to make reassignments, but may need to based on accommodations. It's not guaranteed to keep the same teacher in virtual learning, because we may need to meet accommodations for staff. If we don't need to in schools to adjust teachers, we can work with principles to make assignments based on students' needs.
- It's a question to make clear of the complexity of this issue. We have families that want to remain in distance learning but keep their same teacher, or families who want distance learning and go to VLS and their same teacher, or hybrid and have the same teacher. There are choices about who to assign due to accommodations and the educational needs of the building. It's important to communicate that with families and for them to understand the why - we are doing something never been done before or fit our staffing patterns and different educational models, and something that all parents should be aware of. We want every family to have what is best for thei child, but there are limitations, and way to provide that information to understand why these staffing questions play a role in who their child has for a teacher, and to communicate that out to families.
- Question about sub planning - what realistically could we say would be available for sub options? Is it just hoping Teachers on Call would be able to make that happen, or creative work for groups? Response: We may need to look at creative options. We've put out guidance for schools in securing subs that if there is a need for 1-2 subs, that they have ways to provide synchronous learning opportunities and to let families know their teacher is out. For 3+, we would work with Teachers on Call and follow our procedures for long term sub assignments. We recognize the substitute process will be a challenge, as it has been a challenge. We believe we can fill some of those positions, and in past years we would have lower fill rates anytime we had 200 absences. We may not have high fill rates on those days, and planning with Teachers on Call and added building level subs to help with day to day sub assignments, and another support for traveling subs, and work with a subset of a group of schools. We also have permanent subs. Those are 3 ways to fill the day to day assignments, but also talk about contingency plans and ways to support if a large section is out.
- Where is the conversation in our MOU regarding hybrid status with SPFE bargaining unit? Response: We have had a number of conversations and moving along with the items. We are covering are things

such as hybrid schedule and workload, health and safety protocols, and a section around special education. We are still having conversations around the work schedule and hybrid workload. We have provided a counter for SPFE to look at to combine language in MOU for distance learning and new language for hybrid. Talks and discussion around health and safety around PPE and other similar items, and the facilities and set up of buildings. The biggest piece is around hybrid workload and schedule conversation.

- Appreciate trying to navigate this with collaboration with union - two concerns the extent to which we are talking about teaching load and parents expectations of both synchronous and asynchronous learning and parents now aware of where conversations are at, and commitment the district is making to families about what their children will receive. Communicate how that will look and ways how will impact that and their teacher in situation of making choices some families express level of synchronous or asynchronous they may choose to make different choice, and need that information. If making commitments as a district, families need to know that directly implicated choices, and planning based on those choices. Encourage to communicate relevant portions to families so aware of status.
- Are we committed to answering and coming to agreement on every point in MOU, or is there a point where we make choices about how to move forward, and into the next stage? Are we negotiating to all 41, or negotiating to a date? Response: We are taking those factors into consideration, and our goal is not not necessarily say yes to all 41, but we are able to come to agreement on pieces and working through them, and may be items for both parties not able to adhere to because it may change what we have told families in terms of instructions. Those are items we are definitely working through, and if not able to commit, provided justifications. There are members from OTL and Academics and Schools in those conversations as well and experts in those areas to support and help. This is a collaborative effort across the District to ensure we are making commitments that support our students and families and continue to provide our students with rigor.
- Suggestion that one of stressful aspects for families is waiting for day of decision to hear if there will be a change of mode and creating anxiety, because that decision is formed by a variety of things they cannot see. Questions about expectation to do something on a certain date, and this is necessary for us to continue to move forward, as opposed that something magical will happen. Response: Also think that we have seen the reaction when do something unilaterally and truly work together to establish culture for working together for ebay experience for students, and multiple timelines at play. It is frustrating and understand. Safely and soundly in situation to provide more options. With very good intentions created this process to do it together, and will continually get better, and feedback is helpful.
- About the funding options, and concerns raised by SPFE is funding to delay and not move forward. Are we dealing with an issue for insufficiency of funding to accomplish what we need to to make schools safe for hybrid and transitions? Response: We are not in a position where hiring staff permanently - not in a good position to do that. Enrollment is down, and projected to be down and due to the pandemic, and would not be sustainable for the future. Some of the one-time funds were used for custodial employment, and the muscle we need to get into the transitions safety, and directed to think carefully for one-time fund and not continue in perpetuity, and the future is cloudy at best.
- Appreciate that, because we saw, and went through the allocations and funding available to cope with the COVID crisis, and can't make a commitment we cannot afford, but that our spaces will be safe and that we have the funding to do that to make that happen. Around that funding the CARES funding, the \$12M needed to be spent and approved and accounted for and spent. The remaining pool needs to get us through 2022 - there may be various stimulus packages, but need to ensure we are setting up for unexpected costs with a pandemic.

- Director Ellis noted that students at Bridge View and Focus Beyond, from Principal Carrigan, were able to connect to students at home and at the building, and that connection will be very important.
- Mary Langworthy mentioned the thing planned for in paper, and talking about MOUs and staff back in buildings, and plans made - any concerns from a building with staff, or corrections to items to addressed, and clarification and communication. In the monitoring of information health-related, is that the responsibility of our nursing staff, principals? In the age of our buildings, communications to families and staff, everything seems to be district communications, or building communications, and teacher communications, which may not be aligned, but need to be clear that it is making things confusing for families. In thinking about the plan for paper and application, and messaging to stay home with symptoms, and if those communications are from principals or district communications? Response: For the plan on paper to where we are - we have learned a lot since March and programs on site and be flexible and adapt and adjust. We have hopes or plans to be perfect, but they may not be. Our staff and district has been great to make adjustment sand be flexible and adaptable because things may not be as we had planned to make them better. We have made adjustments to protocols to make it better and more clear are health assistants that have been on site, and new ones, to do the practice of isolating students or excluding students who are sick. We need to learn from and work though those experience to learn, and have a solid plan and seen in action in our Stage 1, and the plans are working with continued reinforcement with staff. To the health monitoring, we have urged our families and staff take ownership of their health and monitoring and paying attention to their bodies and asking questions regarding their health. We want to ensure and ask that folks ask themselves questions about their health and their actions. We have sent communications to encourage good, active decisions in coming to school and work and consistency in messages, and reinforcing key education items throughout the year as we continue to transition in our plans.
- Director Ellis also asked in working with Communications to send to staff and families, and is that communication from school sites? Response: Sometimes messages will come from principals and building level, and sometimes from the District, and work through the language and edits and ensuring communication is clear, but the consistency is clear and helpful, and on the same page of the right facts at the time is important. Principal Carrigan also provided a perspective on communication to parents and families from Bridge View and Focus Beyond.
- Director Brodrick noted that as he was listening his colleagues and their questions, he was preparing his questions, and think that as he listened to the questions and Superintendent's response, he really learned to appreciate what an immense logistical challenge this is, and really talking about getting teachers and students in the right place, at the right time together for education. It's a tremendous challenge. He thanked his colleagues for their questions.
- He noted the introductory remarks of the Superintendent. Could he broadly speak to board members and to the public to give them more assurance that ultimately we will be able to get kids in a place where they will be learning in a very effective and efficient manner. Word of calmness and assurance that we all need to hear right now. Response: It is calm and chaos. This has bene far more chaotic any of us have been through. To communication, we have communicated with folks about school, but COVID is something no one has done and is brand new and hitting each of us in an individual way, and to organize and be thoughtful for all individuals in the SPPS community, and 150,000 people who are all right and individual way this time is impacting them. The weight of that is tremendous. It is moving quickly and to attend to all the different needs. Our community needs us and how meaningful it was to open the Academic Support centers and Stage 1 schools. Very few are in the middle of the calm. The third point in all of this is COVID-19, a pandemic that has impacted the entire world for the past months, no vaccine, and impacted us throughout the community. One of the things shared is data pulls, and none align perfectly, but all give information and show a picture of what we're facing. The prediction is breaking truth with increase in positive cases. He reported 4500 cases in his home state of Wisconsin, with 1600 a month ago, and how rapid things can change. Think all of us trying to do our best in

predicting day by day. The most difficult as a leader and parent, it's difficult not to have the ability to say it will be okay. We are trying to do the very best we can safely and listening. We understand the bargaining concerns. It is not conventional to teach through an iPad, and hybrid is a common word. He takes pride in the grit of Saint Paul, and do hard things and do them well and plow through challenges and come through for kids and the community. We get the job done, and we are being tested at that.

- Director Vue noted questions about distance learning and the current model, and first stage of hybrid.
- In regards how is the CRF funding being used in professional development and how it is being deployed to support distance learning? Response: The funds allocated so far have done several things in OTL. First, it was to stand up the DL 2.0 structure, and in the summer worked with a large group of teachers and they researched best practice around course design and building course design, and in the process also decided to use culturally responsive teaching in the brain to teach both simultaneously. They designed courses and was available for all educators in SPPS and all allotted 3 additional hours at their contractual PD rate. We had over 84% of teachers take the course, and that cost about \$400,000. That was the initial impact of the PD funds, and are continuing that work and building modules for a book study to learn about culturally responsive teaching in the brain and extend ability to understand DL and teach the teachers about DL as a model moving forward. We are also purchasing several items that are helpful for students in the realm of Razkids for guided reading, and digital books, and ability to do small group instruction using those digital books, and also ongoing PD that will help with hybrid and designing that right now to be ready when needed.
- This training is mostly designed by teachers from SPPS.
- Chief Schrul also added an update on additional PD from Health and Wellness and Special Education. In SPED, we did training before school regarding compliance and due process in three stages. The special education teachers did plans to support students in all 3 models. Also partnered with OTL to develop instructional rubrics in literacy and math to support supplemental services, monitor progress, and adjust if needed. There were also health and safety trainings for staff like nurses and health assistants, for key information in changes to guidelines around safety and know they will be key resources on recommendations, questions from students and staff, and provided a number of short videos, tools, guides, handbooks for ongoing information.
- There was a slide about COVID-19 reporting system. Curious as to how sophisticated that system is and how information will be used to address health and safety in hybrid. A recap of the reporting system was shared. It is an online reporting system in partnership with REA, and a detailed tool, and unlike any other district's in the state with many questions. The great part is an immediate recommendation. It has been working well and REA has continued to recommend modifications. We want folks to report so that guidance can be offered.
- Right now, we don't have a testing system in place, but are relying on adults or parents of students to self-assess? Response: The system will provide a recommendation, and details on when to contact their healthcare provider. It is a screening tool, to ensure that folks do get tested if needed. There are so many symptoms with COVID, and want to encourage to make a report and follow recommendations and contact healthcare provider. We are looking at the data and working how to use that data to inform decisions about future closures, or decisions around hybrid and transition planning.
- The way we use this information is evolving, and want to stay engaged. It is one picture, with the District, County, and State, and they all help to inform our good decisions.
- Director Allen noted questions about the decision tree. Response: The decision tree is a one page flow chart that breaks down the number of symptoms with COVID, and more common and less common, and depending on the symptoms, there are different tracks to follow, and utilize the flow chart when to exclude staff or students, as well as students or staff identified as close contact, or live with a family member who has tested positive. Every situation is complex, and use as the main guiding document, and decision to send home or stay on site, and contact MDH to talk through additional

exclusions. That's our main guiding tool, with regular calls with MDH to talk through changes in guidelines or different tools and resources available.

- Director Allen requested more information on an example situation, including teachers and paras and students, when one person experiences symptoms. Our nurses analyze each situation, including timing, closeness, PPE, face coverings. The critical part is to ensure the person experiencing symptoms goes home, and then the investigation that follows to ask those critical questions.
- Because we are dealing with so many different things in community, stability is so important. A lot of decisions are based on stability of our students because we are in such a critical space. Concerns about the instability for students and academic achievement. Feeling like we need to make a decision, and know students to be back to school, but know the impact of having a lot of folks to come together to be exposed. This is concerning.
- She also requested more information about training with CRF funds, and are we looking at trying to support community around DL as well? Are we providing training for parents or care providers? Response: Families and community are critical always, and particularly now. We are exploring partnerships in support of the Academic Support Centers. None have come to needing CARES Act allocation, but we are close. In terms of parent training, we are working with current staff to provide that, and recent direction to expand on that. We also have a new exciting partner for our Oromo and Amharic-speaking communities to provide parent training in support of DL. We are working in that direction and seeking new opportunities and welcome more. We are also in the process of hiring the additional 10 EAs, which is a slightly different role, and the role of the MLL bilingual EAs is to focus on academic support, and has had to shift, and the task and role that is so critical and has shifted to focus on parents as well. We have provided PD in order to serve our parents in navigating these platforms. We are shifting to meet the current needs of our families. We train with our EAs, and they then work with our families to stay engaged, connect with the school, and the platforms. Our EAs are doing a wonderful job of helping parents to navigate, and nice to have the resources we currently have. We are proud and continue to monitor that work to meet our parents where they are and provide guidance to support their student.
 - Out of the 10 EAs, how many languages are we adding to our repertoire to support? Response: We typically hire our top 4 languages - Hmong, Somali, Spanish, and Karen, however with our additional 10 EAs, the priority is Somali, Karen, and Spanish.
 - We definitely need some Oromo language, and West African languages support also. We should try to cover as many languages and provide supports to the students and families as much as possible. Response: We do try to recruit those languages based on our families in our system right now and very mindful of that.
- SEAB Member Ali noted a question, that as a student, he is losing hope of going back to school this year. Not losing hope on the district, but the country as a whole. He feels that we should be doing more to improve the DL goals and supporting students through DL as we manage hybrid, and important to focus on what we have in front of us and build upon and improve on that. On the language aspect, as an Oromo-speaker and labeled as a Somali-speaker, it's important to separate families on their language and give them the support they need. He noted his experience as an Oromo community member, but being contacted as a Somali community member, and feels not recognized as an Oromo community member. It something to consider that Oromo is also one of the largest communities in SPPS and be mindful of actions that hurt his community as a whole.
- Superintendent Gothard noted that we are on this journey together, and in uncharted work. He appreciated the questions and insights and continue to work together. The feedback is used by Administratraiton to try and unpack what was heard in areas, and make the commitment to provide clarification or choose the direction to go based on feedback.

B. Office of Digital and Alternative Education & Technology Services

Superintendent Gothard then introduced Hans Ott, Executive Director of Digital and Alternative Education, and Idrissa Davis, Executive Director of Technology Services to provide an update on their work.

With the Office of Technology Services, the overview of the responsibility of the team was shared and staff numbers, as well as highlights of the department. Family support and curbside operations were reviewed, as well as production services, and data security.

Within the Office of Digital and Alternative Education, the overview included the mission statement of “innovating and supporting inclusive and culturally relevant approaches for digital-age learning”, and roles of the department including personalized learning, library partnerships, digital curriculum and materials, online learning, student information systems, and alternative education. Access and connection was reviewed, as well as professional development, and staff, student and family support. Next steps and pivot towards hybrid details were also shared.

QUESTIONS/DISCUSSION:

- Director Kopp thanked staff for the presentation - gratitude is abundant and can be used freely. She thanked them for the efforts to support students, families, and staff and adapting to meet changing needs. She also acknowledged the way this was done because of relationships built over the years, and results in investment in foundational work that when called upon to do something big and great, we are ready to meet the challenge.
- Director Marchese echoed the appreciation for the work, and the backbone of our work right now. We have been working towards this, and pleased to see the results. This work is necessary and important.
- Director Ellis noted questions on rough numbers of how many teachers are using hot spots, and how many different apps across the district are we using? Response: We have about 200 staff that have hot spots right now. We have about 350 apps in our app store, and those are things physically have an app where it's needed, and multiple other accounts, like RazzKids where it's a web-based platform, and resources available - some to elementary and some for high schools to make accessibility easier, and a process for staff to recommend apps for the app store, and all possible through Personalized Learning and the referendum by our community that this is possible.
- When using apps, is there any student information that others have access to? Response: There is a robust security process and do not allow third parties to have access to data we haven't already shared that is public. We really don't provide that information, and also with the other subscriptions such as SeeSaw and Schoology and Campus, where the data sharing is a big piece of those contracts. With the amount of student information to make those programs work, that is a propriety relationship with those vendors that we ensure in contract the data cannot be shared, nor market to our students.
- Director Ellis noted that she does not like Schoology, and it is not family-friendly. Our students have an easier time navigating it. Are there ideas for another platform that is easier for families to navigate? And perhaps an app for families who speak multiple languages? Response: In terms of Schoology, one of the items with OTL and culturally responsive teaching is to create more commonality and one piece trying to adjust, and creating organizational structure, but input how to make the tool better is helpful. In terms of finding a new system, and looking to take a core tool, it's a hefty lift to re-educate teachers and students, and a roadmap for review and always reviewing and the benefits of challenges of switches. It's always in the system with the Tech Governance Committee to look at major projects and changes. In terms of the translations tool, and working with Communications and OFECP, and they are not robust and often miscommunication can happen. There are almost no tools for Hmong, Somali and Karen. The Hmong automated tool is not an adequate tool at this time. Google is

introducing Karen font into Google environment, because right now it is through special software and installed on a single machine.

- Director Brodrick thanked staff for the presentation.
- Director Allen noted the roll out was impressive. In working with youth across the Twin Cities, and see a student from SPPS, it was an easy note to call the school and pick up the iPad. There were other schools in other districts and charters that had issues, and connectivity issues. We did a really good job and the work already set up. There is still work to do, but give us a lot of hope.
- Chair Foster congratulated Executive Director Idrissa Davis and his team, deserving of the praise. We were positions to be in this place by work that had been done and continues to be elevated by this team.
- Superintendent Gothard thankful for the leadership of the teams and ready to improve time and time again, and thanks to their teams as well.

B. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period September 1 through September 30, 2020. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

VII. **CONSENT AGENDA**

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

- **D2 - 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,**
- **D3 - 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,**
- **D4 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320 representing Teaching Assistants, Nutrition Services and Bus Drivers,**
- **D5 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and AFSCME Local 822,**
- **D6 - ,Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers,**
- **D7 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants, and**
- **D8 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services**

Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

BF 32221 Gift Acceptance from Trillium Family Foundation

That the Board of Education authorize the Superintendent to allow Murray Middle School to accept a monetary gift from Trillium Family Foundation in the amount of \$8,000.00. The money will be deposited into the Murray Middle School Pilot 1-on-1 Tutoring Program account, 19-342-291-000-5096-U001.

B. Grants

BF 32222 Request for Permission to Submit a Grant to the Hiway Credit Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Hiway Credit Union Foundation to support athletic training and academic success for student athletes at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32223 Request for Permission to Accept a Grant from the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education for funds to support a pilot for the Agricultural Diversity and Leadership/Technical Skill Challenge Program; to accept funds; and to implement the project as specified in the award documents.

BF 32224 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs at Harding High; to accept funds; and to implement the project as specified in the award documents.

BF 32225 Request for Permission to Accept a Donation from a Private Donor

That the Board of Education authorize the Superintendent (designee) to accept the donation of children's books to be distributed to multiple school libraries.

BF 32226 Request for Permission to Accept a Donation from the Pursley Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Pursley Foundation to support suicide prevention in SPPS; to accept funds; and to implement the project as specified in the award documents.

BF 32227 Request for Permission to Accept a Grant Application from Ramsey County Public Health

That the Board of Education authorize the Superintendent (designee) to accept a grant from Ramsey County Public Health for funds to create a lactation space at L'Etoile du Nord French Immersion; to accept funds; and to implement the project as specified in the award documents.

BF 32228 Request for Permission to Accept a Grant from Ramsey County Public Health – Statewide Health Improvement Partnership

That the Board of Education authorize the Superintendent (designee) to accept a grant from Ramsey County Public Health for funds to create a lactation space at Harding High School; to accept funds; and to implement the project as specified in the award documents.

BF 32229 Request for Permission to Accept a Grant from TKDA

That the Board of Education authorize the Superintendent (designee) to accept a grant from TKDA to fund STEM activities at Farnsworth Lower School; to accept funds; and to implement the project as specified in the award documents.

BF 32230 Request for Permission to Submit a Grant to the Hiway Credit Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Hiway Credit Union Foundation to support human biology curriculum at Washington Technology Magnet School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32231 Request for Permission to Submit a Grant Application to the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Hiway Credit Union Foundation to create a book club at Harding High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 32232 ITB #A220292-A | Red Lentils for Nutrition Services COVID-19 Home Delivery Meal Boxes

That the Board of Education authorize to establish a contract with Aaran Express LLC for furnishing and delivery of red lentils for the period of November 1, 2020 through June 30, 2021, for an estimated value of \$837,900.

BF 32233 ITB #A220293-A | Basmati Rice for Nutrition Services COVID-19 Home Delivery Meal Boxes

That the Board of Education authorize to establish a contract with Aaran Express LLC for furnishing and delivery of basmati rice for the period of October 1, 2020 through June 30, 2021, for an estimated value of \$837,900.

D. Agreements

BF 32234 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for principals' in this school district for whom the Saint Paul Principals' Association is the exclusive representative; duration of said agreement is for the period of July 1, 2019 through June 30, 2021.

E. Administrative Items

BF 32235 Monthly Operating Authority

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

(a) General Account	#728919-729525	\$49,654,152.46
#0003837-0003875		
#7003815-7003842		
#0004888-0004966		
(b) Debt Service	-0-	\$337,862.00
(c) Construction	-0-	<u>\$3,655,023.89</u>
		<u>\$53,647,038.35</u>

Included in the above disbursements are two payrolls in the amount of \$8,872,093.34 and overtime of \$14,881.39 or 0.17% 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 January 31, 2021.

BF 32236 Building Name Change for District Service Facility

That the Board of Education authorize the Superintendent (or designee) to accept and declare the new name of the District Service Center as Education and Operations Services.

BF 32237 Facilities Department FY21 Purchases over \$175,000 Adjustment

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

BF 32238 Phase Gate Approval of Johnson Aerospace & Engineering HS HVAC Project (Project # 1150-19-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update.

That the Board of Education approve the Johnson Aerospace & Engineering HS HVAC project (Project # 1150-19-01) at Phase Gate Check #3 – Project Budget; Gate #3A – Finance Plan Update.

BF 32239 Settlement of Claim

That the Board of Education approve the settlement agreement in the above referenced matter and authorize its Superintendent, or his designee, to sign the settlement agreement.

F. Bids

G. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION:

Director Brodrick pulled these items to highlight them. As he reviewed the conversation, it's absolutely clear that this next year will call on us to have a immensely, totally team effort. He noted interest and questions in negotiations on the MOAs, and think that that teamwork required for us to accomplish this enormous task ahead of us is being created and has been created with these MOAs. He requested that the Superintendent elaborate about the work in negotiations to maintain a spirit of trust and cooperation amongst all in this work - and trust.

Superintendent noted that the contract is a document that doesn't take into account everyone's individual circumstance and one thing to agree to the terms, and another to interpret it and flexibility. There are times where it puts both the bargaining unit and the District to look for new ways to support and clarification on language. He is grateful for the historical knowledge of the contracts, and always willing to view them with the best intentions in mind to achieve the goals of the District.

Executive Director Kenyatta McCarty then provided an overview of these agreements. She summarized the essences of the MOUs - contracts are about terms and conditions of employment for our staff, and that is what we tried to focus on in contracts and MOUs. She also recapped the timeline and key areas for hourly staff, including premium pay and advancement of sick leave, as well as voluntarily layoff language. They went from March to December 31, 2020. In addition to the spring DL MOUs, there is also one specifically for SPFE member and all 3 groups within that unit, and looking at benefits, and the workday based on distance learning. We also made commitments to maintain specific language, such as staff meetings for teachers, and also language around improvement plans and evaluations. She also noted the

Teamsters MOU with specifying for the three groups, and continuation of language from the spring, including premium pay, advancement of sick leave, and exploring language of voluntary layoff.

QUESTIONS/DISCUSSION:

- Director Kopp thanked the ongoing work of Executive Director McCarty and her team.
- Director Marchese also thanked the team, and working collaboratively with the bargaining units, and the spirit of working together. He noted his past concerns around MOUs explain publicly what we are committing to and that impacts the choices of folks, and appreciate that and the work being done.
- Director Brodrick requested assurance in the spirit of calmness, that we as a District are coming together as management and employees, and because of the MOAs to work together because of this school year, but the task ahead of us is immense, and how the Superintendent feels we came from negotiations in a spirit of unit between our bargaining units and the District. He noted his employment with the District for 34 years, and was a proud member of SPFE, and now on the school board, and proud of his membership on both. Did these MOAs result in us being a more unified team? Response: Unity may be a difficult goal right now because there are 150,000 correct answers. Negotiate things very personal, and things very professional - it makes for a difficult situation. We created our transition plan and following it, and seen clearly, what we're struggling to agree with, and staff struggling to achieve is a pattern throughout the country. We have heard the challenges of hybrid, and also our students being behind or not served the way they need to. We are trying, the best we can make sure we can all do our part, and those MOAs and MOUs guide us in that. There are many on both sides of the issue. The task is to make sure we can share with our community and send a unified message about the expectations. The real challenge is in a such a new place together, that some staff deliver far outside MOU/MOA and becomes norm in that area and sets comparison. There's a real difficulty in doing this in a new time. We are trying to set the guidelines, and develop to provide autonomy within those guidelines, and that is what we can reasonably expect, and the agreement has flexibility and autonomy in some areas. Unity in a message is one thing, but unity in the decision is different. There are a lot of moving pieces that impact people differently, and many times, that comes to the bargaining table. Members want to ensure they are heard, supported, and can do that job in the safest, most effective way, but in this process, we may not all agree with the many different passions for SPPS. He shared his guiding values to assume positive intent, maintain a sense of decorum and respect in conversations, and a team knows the expectations, and do good work on behalf of all stakeholders and the Board of Education in all conversations.
 - Director Brodrick thanked the team for their words, and hopes that all listening to the meeting is understanding of what was said, and is willing to work together, as cooperatively as possible knowing that this is personal for many, but if we work together, we will not only endure, but will prevail. Heard that sounds like the Administration of SPPS is on the absolutely right track to do what's best for our kids, and hope all folks apprehensive about things doing, will be able to buy-in to the extent to get this job done. Thanks to the Superintendent and Executive Director McCarty and fellow board members. His heart is calling out for us to win over this pandemic.
- Director Allen thanked staff for the information, and the complexity of HR, and for the dedication because this work has shifted tremendously and stepped into the role.
- SEAB Member Ali encouraged staff to keep up the good work.
- Director Foster thanked Ms. McCarty and her team in HR. It has been a year.
- Superintendent Gothard appreciated the discussion.

- BF 32240** 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
- BF 32241** 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
- BF 32242** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320 representing Teaching Assistants, Nutrition Services and Bus Drivers
- BF 32243** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and AFSCME Local 822
- BF 32244** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers
- BF 32245** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants
- BF 32246** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services

MOTION: Director Foster moved, respectively:

- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for Teachers, Educational Assistants and School and Community Service Professionals in this school district for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said agreement is for the period of March 18, 2020 through December 31, 2020.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for Teachers, Educational Assistants and School and Community Service Professionals in this school district for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said agreement is for the period of March 13, 2020 through December 31, 2020.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for Teaching Assistants, Nutrition Services and Bus Drivers in this school district for whom the Teamsters Local 320 is the exclusive representative; duration of said agreement is for the period of March 13, 2020 through December 31, 2020.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for members of the bargaining unit while performing duties at Essential Kid Care sites in this school district for whom AFSCME is the exclusive representative; duration of said agreement is for the period of March 13, 2020 through December 31, 2020.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for bus drivers in this school district for whom the Teamsters Local 320 is the exclusive representative; duration of said agreement is for the period of August 1, 2020 through June 11, 2021.

- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for teaching assistants in this school district for whom the Teamsters Local 320 is the exclusive representative; duration of said agreement is for the period of August 1, 2020 through June 11, 2021.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for nutrition services in this school district for whom the Teamsters Local 320 is the exclusive representative; duration of said agreement is for the period of August 1, 2020 through June 11, 2021.

Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

IX. OLD BUSINESS

Superintendent Gothard then introduced Chief Schrul to present the resolutions to accept the bids on two general obligations refunding bonds. She shared the great news about our bond calls and the results of those - as a district, it is important to maintain or improve a better bond rating call with both agencies - Moody's and Standard & Poor's, which gives both better results on bond sales and keeps the interest rates low, and offers a more competitive sale. She announced that both agencies gave us stable ratings, with AA2 and AAA. We maintained our great bond ratings with both agencies.

She then introduced Kelly Smith from Baker Tilly to provide the results of the sales, and the savings to the taxpayers of Saint Paul.

Mr. Smith then reported two very good sales for SPPS and the taxpayers. He commended the district on maintaining the high credit rating through difficult financial times, and thanks to the Finance team for their work in preparing information and for the bond sales, and to Dr. Gothard for his participation.

There are two sales presented, with three bids on each of the bond sales. The first sale was 2020D refunding bonds, and are called current refundings, and savings will impact Pay21 levy. We had projected in September a savings of just under \$2.6M, and interest rate came in identical to projections, and savings ended up \$2,640,314 on this first refunding bond. Over 8% savings, with our industry savings of 3% or greater is considered to be desirable. The first year savings will impact Pay21, with savings of \$384,000 in the first year. There were three competitive bids, and the low bidder was FHN Financial Capital Markets.

He also noted the second refunding, the 2020E, which is an advanced refunding, and required to issue taxable bonds for a tax-exempt bond when refunding. The savings were estimated to be \$916,000 in September; we had great results with three bids, Robert W. Barron Company was the low bidder, and with a true interest cost of 1.5%, and savings of \$1,493,715, over \$500,000 more than projected a month ago, and a great sale by the District. As a taxable refunding, these savings will not be reflected to the taxpayers until Pay23, and will sit in ESCROW until levy year, and will then be saved and distributed back to the taxpayers.

QUESTIONS/DISCUSSION:

- Board members thanked everyone for the unglamorous, but important underpinnings of the financial health of the district, and appreciate everyone’s time and efforts, and Financial staff and Mr. Smith. It’s great to see us save money for taxpayers, and take advantage of the lower interest rates.
- Director Brodrick noted this is such good news, and we have this wonderful rating from Moody’s and Standard & Poor’s, and that is important, and the bond sales taking place will generate funds to save money for our taxpayers. This is all very good news, and thanks for the work. He also added that even though we see these financial reports, and it’s dry, factual information, when these things go well for the District, it translates to more things we can do for the students. Thanks to all.
- Director Allen thanked everyone. Our society is in a crisis right now, and to get good news for the district and taxpayers, and feels like all working together. Thanks for hard work.
- Director Foster thanked Mr. Smith and Baker Tilly and the Finance Team and Chief Schrul. Everyone plays a role in this district, and the work into getting this done for the health and sustainability of the future, and deep appreciation to everyone.
- Superintendent Gothard thanked the team and was glad to be able to be a part of the bond calls, and the importance of these opportunities.

A. Resolution Accepting Bid on Sale of \$24,895,000 General Obligation Refunding Bonds. Series 2020D, Providing for their Issuance and Levying a Tax for the Payment Thereof

BF 32218 Resolution Accepting Bid on Sale of \$24,895,000 General Obligation Refunding Bonds. Series 2020D, Providing for their Issuance and Levying a Tax for the Payment Thereof

MOTION: Director Foster moved approval of the Resolution Accepting Bid on Sale of \$24,895,000 General Obligation Refunding Bonds. Series 2020D, Providing for their Issuance and Levying a Tax for the Payment Thereof. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

B. Resolution Accepting Bid on Sale of \$15,585,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E, Providing for their Issuance and Levying a Tax for the Payment Thereof

BF 32219 Resolution Accepting Bid on Sale of \$15,585,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E, Providing for their Issuance and Levying a Tax for the Payment Thereof

MOTION: Director Foster moved approval of the Resolution Accepting Bid on Sale of \$15,585,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E, Providing for their Issuance and Levying a Tax for the Payment Thereof. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

C. Review of the COVID-19 Response Resolution dated August 5, 2020 and Vote Whether to Renew, Amend, or Rescind It

Superintendent Gothard noted the copy of the resolution, initially drafted from conversations. He provided a brief recap, including on July 31 shared a leading recommendation in distance learning, and the Governor's plans. For many reasons shared at that time, and moving through, understand the work on the system for us to do this in a less restrictive learning environment. The resolution was to allow the Superintendent to have the authority to make decisions as it pertains to many things encountered from August 5th and beyond, including purchases, but also to allow to transition learning models. The extension of this resolution with the added language, he asked to extend this resolution to continue to support this work in these difficult times. He is in regular contact with the board members in small groups and individually and special meetings with updates to know what working on, priorities and challenges, and predictions for dates. He would appreciate the continued support of him and his team to do this important work in these unprecedented times.

Director Foster then provided the below statement:

We realize that this pandemic has left many people in quarantine isolated from friends, family, loved ones and, for some, ourselves. It has also generated a lot of fear, confusion, and frustration in our district as we have all worked tirelessly to be creative to resolve matters in a way we have never imagined doing. In the past 8 months we have witnessed the measured, thoughtful, and flexible manner in which Dr. Gothard has led his team and our district while making difficult decisions. The Board is grateful for his leadership and close partnership and happily extends this COVID Response Resolution. We support and have confidence in Dr. Gothard, and trust him to continue to lead our district to a safe return to our beloved school buildings.

QUESTIONS/DISCUSSION:

- Director Kopp requested clarification on the next review date of the resolution, which is January 19, 2021 regular meeting.
- Director Marchese acknowledged the Superintendent has worked very hard to include board members in the planning process and pleased with the information shared and the consultation. That was something raised early in August, and seeing that work in the last several months, and appreciated that, and thinks that allows feedback to be conduits of information to Administration, and also to the community to share. This resolution works in spirit of partnership that has been working over this period of time. He noted his individual concerns about how we were starting, and ways, and recognize we started with DL and necessity, and appreciated the deliberate approach on how to move this district forward, and appreciated that and continued movement.
- Director Ellis noted she supports the resolution, and the Board has been involved and in regular contact with the Superintendent and Team, who is clearing up concerns in the community. Know communication is something continually working on, and continue to want us to do that better especially

as we move further into phases or have data to change direction, and to be clear in communication to the community, and appreciate all the work of the Superintendent.

- Director Vue echoed his colleagues with reservations about this resolution, and seen firsthand how Superintendent works with the Board and has called him, answered questions in a very timely manner, and second the Superintendent that he does work with the Board as a team, keeps them informed, and will accept this resolution.
- Director Allen thanked the Superintendent for all his work.
- SEAB Member Ali thanked everyone for their work, and encouraged them to keep up the good work.
- Director Kopp echoed her colleagues, that it is important for the community to know the Board is in contact with the Superintendent and Team, and we share the burden of the decisions. She reflected in driving her car at night for the first time, and observing that collectively, drivers had to go slow, and make decisions together to keep everyone safe and metaphor in this work - to look out for each other, make good decisions, and get to our destination safely. She thanked everyone in this effort.
- Director Foster noted that the Board and Superintendent do talk and work together, and sometimes tough conversations, and appreciated to go back to the Team to think creatively and adapt to asks from community and staff. Appreciate his collaborative work and intentionally, and the self-reflection of the Superintendent in doing this work for students and staff and families.
- Superintendent Gothard noted that he, and the team, appreciates that. This strange time has brought us together as well, and represents folks doing great work, and thanks for the support.

BF 32247 Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic

WHEREAS, on March 13, 2020, the Governor of the State of Minnesota declared a statewide emergency regarding COVID-19; and

WHEREAS, the Board of Directors (“Board”) of Independent School District No. 625, Saint Paul Public Schools (“SPPS”), recognizes that COVID-19 is an unforeseen and unavoidable emergency of urgent public necessity, that the World Health Organization has declared COVID-19 a pandemic, and that information, data, recommendations, and best practices in responding to this pandemic are continually changing; and

WHEREAS, the Board has a substantial public interest in effectuating the School District’s mission to “inspire students to think critically, pursue their dreams, and change the world” and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to meet the educational needs of all of its students in light of COVID19; and

WHEREAS, the Board has a substantial public interest in protecting the health and safety of its students staff, and community and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19; and

WHEREAS, the Board seeks to retain its employees, reduce turnover, increase morale, help employees focus on work-related matters while at work, and facilitate the opening and operating of SPPS schools during the 2020-21 school year; and

WHEREAS, the Board believes the public purposes described above are fulfilled by efficiently and effectively making certain delegations, as described herein, to the Superintendent to address this ever-

changing emergency situation in the best interests of the education, health, safety, and well-being of its students, staff, community, and the general public.

BE IT RESOLVED, that Independent School District No. 625, Saint Paul Public Schools, is committed to implementing educational models during the 2020-21 school year in the manner that best serve the education, health, safety, and well-being of SPPS students, staff, and community, and the general public and to continuing to operate throughout the 2020-21 school year in the manner that best serves those interests. In furtherance of these purposes, the Board makes the following delegations to the Superintendent and designee(s) to include but not be limited to:

1. Implement Stage 1 of Reopen SPPS consisting of Special Education Federal IV Programs and Special Sites: The Downtown School (JDC); Care and Treatment Hospital; Bridge View School; Focus Beyond Pathway 1 and, River East Secondary; and, Journeys Secondary. In Hybrid learning, student return on-site two days per week while continuing distance learning 3 days per week.
2. Continue toward implementing Stage 2 of Reopen SPPS that involves all students in PreK-2 including special education as well as third graders in multiage Montessori E1 classrooms. Stage 2 also includes Early Childhood Special Education programs, BirthPreK Special Education and Federal III K-12 Autism & DCD Specialized Classrooms.
3. Adjust, alter, amend, revise, increase, change, or discontinue the educational model referenced in Paragraphs 1 and 2 during the 2020-21 school year in response to current or subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. District leadership, in consultation with the appropriate stakeholders, may recommend changes that are less restrictive and those changes will be communicated to the Board. Prior to the start of the 3rd Quarter of the school year, specifically at the regular meeting of the Board of Education on January 19, 2021, the Superintendent will provide a status report on the educational model being implemented and plans for transitioning to other educational models.
4. Implement, adjust, alter, amend, revise, increase, change, or discontinue health and safety standards for staff, students, and visitors consistent with current or subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. Prior to the start of the 3rd Quarter of the school year, specifically at the regular meeting of the Board of Education on January 19, 2021, the Superintendent will provide a status report on any changes to the health and safety standards being implemented.
5. Temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District. The Superintendent will advise the Board within 24 hours in advance of any such actions or as soon as practicable thereafter.
6. Temporarily assign and reassign personnel as needed consistent with applicable federal or state statutes, collective bargaining agreements, and memoranda of understanding or agreement.
7. The Board will review this Resolution and vote to renew, amend, or rescind it at the regular meeting of the Board of Education on January 19, 2021.

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

The motion was approved by roll call vote:

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

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp noted she is at 360 for the first time in a long time, and marked the moment. She recounted her experience in feeling of nervous energy before the meeting, and the last time was with Chair Xiong smiling and laughing, and it hit her that it would be the first time, and don't always know how it will feel, and that place matters, and be transported back in feeling and emotion to be in a space. When thinking about eventual and safe return to hybrid, remembering that place does matter in our hearts and feelings in many different ways. Grateful to be at 360, even with sadness, to see colleagues and staff for the first time in a long time, and made her miss everyone and look forward to the time when all together. Thanks for the chance to share that, and nice to be in the same building.
- Director Marchese echoed his colleague. It is surreal to be at 360, and also to be in familiarity, and to share space in the room over due to technology issues. He does long for the day when we can all be in the same space. That day will come, and to stay focused. Those not with us are in our hearts and consciousness and looks forward to seeing everyone.
- Director Ellis noted the different places in the District she has visited, including buildings, such as AIMS and the playground. She also saw the Washington athletic fields, and the investments. She also visited Frost Lake, and noted the different items left behind from the spring, and artwork on the walls from students. Also, the work at Phalen Lake, and the isolation rooms built into spaces that are adaptive, and the intentional work happening. She noted to walk through Como Senior, was another amazing experience, as well as work at 1930 Como and Humboldt. Beautiful work in facilities, and it will be great to see students in those spaces as well. She noted the MSBA board meetings and resolutions for upcoming delegate assembly, and the JPTAC meeting with legislative agenda items and also CARES funding that are interconnected. She also had an opportunity to listen to the distinguished Carlson Lecture and listen to Ibram X. Kendi, who was also a speaker at the Council of the Great City Schools Conference. She also recapped the CGCS conference and ways to support students and staff, and growing and learning, and we're all doing this for the first time and no guidebook, but determine as we go, and good to share space and hear from others in their own communities. She also noted as board members returned to 360 and that Chair Xiong is not with us, and it's hard not to feel that in ways that hurts and remember that we are moving forward.

- Director Brodrick did thank everyone who attended this meeting - board members, staff, other participants and viewers. Compliments on attention and endurance.
- Director Vue appreciated the work of Administration to keep the schools going during DL and Stage 1. He provided testimony to the community that we have a group of board members who do put students first and proud to be a member of the team and contribute.
- SEAB Member Ali encouraged folks at 360 to drive safely with the snow.
- Director Foster added a heartfelt thanks and reminder that SPPS leads because of the deviation and commitment. We all have a role and part to play. We have strengths and work to do, but we will do it together.

XI. FUTURE MEETING SCHEDULE

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

- November 17
- 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)

- November 10
- 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 Allen seconded the motion.

The motion was approved by roll call vote:

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

The meeting adjourned at 11:21 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**

**October 26, 2020
5:00 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

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

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, Administrator to the Board; and 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 Marchese.

The motion was approved by roll call vote:

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

IV. NEW BUSINESS

A. Request for Permission to Accept a CARES Subaward from the City of Saint Paul

BF 32248 Request for Permission to Accept a CARES Subaward from the City of Saint Paul

Superintendent Gothard noted the CARES funding from the City of Saint Paul to further our work in technology services. Staff then shared more information about how this money will be spent and how it came to be. This is a great opportunity and partnering with the City and building upon our relationship with LibraryGo to ensure students are receiving equitable access to distance learning in SPPS. We had originally applied for a partnership grant with Friends of St. Paul Library, and there was a high demand for those grants, and did not pan out. We worked with our city partners to come up with this opportunity to use 500,000 from CARES funding to support distance learning, including about 1000 codes for families to upgrade from hot spots to internet essentials, or broadband in their household for a 10-month period and opportunities to expand. Also, headsets for students, and earbuds for older students, as well as stylus, including a stylus crayon for our younger learners, and stylus pens for older students. We also have programming through our CTE pathways where devices are needed beyond the scope of an iPad, and able to purchase about 140 laptops that students can use during DL, and brought back to the school as mobile labs for students in CTE work. All connects with SPPS Achieves with equitable access and career pathways. Thanks to the City of Saint Paul and Representative Kaohly Her, and Catherine Pinkert, the Director of Libraries, and our grants team and technology services team and other partners in this work.

QUESTIONS/DISCUSSION:

- Director Marchese expressed appreciation to the City for allocating this CARES act funding and will be helpful to students and families and appreciate their assistance in support for our students.
- Director Ellis thanked the team and will make a huge difference for students to have wifi and more connectivity because it is important for better access.
- Director Brodrick thanked Mr. Ott and the City. He is grateful for the CARES Act.
- When we get help from the Federal government, and there are hoops to jump through, are we free from that and are things going smoothly? Are there obstacles to access these funds? Response: Since it is CARES funding, it's a subaward from the City and will require special reporting to the State and City, but there is a special coding to report when we receive a subaward of CARES funding. We will be able to do that very similar to other federal funds, and working with the grants office to take care of that. We currently don't see any issues for those purchases as soon as possible.
- Director Vue requested information on the timeframe for students to receive these supplies, and delivery to students. Response: We had hoped to align this with other materials packages, and with complications, we will be getting these in as quickly as possible, getting unpackaged, and to the schools for delivery as with other materials. The Grants team and Finance have pushed this through and quick turnaround time with the City for them to make their action steps immediately following the action tonight.
- We know the items we need, and are working to determine the process to spend monies appropriately to align to government guidelines. Chief Schrul provided further details on the timeline. As long as the City approves the application after tonight, the procurement will start immediately. Delivery will be dependent on the goods and availability, but turnaround can be within a day or two for the order, and will turn those orders and get them out by our procurement team. It's about packaging that and then deliver to the team. Hopefully within a couple weeks we should have these materials, and the connections rolled out with the technology team. Materials should be here within a couple weeks.
- Director Allen thanked the team for this work and appreciated the intentionality of enchanting the technology and what students need to focus into their work. Interested in advanced classes in

needing a laptop. Response: It is amazing through Project Lead the Way and other CTE classes, it varies from architecture, and advanced programming like app development. Laptops are needed for these courses, and the next level of tool to be robust, including computer programming. Most other courses like photography and video editing, the iPads work great.

- Director Allen also noted the tiny house program and youth building small homes and how it needs to expand.
- Director Kopp also thanked SPPS and the City. These grants and funding - there are a lot of hoops and work.
- Question about the spend by date, since it's a subaward, what does our spend by date look like? Response: The timeline is coming up quickly in November, and this approval and to the City and turnaround quickly is where we are at. It does need to be spent by December 1. Idrissa Davis has also been a key partner in technology and Comcast to ensure our families are connected.
- Director Foster thanked the District and City. She noted the comment about equity and equity is becoming very politicized, and this is very tangible, when talking about learning loss and academic digressing for students who may not have access. This is a united front to show what we can do to ensure there is equity in this community, and this is a real and tangible way to show this. Look forward to the ongoing work.
- Superintendent Gothard thanked Mr. Ott. This is another partnership opportunity to wrap our arms around each other with kids at the center.

MOTION: Director Foster moved that the Board of Education authorize the Superintendent (designee) to accept a subaward from the City of Saint Paul to provide technical support to distance learning; to accept subaward; and to implement the project as specified in the award documents. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

B. Request to Award Contract for PeopleSoft 9.2 Upgrade Implementation Services

BF 32249 Request to Award Contract for PeopleSoft 9.2 Upgrade Implementation Services

Superintendent Gothard noted this is a large contract item, and shared a few details on this item. This is a situation where we have become so good at taking what is available and customizing for our needs, including finance. Anytime we look to change or innovate, or provide updates, it takes a very specific customization to do that. We are learning with PeopleSoft 9.1, it isn't possible to do this anymore to operate as a 21st century organization. This has been a long time coming, and happy with the timing, and need to look at how we are supporting from a user standpoint, and consumer in how folks interact with SPPS. This is a timely and necessary upgrade for SPPS. Chief of Finance Marie Schrul then provided additional details. This is a request to award a contract for PeopleSoft 9.2 for implementation services. She then provided background information on this system. The last upgrade was in 2013. In April 2020, we published a request for proposal to seek vendor proposal for the upgrade and consulting

services. They are specific to assist with the upgrade. This is a planned item in the FY21 budget, and in priority based budgeting. This upgrade does allow to provide continued system report, tax updates, implementing the automated timekeeping, and benefits and recruiting. Executive Director Kenyatta McCarty also provided additional information. One of the goals in HR was to increase our efficiency using technology, and amazing capabilities possible through the job application process, or the ability to do application through devices, and that will make us competitive with other districts. Recruitment is one of the challenges we have, and this will help to be more efficient. There are also other capabilities for more efficient work.

QUESTIONS/DISCUSSION:

- Director Marchese thanked the team for their work.
- Director Ellis noted questions about the upgrades and in the budget for FY21 and have been planning. We were making changes and because of the pandemic and tracking information? Response: One of the items during this time quickly shifted to be able to determine a way for staff to send timecards, and there is behind the scenes work of the team every pay period, but may look automated to staff. We were able to do something that looked like an electronic timecard and has allowed staff to become accustomed to the process. Yes, the pandemic did force us to make those changes sooner.
- Will there be a PeopleSoft 9.3, and will there be an additional cost later? Response: 9.2 is it as far as numerical designations of PeopleSoft. When we did the contract, there was a 5 year contract with Oracle and our price is locked in for at least 2 more years. We will continue to get upgrades and PUMS at no charge, and the price for the annual subscription will stay the same for at least 2 more years.
- Director Brodrick noted that this is something we need to do, but explain more about the necessity to do this and how much more money does this impact our budget? Response: The impact on the district's budget, and we know this project will be a year long implementation. We have been planning ahead, and part of that was in the priority based budgeting process, and knew part of the year would overlap and set aside funding for almost half the project for FY21. A project this size will cost for the implementation - we already have the software and the system. Assisting the district with the expertise to provide the assistance in HR and Finance to upgrade from 9.1 to 9.2, and is the services, which is approximately \$2,000,000 in implementation services in providing that assistance. The reason why this project is necessary, along with the main points previously mentioned, there are customizations in 9.1 and the current system we have, we need to get continued support, and that 9.1 is currently outdated. The District is upgrading to 9.2, we have etax updates, and those are required as a District to get our tax updates to provide essential human resources data. Also, there are additional feature in 9.2 with recruiting and benefits, and providing more essential services. On the Finance side of procurement, project costing, accounts payable, and additional features there. It's important to always look at the business process and through this, and look at 2013 and 8 years later, and the business processes and what has changed, and change where we need to change, and customizations. This is a \$2M project, and have been planning for it and is in the budget.
- Director Marchese noted in being the perennial fiscal watchdog, and the responses make him feel confident in this move for SPPS.
- Director Vue noted some services by 9.2, and wanting to know how Elire will work with our departments in consulting, and what they are providing. Response: They provide the technical expertise. SPPS has a staff of 4 to manage the PeopleSoft system. They have experience and background in PeopleSoft and dive into our specific needs, and implementing new features and functionality.

- Will they be providing a team to work with our team? Response: Yes, there will be a team with both HCM and a Finance side of members. Each will more geared specific to areas of the application - such as AR, AP, and benefits, and the resources we need for each areas of PeopleSoft.
- Director Allen noted questions about feedback from those using this system the most? Response: We currently have the majority of paraprofessionals using timesheet e-form. It has been really helpful to be able to use that and learned a lot with what we need to be doing and set up electronic timekeeping and workflow behind it. As part of implementing the electronic timesheet and implement going forward, we do start with small groups and feedback from staff to ensure we are hitting all the needs from every angle, and not only convenient for one group of folks. We are compiling data as we go and as we continue to implement our electronic timekeeping.
- Director Kopp noted questions about the start date of the project, and anticipated launch date? Or rolled out in stages? Response: The original start date was in June, and anticipating to start in November knowing still need to go through contractual signing, and anticipating a little longer than a year, and not hit at year end or payroll processing, or step on the fiscal year rollover, and looking at February 2022 to go live. Unfortunately we can't roll out in phases with both HCM and Finance - they need to stay together and at the same time.
- Superintendent thanked the team and a major project across departments, but will impact all staff across the district. Look forward to a 21st century approach to the functions.

MOTION: Director Foster moved that the Board of Education authorize the Superintendent (designee) to award the contract to the best value vendor proposal, Elire, Inc, for the scope of work for the upgrade to PeopleSoft 9.2 for SPPS at a cost not to exceed \$1,999,290. The motion was seconded by Director Brodrick and Director Ellis.

The motion was approved by roll call vote:

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

C. Assistant Director - Title IX, Family Engagement and Community Partnerships

BF 32250 Assistant Director - Title IX, Family Engagement and Community Partnerships

Chief Baker then led the Board through the rationale for change in title, and aligns us with state law and our workforce to ensure we are doing this to the best of our abilities and skills of our staff. He started by grounding the Title IX, which is gender-based, sex-based discriminations, and generally handled in Equal Opportunity Office, and new regulations from US Department of Educaiton that provided more insight and parameters around who could or could not participate in those invegstigations, and needed to adhere to 3 areas:

- Must highlight a Title IX coordinator
- Needed a decision maker (separate)
- Needed a staff member to hear appeals (separate)

Megan Sheppard would be the contact for that work, but the regulations changed who could do what role, and some could not be held by the same person. It made most sense for Ms. Sheppard to be the

decision maker based on her legal background, and also needed a Title IX coordinator. These are federally unfunded mandates that needed to comply in a short amount of time, and felt that Ms. Dana Abrams, our Senior Ombudsperson, to be the most appropriate person for that role. Chief Baker also noted that Ms. Abrams has worked for the district for many years, and has connected with many parents and families and supporting students. Her presence is noticed in the community, and many parents come to her with questions, and done a great job being a bridge and getting them information from different departments. We felt this was a great fit, and the timeframe for new federal regulations, and with the changes that needed to happen, with changes in OFECP, and all together, felt that Ms. Abrams would be the person for this. Our request is to approve the appointment, and think her understanding of SPPS, and her current work along with the mandated regulations now in effect and she has said yes to the coordinator position, and changes that Ms. Kilgore was planning to make it in OFECP.

QUESTIONS/DISCUSSION:

- Director Marchese noted he understands the logic behind this decision, and that Dana Abrams is a treasure to the community and our district. She has done amazing work for many years and a resource for thousands of folks in this community. She has always operated with compassion and sincerity, authenticity and diligence, and excited to see her and know will do it well and recognized with more status and compensation is well deserved.
- Director Ellis congratulated Ms. Abrams. Does that mean the current position will no longer exist in the District? Response: No way would we remove the ombudsperson work -that is something unique and wonderful to SPPS. Dana in her new role will continue to handle the really complicated cases that are tough and need her expertise. She will also serve in Title IX coordinator. We will backfill with an assistant with navigational and less complex ombudsperson cases, for no loss or any less service than typically provided. We have an existing vacancy in the office, and adjust to be able to fill that role.
- Director Ellis noted knowing Ms. Abrams in the community, and has been on an island all on her own, and hoping in this new position that she will be fully supported; and everyone to wrap around our students and families is important, and to also wrap around the folks supporting our students and families in the community. Am very excited for Ms. Abrams, but on the District to ensure we are supporting her in this role. This is something new and building upon what we already have, and ensure she is fully supported because our families need the support from those they already know and recognize.
- Director Brodrick noted that Ms. Abrams is a jewel, and he has known her for many years. He also requested further information on the ombudsperson role, knowing that Dana can help them with the difficult items. Response: Dana will continue to be the ombudsperson - she is the expert problem solver. The new person will be an assistant to her. When a parent has a concern, they call a single phone number. Parents will still call the same number, but the assistant will pick up the phone and solve the simple issues. Then we will hand off to Dana the complex cases - she has about 400 a year where she is needing to be in meetings and back and forth, and worked together on her workload so that she can still manage those complex cases, and indicated she needs someone to manage the simpler issues.
- Director Brodrick noted the history of the ombudsperson role - and that person who is in between folks with concerns and the District. Dana has done a wonderful job of fulfilling that important role. In that role, when turning folks over to that role, he has felt completely assured she understood she was to be an advocate for that concern to the District. That ombudsperson is supposed to have a certain amount of sovereignty and autonomy from the District or allowed to exercise that. When the assistant to Dana handles the original contacts with folks asking for that service, that person will need to act like Dana, and not want to see person immersed in the District - want to maintain that new person as

a true advocate for the people they are representing, and the interest of the District. Ms. Abrams has many relationships in the community, and because folks trust her, they also trust the district, which is so important. Response: We underdanta and agree on the autonomy of the position, and the support needed to ensure that we do our best as a department and District to ensure she is successful in this transition. The automtony of the role will not change, and also pledged that we support her to ensure she is successful in that role.

- Director Vue requested a meeting with Ms. Abrams to further discuss her role.
- Director Allen noted she is glad Ms. Abrams is getting the assistance needed.
- Director Kopp echoed her colleagues about how wonderful Ms. Abrams is for this community, and if everyone could feel the way about the District the way folks feel after interacting with Ms. Abrams, it would be a wonderful world and a great model for all. Congratulations to Ms. Abrams.
- Director Foster noted her experience in accessing the ombudsperson resource, and workloads of staff, and speaks to support and assistant is so important. Utmost respect for Ms. Abrams for her work in this District, and respect in which she has done it and sincerity and regard to those families perspectives and values. Trust her leadership to bring in an assistant to support that role and find the right match for those to work together and continue this role to continue to support our staff, students, and families. Congratulations and look forward to this new role and being compliant.
- Superintendent Gothard thanked everyone, and happy to have Ms. Abrams with her experience and knowledge of our community, and the Federal law changing and though through that in this pandemic, and took the recent class on Schoology and the thought and details to ensure we all follow the law and report accordingly. This is an organizational change to put community, students, and staff to have support when needed. He noted his experience in working with Ms Abrams as an ombudsperson and the thoughtful way to approaching situations, and willing to engage and attempt to solve any problem, and her values that align with both the Superintendent and our organization, and is happy to be able to do this.
- Director Brodrick noted that he sees the role of the ombudsperson as almost direct support for the school board, as a whole and individual board members. He realized that every one of us has used the ombudsperson as a support person for us. This particular personnel move is mone that affects our board work on a regular basis and has leaned on Ms. Abrams to help with conflicts.

MOTION: Director Foster moved that the Board of Education authorize the Superintendent (designee) to Appoint the current Senior Ombudsperson, Dana Abrams, to the position of Assistant Director of Family Engagement and Community Partnerships effective immediately. The motion was seconded by Director Ellis and Director Allen.

The motion was approved by roll call vote:

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

V. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 6:04 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
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
Via Telephonic and Video Conference; Available via Live Stream at www.spps.org/boe

November 12, 2020

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m.

II. ROLL CALL

Present: J. Foster, J. Brodrick, J. Vue, C. Allen, J. Kopp, S. Marchese, Z. Ellis

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; 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 Ellis.

The motion was approved by roll call vote:

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

IV. NEW BUSINESS

- A. Canvass of the Returns of the School District Special Election Held on Tuesday, November 3, 2020

BF 32251 Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election

**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. 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	26,578
James Farnsworth	21,788
Jamila Mame	23,166
Charlotte Castro	17,304
Keith Hardy	11,811
Omar Syed	12,167
Write-In	1,140

3. 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.

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

Chair Foster then went on to note that Jim Vue was elected to serve on the Board of Education in the school district special election held on November 3, 2020. We congratulate Director Vue and look forward to continuing our work with him. He will take office immediately following the vote of the canvass results and resolution.

Director Vue thanked everyone and is grateful to continue working with the strong Board, and members of whom he respects. It is a trying time in the school district, and need folks on the ground to know what families are going through and their perspectives and feels he can provide that. He is excited to continue in this work and to put students and families at the forefront of this work.

QUESTIONS/DISCUSSION:

- Director Brodrick congratulated Director Vue and is glad he is here.
- Director Allen welcomed Director Vue, and noted that this is a rough time to be serving as a leader in the community and to step into it is a huge responsibility. Appreciation and looking forward to working with you.
- Director Kopp noted enjoying the previous conversations with Director Vue and looking forward to continuing to learn from him and work with him, and knowing that this Board has wanted to feel whole, and difficulty o feel completely whole, but is a step towards restoration and healing and exactly the right person to be here in this moment. Grateful for you and the effort to campaigning, working, and raising a family and shows how much he loves and cares for the students and families of the city.
- Director Marchese echoed similar sentiments, and this isn't an easy time to step forward and two changes to say no - but he said yes, and pleased he did. Pleased to continue working with Director Vue and enjoyed working with him thus far. Do believe bring important perspective and knowledge and connection, and will benefit the community and be valuable to all. Will never be exactly the way we were, but doesn't mean to continue to move forward. We have to and our community depends on us and excited to be working together.
- Director Ellis congratulated Director Vue. And speaking with him after the appointment, and it is a difficult time - a lot of missing Marny and still moving forward. The Board carries that, but appreciates willingness to step into space where folks are grieving and finding ways to heal. Appreciate that he is here, and we step into roles in leadership and that is purposeful. We have found ways to support each other and do the best for students and community. Also offering a

perspective that is needed and continue to be needed. We are tied to SPPS and grateful to work prior to the Board, work doing up to this point, and work continuing to move forward. Wish you well here.

- Director Foster echoed her colleagues in congratulations and happy he is here and stepped into space. She is happy knowing that some of previous work and been in this space, advocating, challenging to think differently, working with families in SPPS, and look forward to continuing that work on a different level as a leader, and leading in community prior to this as well. Thanks to Director Vue’s wife and family for the time spent with the Board for the sake of kids and staff in SPPS. Our families are sitting with us as well in these role. Be your true self, ask questions, and that’s what we are here to do. Congratulations and look forward to the next year.
- Superintendent Gothard congratulated Director Vue, and his steady presence is especially important now as we have built a different rapport, and also noting it was a historic election with voter turnout. It says a lot about Director Vue’s presence in community and folks who look forward to his continued work on behalf of SPPS children and families.
- Director Vue noted he would be remiss if he didn’t mention Marny Xiong. He shared about his campaign process and asking about Marny. While he didn’t know Marny personally, and were like two ships passing in the night, she came onboard in 2018, and exactly the time he and his family were stepping back from their work in the district with the recent passing of his daughter Ghia. Unfortunately he was unable to meet Marny and instead knew her through all those she touched and worked with. No one can replace Marny and she was one of a kind, and he will be here to be the best he can be and for the community. Director Foster encouraged Director Vue to fill his own shoes and do work he feels needs to be done, and that Marny would be very proud of the selection on behalf of students and families in choosing him for this role.

MOTION: Director Foster moved that the Board of Education approve the Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election. The motion was seconded by Director Ellis, Director Brodrick, and Director Allen.

The motion was approved by roll call vote:

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

V. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 4:46 p.m.

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

Prepared and submitted by:

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**

**November 10, 2020
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m. by Chair Foster.

II. ROLL CALL

Board of Education: Z. Ellis, J. Foster, J. Brodrick, C. Allen, J. Kopp
 S. Marchese arrived at 4:32 p.m.
 J. Vue arrived at 4:34 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; Kaying Thao, Administrator to the Board; 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 Brodrick.

The motion was approved by roll call vote:

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

IV. SUPERINTENDENT'S REPORT

Superintendent Gothard began the meeting by congratulating Director Vue on his successful election win. He noted the large turnout for the election results, and thanked those who also ran for office during this time.

He also acknowledged the great work in our District in collaborating across the District as we successfully transitioned Stage 1 schools to hybrid learning. That is no small feat, and three weeks in and sharing additional plans. It is important to share his pride in folks coming forward to plan, do so safely, effectively and follow our plan that has been shared, and open and transparent with decisions. We have a team who are working well together. The manner in which we have come together with expectations to provide our students, staff, and community.

We are also in a time where COVID cases are at a pace we have never seen at any point in this pandemic, and it is alarming. We have a lot of work to do, and we are working with Saint Paul and Ramsey County to partner in this work. He has never felt alone in this work, and others to share their feedback, and those willing to lean in to help us make decisions, educate us, and answer questions, and truly extend their knowledge and resources to make the best decisions. This meeting is to share the many ways SPPS works together to deliver in these uncertain, unprecedented times. Though it is becoming far too normal, and noted the Governor's comments, and the illustration that there will be another side to this, and focus that Minnesotans and Saint Paulites will come together to get to the other side of the pandemic. The presentation will include the planning, partners, and feedback to address in the best way possible.

QUESTIONS/DISCUSSION:

- Director Brodrick noted his conversation with Dr. Gothard earlier, and is feeling confident that we are moving along in a deliberate manner.
- Director Marchese thanked the Superintendent and team for working under these circumstances, and the amount of planning into the process, and appreciate that this is an endurance race and the Superintendent and his team are committed to - it's noted and recognized by community members who are also seeing it.
- SEAB Member Ali noted that the Superintendent and his team have been working tirelessly, and that this is an uphill marathon and he is doing what they can to help students, staff, and the community, and thanked the Superintendent for his work.
- Director Foster echoed her colleagues in thanking for the tireless efforts, and there is no easy solution, and are digging in every day. Thanks to the community for continuing to engage the Board in meaningful ways.

V. SEAB UPDATE

SEAB Member Ali provided an update on SEAB and their work. They have been working working with Restorative Practices staff to build a better community and review the SEAB manual and discuss their role. They have been working to build a better SEAB community, and important to establish a strong SEAB group to the Board and community.

They have been working to update the SEAB manual and ensure all have a voice in this, and is transparent, and are hopeful to discuss these changes with the Superintendent and Board.

SEAB job description update has also been a topic amongst members, and the role of SEAB and their influence districtwide and in the community. Hopeful to have a better informed role in the District

regarding students and the District. Future goals are to interview a new SEAB mentor/facilitator and recruit new SEAB members.

Over the past few weeks, individual SEAB members have been working on the census count and voter registrations, as it is important to be counted and registered to vote.

QUESTIONS/DISCUSSION:

- About how many registered voters did SEAB connect with? Response: Individually, SEAB Member Ali connected with about 157 voter registrations in his community, and other SEAB members have been working individually, and working tirelessly to get new voters.
- About how many people were contacted in regards to the census? Response: The census has been a little more challenging, and started when the pandemic first started and folks were hesitant in their response. He has contacted a few families, and word of mouth and they contacted others. He mainly did the counting in the Oromo community at the mosque and community center, and from March to the end of July, there were about 2,500 families to ensure they were counted.
- More information was requested about the role of mentors in SEAB and bridge SEAB with the District. Response: There hasn't been a mentor or facilitator for a bit, but have been working with staff how to establish the new role of the facilitator and what hope to accomplish. Usually the role of facilitator was a bridge between SEAB and the Board to discuss matters in regards to students and the District. Working to hire a facilitator soon.
- What kinds of characteristics would be helpful to the role of facilitator? Response: Knowledge of the District, and also understanding what students need and what the Board and District can provide to be the bridge between SEAB to understand better and influence on the decision-making of the Board.
- Thanks for the work of SEAB and SEAB Member Ali.
- Talking about doing recruiting, and it's difficult right now, is there a way for the District or Board to support in that - ways for videos to grab the attention of the youth, Tik Tok videos? Response: That could be the start. That is important for students to know that board members and the District care about the students and want their input, that more students would be interested in applying. Hopefully work with the Board to establish that.
- Board members encouraged SEAB to reach out and work on recruiting together. They thanked SEAB Member Ali for his work in reporting and attending meetings, and excited to see work on the SEAB manual. It has been a difficult year, and excited for it to be better, and know a lot are seniors and thinking about who comes after and wanting it to be good for them is inspiring. Also thanks to Becky and Kurt in Restorative Practices to build bridges and heal, and take us forward. Excited where it goes next. Want to see border enthusiastic representation and join the great work in progress.
- Thanks to SEAB and SEAB Member Ali, and several board members have been in conversation and community with SEAB about how to move in a good direction in new ways. It's important to think about how we can tailor what we are doing to reach students that will be effective, and that voice is amplified in this space and throughout the District. Becky and Kurt have done wonderful work and they are talented folks.
- Thanks to SEAB Member Ali and SEAB, Becky and Kurt, and Kaying for keeping the work moving with the Board. In thinking about the level of work and appreciation of SEAB and still trying to find what it looks like, but the time taken, this is real and tangible and affecting change for students and commitment by showing up and engaging other, work in school and out of school, is so appreciated, and understand that student voice is about ebb and flow of what we do and look forward to as we refine and have authentic engagement and work with SEAB, and support from the Board.

- How many SEAB members are there currently, and what is the capacity? Response: As of right now, believe there are 7 SEAB member, but highest number was 13 last year. It's especially important to recruit fast and quick, as most members are seniors.
- Superintendent Gothard thanked SEAB Member Ali, and hearing him speak with such energy was uplifting, and thanks, and leadership is one role, but leadership is another level when things are as difficult as they are, and says a lot when continue to raise hand, show up, and says a lot about SEAB Member Ali and his leadership and commend him and thank, and proud of him, and what SEAB wants to create in SPPS.

VI. REOPEN SPPS PLAN UPDATE

Superintendent Gothard then welcomed Chief Watkins and staff to present the Reopen SPPS Plan Update. The presentation reviewed updates and information in these four areas:

- Ramsey County Collaboration
- Dial Back and Temporary Shifts
- Student Support: EDL and Credit Recovery
- Hybrid Stages 2 and 3 Update

The guiding principles were reviewed, as well as the timeline, dial and recommendations for stages of return to in-person learning, including Distance Learning, Hybrid Model, and Return to In-Person.

Ramsey County Collaboration

Partners from Ramsey County, including Dr Lynne Ogawa, William Moore, and Dana Janowiak, presented information including the MDE Situation Update for COVID-19, Ramsey County COVID-19 Dashboard, Ramsey County COVID-19 Cases by Race, and Saint Paul COVID-19 Cases by Race. Data on Ramsey County 14-day rolling case rates by city were also shown. They also discussed the County perspective on COVID-19, including that trends suggest case rates will continue to increase, basing decisions about reopening or dialing back on multiple factors, regular SPPS/County check-ins, and that SPPS is on the right track in planning, tracking, and managing exposures.

Dial Back and Temporary Shifts

Staff then reviewed changing course, in dialing back in response to widespread changes with the pandemic, and the District pivots from the current instructional model to the prior stage, and impact is felt across the District. If in hybrid, pivot to distance learning; and if in-person, pivot to hybrid.

A temporary shift may occur in response to a localized concern, adjustments are made to the regular running of the site/program as appropriate. Guidance is provided by District experts; impact is felt at site/program. Examples were provided.

Indicators for dialing back and temporary shifts were also reviewed.

Dr. Ogawa noted that things are constantly changing, and everyday, the County is making decisions based on exposures of staff, supports to other systems, and things are rapidly changing.

QUESTIONS/DISCUSSION:

- Director Ellis thanked staff and partners for the presentation. It was mentioned that the County supports community members who test positive, and more information on that. Response: Local public health is required to support individuals who test positive for any reportable infectious disease,

especially those that require to isolate and quarantine in essential services - food housing, access to health care, etc. We have worked and provided everything from groceries to picking up pharmacy, to delivering individuals for PPE, and to anyone in the county who needs it.

- So if a person that the County is providing essential service to has to quarantine, they are not able to go to work - what does support look like? Thinking of families working outside the home and have children. Response: A lot of the County work in support the basic needs in public health, and linking with other county services like job corps for support in jobs, or other programs that we can connect folks to. Part of the referral from essential services is referring to financial assistance department as well, and changes in administering emergency assistance during the pandemic.
- Around having to quarantine and essential services, how are employers informed, and supporting what is relayed to an employer? Response: Most of the employee exposures are also handled at the state level and MDH tends to inform businesses of exposures by clients or employees. Often, MDH can only say that someone in employment has tested positive, and may need to evaluate and inform employees of exposures. As a county, it does get difficult, as a provider of care and employer, and sometimes do not receive all the information expected in terms from employees. Employees also need to give consent to giving their name.
- Director Brodrick requested further information on the rates within the cities in Ramsey County. What we have been hearing is that there is a difference in impact in communities, particularly communities of color, but these numbers seem to belie that notion based on the rates, and what is the explanation? Response: Some cities do have an asterisk among the smaller communities, and a number of things in calculating these rates and may depend on the population, and the smaller the population, the more difficult it is to note the rate is consistent, and can jump faster, or drop faster. The size of the community makes a big difference. We are also seeing a broader community spread, and would expect the numbers to be closer. Some communities also have large long term care centers, and an outbreak, such as at Stillwater prison, and Washington County's rate jumped dramatically, and those settings can affect rates. Earlier, when we would see jumps, it was because of that, but that is not currently the case, and community spread.
- The 38.4 for the city of Saint Paul - is that the number reflecting the ratio of positive to number of people tested, or based on the number of overall population? Response: it takes into account the overall population, but is the case rate, the number of positive to those tested.
- Are we seeing that communities of color are not really getting tested to the degree that other communities are? Response: That is a more difficult question to answer, but that in the beginning earlier, we were definitely seeing that communities of color did not have access to testing that the white population did, and one of the reasons that as Ramsey County, we specifically set that up for multiple no-barrier testing, and working with community partners to specifically focus - like Karen Organization of Minnesota, Hmong American Partnership, and CLUES, and work with them specifically to ensure communities of color have access to testing. The rates we are seeing are rising, and knowing that at our testing sites, we are seeing up to 75% of patients are people of color.
- In looking at that number, Saint Paul - that's our school district. Are people of color in the city of Saint Paul, do they seem to be more vulnerable to COVID-19? Response: We are seeing whole communities of color being at a much higher risk for being exposed and getting the disease. In addition, we know individuals of color are at higher risk of complications. Talking in a broad sense, and focusing on medicine is through a public health lens and has to do with social and political determinants of health, economic opportunity and all components. The populations within Saint Paul and the populations of color are at a higher risk for lots of different reasons.
- Interesting to see our students and the elder citizens of their community, and connections between elders and students.

- About the 14 day lag time - due to that lag time ,what are some of the best practice approaches in the case rate? Response: The best mitigation works at all points, and so, it's difficult and matter of fact that we don't always see results of mitigation for almost a month. Also don't see items rising due to loosening or adding for four weeks, and because of the 14-day lag in data, and the way that COVID is passed and symptomatic for up to 14 days. We are chasing old data regularly. We do wish we had the crystal ball to predict. A lot of the information looked at is almost a month old, and that also makes changes difficult, and testing those changes is difficult in waiting for four weeks to see the results of the changes.
- Board members thanked everyone for their work and to Ramsey County and seeing the services, and essential services, and know how important those are, and to our families. We're fortunate to have a good partner in Ramsey County for our students and families.
- Appreciate the work and partnership between district and county - critical at this time, and really critical right now, and rely on folks such as Dr. Ogawa and her team to guide the work of the district and be appreciative of support.
- Thanks for the work, and keep up the good work.
- Director Foster echoed her colleagues in thanks to Dr. Ogawa and her team, and Ms. Langworthy.
- Superintendent Gothard thanked the team, and invited William Moore to share more information on the outreach with our Black community. He also shared that earlier Dr. Ogawa mentioned that the data right now, is from Labor Day. That was a big lightbulb moment in putting it into motion, and cycle of events. Today we are seeing an exponential growth different from September, and the numbers projecting forward, will increase based on what we are seeing each day in Ramsey County and across the state.
- William Moore then shared information - from ensuring fliers in different languages in the community for free testing, engagement with African-American owned businesses, and doing footwork in driving, picking up masks and delivering them to businesses on University and across the city and talking with folks to let them know we have masks for them and employees, and customers. The community at times, is hard to tap into when representing an organization like Ramsey County Public Health and any governmental agency, and how a lot of organizations charged with helping to address issues are really the cause of a lot of issues that have existed for decades, and how to regain the trust of the community. When we are doing outreach, we are combatting that some in the community are wondering if the pandemic is a reality. We also need to take into account the trauma of the community has faced, and past and current events and their impact on the trust of the community for governmental agencies. Not only do we need to battle outreach dn ensuring services are accessible, and will the community trust to accept it. When an individual is traumatized enough and others enough, they will traumatize themselves and may not take precautions to be safe, such as being proactive in being tested because of the fear of the organization is too great, and put more trust in those who may look alike, or live nearby in the community and work with, versus someone from the outside. Want to ensure that it's not overlooked how hard to do outreach - dealing with many different layers and medical systems and public health organizations. Response: Appreciated learning and these efforts, and thanks for all the work and continued work.

Student Support: EDL and Credit Recovery

Staff then reviewed EDL support, such as Academic Support Centers - targeted services, hybrid opportunities, and distance learning program option, and middle school on-track classes such as English, Mathematics, and AVID.

Credit recovery supports were also reviewed, and include current credit recovery supports, such as evening high school, Academic Support Centers; existing school efforts such as Academic Support teams; and new opportunities such as expanding Academic Support Centers and outreach coordinators.

Stages 2 and 3 Update

Staff then presented Stage 2 and 3 staffing and enrollment updates, including assess staffing, prepare our administrators, and plan for implementation.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ellis noted questions about the number of students in credit recovery, and requested more information on that data, and students in high school and middle school. Response: We don't have the final grades yet, and at the end of the year, there is a bottleneck as students work to recover their grades. The data is about double the number of fails compared to last year. For the credit bearing courses, it was higher, and thanks to the assistant superintendents and Division of Schools for their work with administrators in innovative ways. It is about credit recovery, but also how to keep students on track during DL, with engagement and various supports.
- The supports available for students, and personal experience in expectations that students reach out to teachers when assignments not completed. Who are teachers reaching out to for support? Teachers are connecting with students, but where does that happen in the process? Response: There are multiple pieces, such as the Academic Support Center, which has been well received. The other piece is in-building supports, and teachers reaching out, and to the school counselor through the teacher. We don't want the students and families to have to be proactive to seek out those supports and academic support teams. Our support staff are doing all possible, such as phone blitz or Google Meets, and innovative solutions during this time. A huge initiative is to push out more information and communication instead of families needing to navigate the system.
- The 400 - is that 9-12, or more 9th graders, or 12th graders? Where are we seeing that credit recovery needing to happen? Response: Evening high school is primarily 11th and 12th graders. Typically it is 12th graders, but the finish line is closest, and prioritized for 11th and 12th graders. Como and Johnson started more in school credit recovery where more 9th and 10th graders can access to allow them not to get further behind before evening high school.
- If our students are struggling in distance learning, and having to do online evening class, what is the difference? Response: The supports to create are needed; we need to be responsive and adaptive to our students, and work with principals about what we have learned in distance learning for supports we need, and one of the reasons for Academic Support Centers for in-person instruction. Where we're seeing the best reaction is when we can get students to Academic Support Centers, particularly seniors, and started a blitz to let seniors know these Saturday courses exist, with 8 between now and December. At those times, we are seeing students digging in to do the work, and is about the transfer of knowledge to show the teacher and demonstrated they reached standard. That has grown exponentially since we communicated that in four languages. Saturdays are for the blitz, but also opened up for seniors to walk-in anytime to come to Washington and ensure they received transportation home, such as bus cards. We are strongly encouraging high school seniors to come for reliable, consistent wifi, quiet space for work, and others to help them with their assignments and questions. We are learning that Academic Support Centers and need to be just in time, and flexible and amendable to get that assignment done, or project completed, or technology questions. We have started the Saturday workshops for seniors to have that time to catch up, and offered same day walk-in, and out to counselors and families for opportunities. The difference with

Academic Support Centers is that it is in-person, and learned that many students need person, accountability, and have guidance and encouragement. We are finding our high school students need help with motivations and need that space and similarity to their school and structure.

- Director Vue noted questions on engagement and criteria to help us understand if students are successful in distance learning. Are there any indicators to identify which students need more supports and resources for better engagement? Engagement wanes - is there anything we have to be more proactive to identify that with our students? Response: We are meeting regularly with senior high principals and conveyed that they need to do specific touchpoints with their students, and for students to come to their localized location and provide in person tutoring and support. We also heard about the work of the leadership teams to identify every student by name and their attendance and meeting with them and following up with them. Unfortunately, there is also a small group of students with whom we are unable to connect and it troubles us greatly. They conveyed they need the District resources and support, and exercise a plan that works for their school and their students. Assistant Superintendent Collins also provided details about conversations with high school principals and the urgency, and looking at how to mobilize our resources in a different way. Each building is beginning to isolate the data to understand who we are focusing, and a list of every senior and criteria for each if on track, at risk, person of contact, when they reached out, and next steps. The first piece is data speaks when organized, and working to create and be effective in action at a building level. Buildings have a theme of what they can do today for each student, and think about leveraging staff in a maybe new way, and need to be student-centered and action oriented. One piece is engaging with families and problem solving with students. We want to work productively in collaboration with OFECP and leverage LanguageLine and resources, and reach out to families to ensure they understand services and supports available. Lots of outreach, and wanting to create a sustainable system to help students feel success, and staff to feel success. Motivation and positive momentum are key in this. Conversations are happening to talk about how each building is different, and to be focused, action-oriented and tracking the data and reaching out to kids to bring them in and ask what they need and how adults can help the child based on the child's perspective and help that is needed. Dr. Gray Akyea also noted the metrics of distance learning to gauge engagement were attendance/check in and interaction with Schoology. We are continuing to use those metrics to how engagement could look. We have internal dashboards to report attendance check-in, and report that as one metric of engagement at the very basic level, and the other through a dashboard is percentage of students who are engaging in submissions through Schoology. It is limited and only particular grades using Schoology (PreK-2 uses SeeSaw), and does give a representation.
- Glad to hear everyone is thinking things through and being adaptive. The more different ways to look at this, the better. Data needs to be organized, and at the point to organize what we have, what students are doing and submitting and how everything is going.
- About the dial back - based primarily on case rate data? We have established that is 14 days lagging - is there any further criteria to better inform that decision to make more proactively? Response: In terms of dial back, two of the indicators to be used in concert are based on 14-day case rate at County and City, and there is a lag, and the other is the percentage of buildings that have 5 or more confirmed cases from staff and students on site, and that data is from district COVID reporting platform, which is current data, COVID team received as entered, and use those pieces in concert to jump conversation if there should be a dial back. Two are in lag, and one is in just in time, and tracking a number of confirmed cases as they happen. Individual schools and cases are leading indicator, and may not get to that number due to staff or 5 or more cases. We look at it both ways - great potential for spread based on case rate, or seeing it on a daily basis and impacting the ability to offer safe and effective services.

- How do those numbers affect the Academic Support Centers? At what point do we dial back and the system in place to measure that. Response: The dial back option, if we make the decision as a District, the Academic Support Center would be included. If impacted by the temporary shift, then the decision would be based on what is happening at Washington. Since we have been in operation since October 19th, we have done extremely well with following the guidelines on social distancing and masks, and encouraging staff to stay home if sick. We are ensuring we are monitoring staff daily, and to overstaffed to be supportive and continue to welcome students when there if we are down in staff, to continue to offer programming with more staff than maybe needed. Social distancing is a must and at Washington, we can do that for the physical space to be able to do that.
 - Is there a consideration to open another site for social distancing? Response: We did have an idea and excited to rollout 5 academic support centers in each region, and after further thoughts and planning, staffing, and recruitment, it appears it is realistic to continue to support the one center to do it well and the one location. We still have plenty of room in Washington with the house format, and right now in 2 houses, and within those 2, have another portion of the house. We have 4 floors at Washington, and can add the other side. We have several different configurations to remain safe, and using front entrance and back entrance, and flow of students in and out. We can serve several additional hundred students at Washington because of the space available. Although the idea of expanding is possible, but at this time want to put all efforts to supporting the one site and ensuring students can access it.
- When 5 or more jumpstart the conversations, that means we start the conversation whether to dial back or not? Response: It is one of the indicators used in concert with the others. In the space of dialing back or temporarily shifting, we are constantly monitoring the data, and could start the conversation and look at the other pieces, or extreme situations where it would take precedence. In this space, it is context specific. There are many ways into the conversation, and out of it. We look at all indicators, and any one could take precedence, and look at them all together too and the conversation to temporarily shift. Mary Langowrthy also provided details in monitoring the case information and working with administrators on site, and have building level data to review, and monitor that and bring forward. We are not seeing internal spread, and if there is a positive case in a building, there may need to be a quarantine. We have protective measures in place which are also beneficial, and layering to help prevent. We will continue to monitor and work with administrators and have further discussions.
- Director Kopp requested information on the maximum capacity at Washington Tech and Academic Support Center? Response: We had initially 200 as the maximum per day at Washington, and we are serving about that looking at the number of ACS students and EDL students. However, we also didn't take into account using other houses or spaces. We could have about 100 students on each floor if needed based on how Washington is set up, the size of their classrooms, and the schedule and program design to move about the building in separate ways. If we were at 400, it would be to then move to a different site. We are learning that Washington is a nice site to train staff and the program, and once have enough staff, move onto another site. Operationally we are ready, and is about program staff. Transportation, nutrition services, and custodial services are in place for another site when needed.
- Director Kopp noted that in hearing from staff speaking to the different environment and the impact of that in learning and work.
- Regarding the readiness targets, and have 23/24 readiness targets. As we are learning about COVID, are we looking at those readiness targets in thinking about dial back and temporary shifts, how do those things fit with our existing readiness targets, or are those completely separate? Response: They are like two sides of the same coin - the first is the readiness targets were determined to help us when we are ready to re-engage and move forward to next stage, and

designed based on our values of re-engaging or delivering learning in a safe way for students and staff. There are a lot of readiness targets dealing with facilities, and the case rate at that time the guidance from MDH was 30 and below, and our community's views, staffing. Once we are moving forward, those readiness targets are not relevant, but only relevant once moving forward and know we meet those. Once we are in the stage and situation becomes one where community spread, localized concern, or widespread, it shifts us to decision to dial back at district level or decision at the localized spot in the school or site, or program. They are both very important, but serve different functions and work differently. There were dealbreakers, and with the dynamic environment, we will revisit the readiness particularly with dealbreaks, particularly with MDH guidance and flexibility, and there may be revisions, because they are all together a good indicator if ready to move forward. We do need them both to make informed decisions and to deliver safe instruction for students and staff.

- Director Marchese noted that when thinking of Academic Support Centers, and though 200 was the maximum, and could support more, but not necessarily open more centers. Concerned about the students we are not hearing from who could benefit from that work who we don't know because we don't have the referral for the ASC, or counselor to confirm or not their participation. Is this right now being utilized to its fullest extent, or should there be a concrete push to identify additional students for ACS by our staff and figure out where students are who are struggling? Worry it requires more of the student or family to raise their hand? Response: One of the reasons we chose and purposeful in referral because we wanted that to come from a district staff because they saw disparities in assignments or lack of engagement, and haven't received a response to communication. We asked initially was strategic because we are catching those on the extreme. If allowed families to start, had more diverse that families felt student was doing okay but not as good. Staff are referring the highest need, and could use more and do more. Although, the way the center is structured, it's built and scheduled to get as many students as support as well. There is an AM cohort, with a break for cleaning and organization, and there is a PM cohort for another 3-4 hours of support Monday-Friday, and an AM cohort on Saturday. There is enough times to see quite a few students. That has been helpful and excited for the work of secondary administrators to bring forward, and see a lot from secondary schools to do something similar. Also learning that a number of schools want to model, and what they can do within one classroom - laid foundation for how it can be done, and take a few staff who are committed and desire and will to work with students, and families. We are learning how it can happen organically at several different sites and will see more.
- Are there any buildings moving forward to do more small scale models? Response: Some are in initial stages and the complexities, and what to do in person. Principals are saying ASC are great, and students want to see familiar faces, and what we can do to expand that. If principals can find those students, and support them in person. Principals are trying to find capacity of staff to engage in safe way, and ensure get students to the finish line or back on track. There are initial stages. A number of our partners are also offering in person supports or distance learning supports across Saint Paul. We are also finding that a space already designed and supported for social distancing, staff are meeting their students, and seen a number of teachers who want to help students just in time with assignments or essays or college applications, and check out a room or space set up for social distance, PPE is provided in the room, and a mini-training to come into SPPS space, and tutorial in partnership with the Health department, and a group of students can meet for the day, and was a idea from the field, and adaptiveness and flexibility has been helpful. We have rooms booked where teachers and other staff are doing that, and social workers to connect with students. As we continue to see more throughout the district, others will understand and see we can continue to provide in person support in a safe manner and do it well. Our executive order 20-94 is specific to supporting students with disabilities, and we have seen almost 500 students, and 100 left, for

individual assessments and support at Harding with special education staff. It maintains our permission to do that.

- Like the thinking about using ASC in creative ways for teachers to use as central space, and like idea that we have a lot of available space, and think about who is the right person and right location to keep connections going, that we be multi-dimensional in approaches, and the ASC can be used in different ways, or for schools to do in their local building with staff their student knows, which is critical as we know students miss their teachers and school staff.
- Director Foster noted that with engagement, and continue to ask how families are being made aware of resource and their ability to tap into it for the success of their student. Response: We started with staff, and we got to over 1000 referrals with staff. The blitz went out to staff to send to counselors, to send to students. We created a promo video shared with community, and shared information with partners, city, community-based agencies, and faith-based agencies that they are also open to refer. Community members may also refer students. Lastly, Student Placement Services are taking on official registration and placement of students into the program. There are some changes due to the scale and interest. It started with a grassroots program to offer supports to students, and all students and families are participating. We have moved beyond informal and more to a formal program, and district supports are stepping in to provide a formal way for messaging to our community. We also need to be careful to ensure we have enough staff for students who need the support. We are trying to balance referrals with staffing. We have also found that students need more one-to-one support, and one adult to three students ratio, and use the time wisely and try to have a small ratio with our youngest learners.
- Going back to credit recovery, what is the family outreach and connection proactively? How are we working and partnering with families during this time? Our families and parents are the first and best teachers. In that dynamic, how are we reaching out to families to help them understand where their child is at? Response: Our counselors are doing anything and everything possible to have those personal connections, and Schoology to connect with families. Our high schools are doing their best to connect with families, and needs to be ongoing, and find more effective and efficient ways to connect with families, as well as technology. Support staff are also helping to connect with families about resources. We knew the challenges when in brick and mortar, and there are new ways to reach out, including with support staff. Principals and teachers are ensuring there are connections with paraprofessionals to ensure students and families are contacted regularly. We also enacted Google Voice to reach out to families. Schoology also sends notifications and updates. For students who are struggling and evening high school and credit recovery, there are synchronous times to learn the materials and ask about barriers. We also had conferences with parents and families, and the virtual environment increased some opportunities, and learn to be better for the next quarter.
- In college and career readiness, where are we at with dual credit and PSEO students and what that looks like in this model? Response: SEAB Member Ali shared about his day as a PSEO student. PSEO needs to be taken personally with the college career, and there is no forgiveness. Most PSEO students understand that and hopeful they focus on that. He spends most of the day in virtual classes, and has a few in person classes, which may move to virtual. There is support with PSEO advising, and relying on high school counselors to keep him on track, and attend office hours to talk to the counselor and get all support through Schoology and available to all students, but to take PSEO personally and ensure not falling behind. It is difficult, but also taking every opportunity in PSEO. IB teachers are also offering additional supports, and dig into data to compare from this year compared to previous years in terms of supports.
- She also noted questions about internet connections communications. In this moment, if families don't have access, what should they do? Response: If families do not have access to the internet, the easiest way to connect is to tell their teacher that they need access to the internet, and our new

partnership with the County and internet essentials, and offers a few different things. We have internet essentials and the hotspot. District staff know exactly what to do with a form to submit. We are now at the point to where hotspots within 48 hours. Internet essentials does take a bit longer in working with external partners to get the actual internet. If needed just in time, and need internet right away, best to start with hotspot. On the district website, under COVID and Digital Learning, we can post that to share with the Board and click on family support link that is sent to those who process those requests. The link to family support on the SPPS website is: <https://www.spps.org/Page/38790>

- Director Foster also noted that because as talked about organized data, there are things that continue not to sit well during COVID state, and in talking to students, and hurt for their hearts and their education and loss, and looking at change. This system was not working for a lot of kids pre-COVID and looking at right now in Saint Paul and across the country, this is the best time to re-envision public education for students and create public schools that work for all students. Thinking about MDE, the legislative body and how they currently fund or don't fund mandates that create barriers especially for families of color, and wonder what we are doing right now. COVID has been prioritized, but the academics continue to deteriorate. We continue to do band-aid approaches, and the coalition of educators, parents, students, legislators to say pull together to re-envision public schools so every student will thrive, and leave our schools ready, whether it be online learning or in person learning. Not critical of staff and district, and all working hard to make it work as best as possible, but a systemic root deficiency in errors adults making at consequences for students and children we serve continue to think critically of personal role in this. Been very thoughtful about the state of public education and as we shift into new administration. Seriously concerned, and understand hard work and effort, but concerns about collective efforts as a community.
 - Director Brodrick noted that he appreciated the question about outreach, and comments were about communication and outreach and trust between the District and the Board, and our communities. He noted the previous impression that was that our District is doing, leadership work by those heard from tonight, and work daily from staff, it seems like our communities are trusting us and looking to us, and while we could do better at reaching out, that we are doing a good job of communicating to our students and families, and trying our best and care, and are they trusting us? Response: Think that we are trying to be just in time, and able to put plans and pieces in place at that moment. When we started this work, that we started digital learning in about 2 weeks in the pandemic in the spring, and adjusted, learned, and make improvements for DL 2.0. It is different. We need to adjust and willing to make changes in real time. Our team had a saying "move quickly and not slowly - act like speedboat, not the Queen Mary." proud of the work, and can always do better, but collectively working together to meet needs of individual students, schools, and student groups; including with students in Stage 1, academic support centers, and seniors needing support to improve their grades and Saturday blitz in days. Our families needed Schoology and access to real time training on how to use iPads, and at the ASC families can walk in for in-person support to walk through how to access Schoology, SeeSaw, and help their student use their iPad. We are trying to do just in time and make adjustments, and can always improve on communication too.
 - Director Brodrick also noted in what we are doing now during these trying times, and what we will be learning from these times, so that when we come out of this period of the world, that we will be doing a better job. Think that connection between communities and the district is based on trust and feeling a sense of trust between trying what to do now, and eventually do when we move out of these times, and building trust. Continually come back to theme because that's the most important. Applying the concepts of priority budgeting to what we are doing now and what we will

be doing as we become a better school district based on what we are learning. Response: Superintendent Gothard noted that sensed preserving the status quo which has not served our students, and the COVID conversation has been dominant, but there have been efforts to move in a new direction. Perhaps we can come back and share with the community outside of COVID and focus on that work, such as the 3M Community Coalition for racial justice equity work and intentional efforts to do that to make it better for our kids. Look at our strategic plan and budget, there will be nothing normal with the next months, enrollment changes, the state budget, and it will be difficult, but want the Board and community to know, and move obstacles where to be most efficient, but not lose sight of what we started to do that will continue. Our strategic plan is aimed at improving long term student outcomes, and will keep moving it forward. We will look for intentional times to bring to the Board and community work that we are doing that is continuing.

- Director Brodrick requested information on trust of the Superintendent, and one of the fundamental difficulties has been trust between communities and the district. As we proceed through this pandemic and out of it, this is what we will need to build. Superintendent Gothard noted the 11 million meals served, 39,000 iPads, hotspots, connections, doorstep delivery, learning kits, greatly reduced possibility of transmission because we value the safety of our students, families, and staff. This community should trust that we are putting the needs and well-being first, but not lack of trust with colleagues. Director Brodrick noted that the things we are doing is complimenting the trust, but also need to be able to communicate that in different manners. He noted the previous mention of distrust of the government by communities to help them because they have been traumatized, and that he believes that is incorrect, but have a lot of folks in Saint Paul who do trust us, and the Superintendent. We need to do better at communicating that mutual trust between communities and the district. Director Allen noted that acknowledgment from Chair Foster, and think the work of the District and ASC has been amazing and thoughtful in the process. Believe that academic outcomes are the problem, and deficiency that this type of work creates across the board in education, we have to know that this is causing a greater burden on Black and Brown communities. This deeply rooted distrust and speaking from own perspective and how communities have been treated, and share concerns, and see the hard work of the district to provide the necessary shifts to be successful in this district. Necessary that our concerns are valid - looking at achievement gap and academic outcomes for Black and Brown children, that is a valid concern, and cannot say that we are wrong, and there is correctness with distrust for agencies that have mistreated, and education has not benefited Black and Brown children as it has for other children. Director Brodrick noted that he agrees, and didn't meant to suggest that comments around traumatized communities and trust, but emphasize that SPPS is an organization that is working on building trust and we are doing a pretty good job in building trust. The beauty of this Board is the diversity and the ability for each to speak their truth - and that is to be able to feel that board members can speak freely and true deliberation and to best serve all students in Saint Paul.
- This conversation about cultural relevance needs to continue.

VII. FISCAL YEAR 2019-2020 FINAL BUDGET REVISION

Next, Chief Schrul and staff presented information regarding the Fiscal Year 2019-20 final budget revision. Details on revenue changes - all funds, expenditure changes - all funds, and fully financed funds were shown.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Are we officially closing the books on the 19-20 budget? Response: We need to be officially closed on November 30th per state statute, and then issuing financial statements in December.
- Further clarification was requested on the approval of the final budget revision and the official acceptance.
- Director Vue requested information on the \$885.6M final revision, and what that number represents. Response: It represents the total overall budget the district has - for FY20, it is the overall approved budget by the Board. In many years, that full amount has not been spent, and then the District has a fund balance, which is carried over to the next fiscal year. That is the highest amount the District can spend in FY20, but coming back in December and January are the financial statements to show the budget versus actual expense by the auditors. This is the protocol for finalizing the budget and limitations around Board authority.
- What was the enrollment loss? Response: The final enrollment loss from adopted budget to projected actual is 1,662 students overall.
- In terms of budget, what dollar amount that does amount to? Response: Overall, our previous revision for the Board was a loss of \$4.4M, and as we did a final revision, we are doing another \$7.7M now that final revision includes increase in Safe Schools funding, but those 2 losses added and subtracting out Safe Schools, all that represents the enrollment loss. That is a budget amount to the actual, which is different than other projections of the District. It's a little over \$12M.
- Board members thanked Chief Schrul for the presentation.
- Chief Turner also noted that there is a healthy balance in food service, which does come with specific requirement sna categorical items to use the money for and will continue to need students and families to fill out applications for FRL applications. That balance is not applicable to overdue lunch accounts or lunch accounts, and need to work together to get as many applications as possible. The revised budget, and referring to food service budget of \$33.9M, and food service has \$32.7M in expenditures, and \$1.2M difference in revenue and expenses. There is a fund balance, but limitations, and FRL count drives our compensatory education funding, which does generate funds for General Funds and resources for schools. The district cannot cover the unpaid lunch accounts within the food service budget. We utilize the food service fund balance to restore equipment in cafeterias, additional labor costs, meal costs, changes in meal planning, and some food service fund balance has been spent down due to changes. There will be more details as we finalize in late December.

RECOMMENDED MOTION: Director Foster moved to accept the report and approve the Fiscal Year 2019-20 final budget revision as presented. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

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

VII. REPORT OUT OF THE 64TH COUNCIL OF THE GREAT CITY SCHOOLS ANNUAL FALL CONFERENCE

Chair Foster then noted the attendance of our Superintendent and board members at the Council of the Great City Schools 64th Annual Fall Conference. This is an annual conference that was held virtually on October 13-17. Under the banner “Championing Urban Education,” the conference gave big-city school superintendents, board members, senior administrators and college deans of education a forum to discuss issues and share information and best practices to improve teaching and learning. Each year, board members may attend and report back their learnings to their colleagues and community. Below are the summaries from board members:

- Superintendent Gothard noted it was virtual, and not in Dallas, TX, and admiration for the Dallas superintendent. CGCS was able to pivot to a virtual conference. He has been meeting weekly with other superintendents and staff and a mini-conference each week. He noted Dr. Ibram Kendi’s address and Thomas Feedman’s keynote, and the idea of radical reskilling and how to prepare students for the future. He facilitated union/district leadership and talked about different ways to negotiate and ways to work tougher, which was good perspective in layers and relationships in place to do our work. Learned each week of the great results or struggles, and relationships with colleagues. Thanks to the Council team for pulling this off and great way to bring us together. He also noted the CGCS board meeting with Chair Foster, and started by recognizing Marny Xiong and into the executive minutes as well.
- Director Ellis noted in thinking about it with Marny in January and the importance of board development with the Council. She attended different sessions throughout the day, and focus was around COVID, equity and race and academics. MPS was presenting around school resource officers, and it was good to hear from different school districts across the country and how they are rethinking school security and safety. There are a few speakers she feels she resonated with, and would have sought them out for deeper discussions, which was the difficult part, and not having the opportunity to network further in the virtual setting. Think this is great professional development for board members, and to learn from other school districts and the work we are all doing, maybe on a larger scale, and listening to speakers and leaders. One of the highlights of the conference is the student portion of the conference and the town hall student speakers were amazing.
- Director Vue’s biggest takeaway noted the overwhelming and difficulty in virtual format as the newest board member, and that he has an understanding that sometimes get caught up thinking SPPS is the only district and easy to do when spend all time here, allowed to see other perspectives from other districts with larger student bodies, and their perspective in operating really helped to understand what to do better in SPPS.
- Director Kopp noted she was excited for Dallas, and disappointed when it was virtual. Whenever the Council started their weekly meetings, and gathering with superintendents on a weekly basis and opportunities for school board members to do the same, and knowing folks and hearing their experiences, and started the pandemic in the same way and to share what we have been doing and learning from others and not feeling alone was valuable to know how we do our work ,and what others are doing. Board development was impressive and different ways in working and doing the job, which appreciated learning. One session was on crisis communications, and that was fascinating to how different districts were responding, both externally and how there was building relationships with local media to broadcast like a learning channel to broadcast into homes and another way to reach out to families. The challenges with communicating effectively with large amounts of information and detail. She also noted the board governance session, and intense work with the Council to develop some board structures and guidelines, which was interesting to learn. She noted the different structures of boards across the country and how that affects their work. The keynote speakers were excellent, and the town hall with the students and great way to be inspired, and look forward to going in person with colleagues and share in that experience.

- Director Marchese noted that he did miss the opportunity to be away and in another environment to focus, instead of shifting back and forth, which he enjoys in the immersion with others in this work and marinate in that work together, and that is really enriching. He did miss that in this context - logistically easier, but little less satisfying. Council is the best professional development opportunity to learn from peers and share practices and information and feel enriched. Felt like there are glimmers of that. Second observation about Friday Council calls with peer districts and amazing opportunities to learn and real exchange of information, and like to be in person with same people on the screen every week. The keynote speakers, student panel and listening to them speak their truth, and appreciate that. At the session about school resource officers, and there are good practices to use and feel like there is a lot to learn, but not completely figured out and continuing process and remember all on this journey as school leaders. He noted a session on legal issues and that was helpful with interesting and important changes to Title IV and sexual harassment policy and ahead of the curve with EEO and real traction ahead of changes. There have been outlandish executive orders and guidance from Department of Education at the federal level and litigation strategies to fend off things was really helpful to learn about and remember operating we have headwinds from people who should be helping us, and doesn't make it easier in pandemic and significant challenges already. There is wisdom in so many places, and walk away from Council interactions - share wisdom, learn, explore ideas, and recognize all grappling with same issues and seem impacts within our district based on the size and board actions and impact of those.
- Director Foster noted this year felt disconnected and distracted, and one of greatest joys is to listen to innovative work of other districts who are showing successful outcomes, which happens through the conference and networking and back and forth dialogue, and that was missing this year. In several sessions with Director Ellis, and phenomenal speakers. The highlight of it was the student town hall, and every year, because love listening to young scholars and pride in themselves and their role in change in the future, and impactful conversation around education and race, and connection there even though in a distance environment. Hopeful for new board members to experience this differently next year. One of the most impactful professional development opportunities for board members and working with others in this same work, and finding successes, opportunities, and ways that work.

QUESTIONS/DISCUSSION:

- Director Brodrick requested information that in thinking about cities in CGCS, whether Saint Pual, because of our demographics, we are one of the most diverse school districts in America? Response: The Council is only about 80 of the largest districts, but there are other large districts that are diverse as well, and other smaller districts. SPPS is pretty comparable to the other districts. Some districts are 99% students of color. Further information was requested on the representation within those numbers. We have a situation in Saint Paul that is unique, and our "pot of gold" - all of the different cultures that we embody. Saint Pauls' rainbow.

VIII. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes

The meeting adjourned at 8:35 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**

**November 16, 2020
5:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:03 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: C. Jones, H. Dyan, L. Gale, L. Scott, W. Hill, T. Parker, P. Richardson, P. Nayar, N. Paez, B. Mork, R. Patel, M. Xiong, B. Lozenski, A. Wilson, J. Sosa

Staff: S. Dahlke, K. Thao

III. REVIEW OF AGENDA AND VIRTUAL MEETING NORMS AND PROTOCOLS

Tri Chair Pope then reviewed the agenda for the meeting, which included:

- Reunite
 - Previous meeting was February 24, 2020
- Recall
 - Purpose, Norms, and Personal Work
- Revisit
 - Review Stakeholder Inequity Responses
- Reimagine
 - So what; now what
- Closing

Ms. Pope also shared virtual meeting protocols as this meeting was conducted via Zoom, including optional camera usage, chat window, breakout room logistics, and reactions. Committee members also congratulated Director Jim Vue on his successful campaign and welcomed him to the Board of Education.

Ms. Pope then encouraged committee members to share what they are grateful for - a few example responses included family, health, work, each new day, community, and SPPS families.

IV. REUNITE, RECALL, REVISIT, REIMAGINE WORK

A video was then presented which showed a montage of the images of historical and traumatic events from the past nine months, which included images from the COVID-19 crisis, fear and discrimination, the killing and murders of Ahmaud Arbery, Breonna Taylor, George Floyd and the countless Black lives lost; the loss of John Lewis and Ruth Bader Ginsberg, headlines of discrimination, senior graduations, photos of the presidential election, and loss of SPPS community members to COVID-19 including Marny Xiong and Mike Holleran. Committee members then joined small groups to discuss the video, words to describe the images, and emotions around them. Members noted fear, the new America, sacrifice, hope, emotional, sadness, resilience, layered-effect and timeline of these events.

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.

Our Personal Work was also reviewed, which stated that:

In order to be effective as an Equity Committee, each of us need to be grounded and connected to the ongoing work of creating equitable systems. This obligation goes beyond the days we convene as the Equity Committee. From day to day, how are you observing, reflecting upon, questioning, and interrupting pervasive inequities. The personal work is necessary for us to collectively mobilize our purpose of identifying adaptive and actionable recommendations. What will you need to do personally to enhance your ability in managing dialogues around race, gender, sexual orientation, culture, gender identity, and other identities and lived experiences of our SPPS community? What will you 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?

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.

Ms. Pope then reviewed the next step, which included personal processing of the 71 inequities submitted by both stakeholders and committee members. Committee members 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 group process. Committee members were encouraged to share their general thoughts and noticings, commonalities, surprises, and to share their three top inequities. Next, small group members were encouraged to come to a consensus and determine the group's top three inequities. Final recommendations included building upon the ideas from the individually drafted recommendations and determining a group recommendation for each of the top three inequities.

VIII. ADJOURNMENT

In closing, committee members shared the questions they will reflect on for the next meeting, and words of farewell. Questions centered around personal connections to the process of creating equitable systems, personal biases, personal work to enhance the ability in managing dialogues, and perspectives shared that were challenging to hear/accept, and additional steps necessary to to hear the perspectives that may differ from one's own.

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

HUMAN RESOURCES TRANSACTIONS
October 1, 2020 – October 31, 2020
November 17, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hinojosa, L.	Classroom Teacher	10/23/2020	\$41.98	Como Park Senior High
Kneeland, S. B.	Classroom Teacher	10/19/2020	\$35.14	Battle Creek Elementary
Erickson, L.	School/Community Professional	10/10/2020	\$33.39	RiverEast Elem/Secondary
Hicks, D. T.	School/Community Professional	09/30/2020	\$28.56	Riverview School
Thone, C. A.	School/Community Professional	10/12/2020	\$22.91	RiverEast Elem/Secondary
Birhan, B. T.	Education Assistant	10/10/2020	\$17.46	Four Seasons A+
Pieper, S. M.	Education Assistant	10/26/2020	\$32.04	Student Placement Center
Anderson, J. T.	Teaching Assistant	11/02/2020	\$15.28	Como Park Elementary
Lind, J. R.	Teaching Assistant	06/11/2020	\$15.19	1780 West 7th St
Chang, M.	Supervisory	11/02/2020	\$36.69	Colborne Admin Offices
King, G. N.	Custodian	10/10/2020	\$17.04	Colborne Admin Offices
Amos Barnes, J.	Nutrition Services	10/10/2020	\$15.00	Como Park Senior High
Buege, D. J.	Nutrition Services	10/10/2020	\$15.00	Como Park Senior High
Cavazos, R. R.	Nutrition Services	10/24/2020	\$15.00	Como Service Center
Copeland, L. L.	Nutrition Services	10/24/2020	\$15.00	Como Park Senior High
Ellis, A. M.	Nutrition Services	10/10/2020	\$15.00	Como Park Senior High
Gaede, S. K.	Nutrition Services	10/24/2020	\$15.00	Como Park Senior High
Hopkins, R. D.	Nutrition Services	10/10/2020	\$15.00	Como Park Senior High
Hutchenson, M.	Nutrition Services	10/24/2020	\$15.00	Como Park Senior High
L, A.	Nutrition Services	10/10/2020	\$15.00	Como Park Senior High
Lacy, M. A.	Nutrition Services	10/24/2020	\$15.00	Como Park Senior High
Lee, K.	Nutrition Services	10/10/2020	\$15.00	Como Park Senior High
McCreary-Notw, C.	Nutrition Services	10/26/2020	\$15.00	Como Park Senior High
McQuerry, K. R.	Nutrition Services	10/26/2020	\$15.00	Como Park Senior High
Moua, S.	Nutrition Services	10/12/2020	\$15.00	Como Park Senior High

HUMAN RESOURCES TRANSACTIONS
October 1, 2020 – October 31, 2020
November 17, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Needham, R. J.	Nutrition Services	10/26/2020	\$15.00	Como Park Senior High
Rivera, M. D.	Nutrition Services	10/12/2020	\$15.00	Como Park Senior High
Sayers, T. J.	Nutrition Services	10/12/2020	\$15.00	Como Park Senior High
Soule, A. B.	Nutrition Services	10/12/2020	\$15.00	Como Park Senior High
Vang, M. Y.	Nutrition Services	10/26/2020	\$15.00	Como Park Senior High
Vang, M. M.	Nutrition Services	10/12/2020	\$15.00	Como Park Senior High
Walker, U. K.	Nutrition Services	10/26/2020	\$15.00	Como Park Senior High
Young, D. L.	Nutrition Services	10/26/2020	\$15.00	Como Park Senior High

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McInerney, E. A.	Central Administrator Career Progression	10/03/2020	\$61.53	Title I Fed Program Offices
Langworthy, M. L.	Superintendency From: Central Administrator	09/26/2020	\$57.15	Colborne Admin Offices
Vankirk, A. M.	School/Community Professional From: Education Assistant	10/24/2020	\$22.53	American Indian Magnet
Al-Kordi, S. D.	Education Assistant From: Teaching Assistant	09/08/2020	\$23.05	Adams Spanish Immersion
Wages, A. M.	Education Assistant From: Teaching Assistant	08/29/2020	\$25.78	Humboldt Secondary School
Cable, A. T.	Custodian Career Progression	10/06/2020	\$27.38	Como Service Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Dols Klingel, M.	Central Administrator	10/28/2020	E-STEM Middle School
Moua, C.	Central Administrator	09/17/2020	Student Placement Center
Blyakher, E. A.	Classroom Teacher	10/10/2020	Highland Park Senior High
Coffin, R. C.	Classroom Teacher	10/20/2020	Central Senior High
Drieling, C.	Classroom Teacher	10/13/2020	Ronald M Hubbs Center
Fosse, C.	Classroom Teacher	10/05/2020	American Indian Magnet

HUMAN RESOURCES TRANSACTIONS
October 1, 2020 – October 31, 2020
November 17, 2020

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McDonald, S. K.	Classroom Teacher	10/10/2020	Maxfield Elementary
Sykes-Williamson, K.	Classroom Teacher	10/09/2020	Four Seasons A+
Traxler, K. A.	Classroom Teacher	10/13/2020	Washington Tech Sec
Johnson, J. L.	Classroom Teacher	10/19/2020	The Heights
Lawson, S. K.	Classroom Teacher	10/26/2020	Global Arts Plus UPR
Finn, K. E.	Classroom Teacher	08/31/2020	Student Placement Center
Priess, M. A.	Classroom Teacher	10/28/2020	Battle Creek Elementary
Prokopowicz, K. R.	Classroom Teacher	09/25/2020	Benjamin Mays/Museum
Kariye, S.	Education Assistant	10/23/2020	Cherokee Heights
Flaherty, E. R.	Clerical	09/28/2020	Como Service Center
Szymanski, A. J.	Custodian	10/01/2020	Como Park Senior High
Cannedy, T. M.	Nutrition Services	10/20/2020	Battle Creek Middle
Cristello, A. B.	Nutrition Services	09/21/2020	Wellstone Elementary
Latessa, L. E.	Nutrition Services	09/18/2020	Como Service Center
Macioch, S. L.	Nutrition Services	09/18/2020	Int'l Academy - LEAP
Baker, J. M.	Professional Employee	10/28/2020	Colborne Admin Offices

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lyden, T. A.	Supervisory	10/03/2020	Colborne Admin Offices

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hirn, M. E.	Classroom Teacher	10/24/2020	\$41.14	Benjamin Mays/Museum
Overton, T. L.	Nutrition Services	10/10/2020	\$18.12	Focus Beyond

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Xiong, K.	Education Assistant	11/02/2020	\$24.51	Eastern Heights Elementary
Buege, D. G.	Nutrition Services	10/10/2020	\$15.00	Como Park Senior High

HUMAN RESOURCES TRANSACTIONS
October 1, 2020 – October 31, 2020
November 17, 2020

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Moua, C.	Central Administrator	10/13/2020	Student Placement Center
Beseman, R. L.	Classroom Teacher	10/05/2020	Johnson Achievement
Coffin, R. C.	Classroom Teacher	10/26/2020	Central Senior High
Jones, L. W.	Classroom Teacher	10/19/2020	Washington Tech Sec
Whittaker, A. L.	Classroom Teacher	09/22/2020	Murray Middle School
Dodd, M. K.	Classroom Teacher	10/12/2020	Farnsworth Aerospace UPR
Zuerlein, G.	Classroom Teacher	10/12/2020	Highland Park Middle School
Flaherty, E. R.	Clerical	10/12/2020	Como Service Center
Hagos, H. G.	Nutrition Services	10/19/2020	Johnson Senior High
Latessa, L. E.	Nutrition Services	10/05/2020	Como Service Center
Sudduth, C.	Nutrition Services	10/26/2020	Chelsea Heights Elementary

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Province, B. S.	Clerical	01/01/2021	Colborne Admin Offices

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brunsvold, J.	Classroom Teacher	09/01/2020	Como Park Senior High
Gutierrez, M. E.	Classroom Teacher	08/29/2020	Wellstone Elementary
Hunt, E. C.	Classroom Teacher	10/16/2020	Farnsworth Aerospace LWR
Barre, R. A.	School/Community Professional	10/03/2020	Student Placement Center
Khang, P. J.	Education Assistant	10/09/2020	Como Service Center
Walker, K. L.	Education Assistant	08/08/2020	1780 West 7th St
Bashir, F. M.	Teaching Assistant	10/03/2020	Highwood Hills Elementary
Gayden, D.	Teaching Assistant	09/03/2020	Hazel Park Preparatory
Jones, J. S.	Teaching Assistant	10/17/2020	RiverEast Elem/Secondary
Kaste, M. A.	Teaching Assistant	10/09/2020	American Indian Magnet

HUMAN RESOURCES TRANSACTIONS
October 1, 2020 – October 31, 2020
November 17, 2020

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Porter Lucero, D. R.	Teaching Assistant	10/01/2020	Como Park Elementary
Roeder, T. A.	Teaching Assistant	10/01/2020	Highland Park Elementary
Simmons, K. N.	Teaching Assistant	10/10/2020	Bridge View
Taulelle, K. J.	Teaching Assistant	10/10/2020	Highland Park Senior High
Yang, N. H.	Teaching Assistant	09/29/2020	1780 West 7th
Klatte, M. A.	Carpenter	09/09/2020	Como Service Center
Danielski, N. E.	Clerical	11/21/2020	Creative Arts Secondary
Vang, S. C.	Clerical	10/30/2020	Colborne Admin Offices
Reiter, J. P.	Custodian	10/10/2020	L Etoile du Nord LWR
Macioch, S. L.	Nutrition Services	10/20/2020	Int'l Academy - LEAP
Shaw-Baysinger, S.	Nutrition Services	10/09/2020	Central Senior High
Machacek, J. E.	Pipe Fitter	10/01/2020	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., A. O.	Teaching Assistant	09/29/2020
N., C. K.	Teaching Assistant	09/21/2020
O., B. C.	Teaching Assistant	08/08/2020
W., C. I.	Teaching Assistant	09/19/2020
F., D. A.	Nutrition Services	09/18/2020

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

DATE: November 17, 2020

TOPIC: Gift Acceptance from Wallin Education Partners

A. PERTINENT FACTS:

1. Office of College and Career Readiness would like to accept a monetary gift of \$14,833.33 from the Wallin Education Partners.
2. The gift is to be used for College and Career Readiness programming in partnership with Achieve Minneapolis.
3. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
4. 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 accept the awarded gift.

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

DATE: November 17, 2020

TOPIC: Request for Permission to Accept a Grant from 3M Gives

A. PERTINENT FACTS:

1. 3M Gives provides funds for projects that build interest and achievement in STEM among underrepresented populations.
2. Saint Paul Public Schools Office of College and Career Readiness received funds for Career and Technical Education.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$250,000.
4. This project aligns with the District strategic plan focus area of College and Career Pathways.
5. This is a new grant-funded project. 3M has funded STEM-related projects in SPPS for over 45 years.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Darren Ginther, Office of College and Career Readiness Director; Marie Schrul, Chief Financial Officer; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: November 17, 2020

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

A. PERTINENT FACTS:

1. Goodwill Easter Seals of Minnesota (GESMN) received an award from the MN Department of Employment and Economic Development Pathways to Prosperity adult workforce competitive grant program for the 2019-2020 school year.
2. Saint Paul Public Schools Adult Basic Education program has been granted a sub-award from GESMN as part of their State award. The goal of this project is to support the Business Service Pathway Project through the Ronald M. Hubbs Center for Learning. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The sub-award is for approximately \$27,000 and will benefit students of the Business Service Pathway Project of ABE.
4. These projects will meet the District strategic plan goal of College and Career Paths by providing support to students training for Business Services and Public Sector jobs.
5. This is a reoccurring grant-funded project in its second year. The duration of the projects is July 1, 2020 through September 30, 2021.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Renada Rutmanis, Supervisor, Ronald M. Hubbs Center for Learning; Tony Walker, Director of Community Education; Jackie Turner, Chief Operations Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: November 17, 2020

TOPIC: Request for Permission to Accept a Donation from the Life Time Foundation

A. PERTINENT FACTS:

1. The Life Time Foundation is currently providing COVID assistance funds to nutrition services programs.
2. Saint Paul Public Schools (SPPS) Nutrition Services received COVID assistance funds to purchase jackets for the Nutrition Services delivery staff.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,250.
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.
5. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacy Koppen, Nutrition Services Director; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: November 17, 2020

TOPIC: Request for Permission to Accept a Grant 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 Bruce Vento Elementary received a grant to purchase schools supplies and subscriptions to educational programs that support distance learning.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,000.
4. This grant does not align with a strategic focus area but provides essential operational and educational support that creates a foundation for strategic projects to build upon.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Laura Saatzer, Bruce Vento Elementary Principal; Andrew Collins, 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 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.

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

DATE: November 17, 2020

TOPIC: RFP #A218951-A
Amendment of RFP for Prime Vendor

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of grocery items and supplies with Indianhead Foodservice Distributor.
2. The original contract was approved for a two-year period, beginning July 1, 2020, through June 30, 2022, for the estimated value of \$6,000,000 each year.
3. The Nutrition Services Department requests authorization to amend the contract to increase the established amount by \$26,000,000 to \$32,000,000. This increase will accommodate Nutrition Services decision to utilize this contract during COVID-19 Emergency Meal Service.
4. This contract will be reviewed by Jamie Atkins, Purchasing Manager, before any order is placed to ensure compliance with procurement statutory and policy requirements.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education 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.

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

DATE: November 17, 2020

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

A. PERTINENT FACTS:

1. The Office of Early Learning will have a single VISTA during the 2020-2021 school year. This is a continuation of a partnership.
2. The Office of Early Learning will decide on a payment plan.
3. The 2020-2021 MOU highlights include:
 - a. One VISTA to support community based early learning initiatives which include:
 - i. Early Learning Coalition recruitment, community participation, resident engagement, and staff development.
 - b. Ongoing partnership between the city and school district.
 - c. Benefits of the partnership include:
 - i. Direct support for Saint Paul families with young children through resident and organization led partnerships that include items such as housing, food and developmental transitions.
 - ii. Engagement with residents in each attendance zone around topics pertinent to family wellness including early transition supports that align to SPPS Achieves long term outcome of improving kindergarten readiness.
 - iii. Opportunities to connect families to their neighborhood-based resources for whole child supports which aligns with SPPS Achieves goals of collaboration and achievement.

B. RECOMMENDATION:

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

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

DATE: November 17, 2020

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

A. PERTINENT FACTS:

1. Social, Emotional, Learning Behavior Intervention (SELBI) provides behavior support to schools by empowering youth and teaching them how to gauge their emotions, express them effectively, and develop positive relationships with peers and staff. SELBI staff work with students on social emotional learning (SEL), implement positive behavioral interventions and supports (PBIS), and participate in restorative circles. In alignment with schools' PBIS structures, staff recognize students and occasionally provide celebrations to encourage them to continue being model students for their peers. During distance learning, the work is off site and requires phone calls, and digital communications with families. SELBI is being much more flexible to with the support for SPPS students and families. SELBI is offering more than just the SEL behavior support, but will also offer supports in the area of academics to ensure students success as much as possible during this pandemic.
2. SPPS and SELBI agree to partner, providing five (5) behavior support staff supporting two (2) SPPS sites for the 2020-21 school year.
3. The two sites are: Washington Technology Magnet School (4) and Humboldt High School (1). The SELBI Behavioral Support staff will enhance and increase early intervention strategies throughout the district. The contract amount is \$265,000.00, to be paid by school budgets.
4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture.
5. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships; Dr. Joshua Delich, Assistant Superintendent; Andrew Collins, Assistant Superintendent; and Jackie Turner, Chief of Operations.

B. RECOMMENDATION:

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.

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

DATE: November 17, 2020

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

A. PERTINENT FACTS:

1. St. Paul Youth Services (SPYS) provides behavior intervention, family support, crisis counseling, and Restorative Justice services. SPYS uses accredited research and feedback gathered from staff and students to continually assess, modify, and target its strategies based on what proves most effective for young people and their families. SPYS staff are working with principals to continually adjust to meet the various needs of Distance Learning.
2. SPPS and SPYS agree to partner, providing five (5) support staff supporting two (2) SPPS sites for the 2020-21 school year.
3. The two sites are: Harding Senior High School (3) and Johnson Senior High School (2). The SPYS Support staff will enhance and increase student strategies throughout the district. The contract amount is \$275,000 to be paid from school budgets.
4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture.
5. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships; Billy Chan, Assistant Superintendent; and Jackie Turner, Chief of Operations.

B. RECOMMENDATION:

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.

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

DATE: November 17, 2020

TOPIC: Memorandum of Understanding between Math Motivators and Saint Paul Public Schools

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between Math Motivators and Saint Paul Public Schools.
2. Math Motivators, in collaboration with Como Park High School staff, will provide virtual math tutoring and ACT Math preparation for high school students. Math Motivators tutoring and support are free of charge to SPPS students and staff.
3. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
4. 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 Math Motivators for the 2020-21 school year.

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

DATE: November 17, 2020

TOPIC: Memorandum of Understanding between Bethel University and Saint Paul Public Schools

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between SPPS and Bethel University. This agreement allows us to provide the Bethel course HAS110: Introduction to Healthcare and Health Careers to eligible Harding High School students by way of the On-Site PSEO Program.
2. The HAS110 course is a rigorous, college level course that is part of the newly created Medical Careers Pathway at Harding High School. Enrolled students will have the opportunity to earn college credit upon successful completion of the course.
3. This partnership agreement is effective for Quarters 3 and 4 in the 2020-21 school year. Bethel will provide a credentialed, Bethel instructor to teach Harding students in-person, hybrid or via distance learning. Bethel will follow the direction of SPPS.
4. There is no cost to SPPS for student participation. Bethel University has provided an in-kind gift to pay for the fee typically associated with PSEO by Contract agreements.
5. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: November 17, 2020

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2020, through June 30, 2022.
2. Contract changes are as follows:

Wages: Effective January 2, 2021, the salary schedule increase is 1.5%, maintain step increases. Effective January 1, 2022, the salary schedule increase is 2.00%, maintain step increases.

Benefits: Effective January 1, 2021, the district monthly contribution of \$700 for single coverage is increased to \$730; the district monthly contribution of \$1,350 for family coverage is increased to \$1,410. Effective January 1, 2022, the district monthly contribution of \$730 for single coverage is increased to \$765; the district monthly contribution of \$1,410 for family coverage is increased to \$1,475.

Dental Insurance: Increase Family Dental from \$40 to \$50 contribution.

Severance: Effective January 1, 2022, increase severance cap from \$23,400 to \$25,000.

Deferred Compensation: Effective July 1, 2020, the District's contribution to a deferred compensation match will increase by \$50 to a maximum of \$1,250 per year for employees hired after January 1, 1996. Effective July 1, 2021, the District's contribution to a deferred compensation match will increase by \$50 to a maximum of \$1,300 per year.

Vacation: Accrual rates for members with 5-9 years of service will increase from 21 to 22 days of vacation a year; and members with 10-15 years of service will increase from 22 to 24 days of vacation a year.

3. The District has 13 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2020-21 budget year: \$1,005,871
 - in the 2021-22 budget year \$1,055,017
5. This item will meet the District target area goal of alignment.
5. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations.

B. RECOMMENDATION:

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.

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

DATE: November 17, 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 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>
		<u>\$38,911,182.11</u>

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.

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

DATE: October 27, 2020

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

A. PERTINENT FACTS:

1. Central High School, Open World Learning and Como Park High School would like to create a 2-year cooperative participation agreement. Central and Open World Learning created a cooperative agreement in 2019-2020. Como Park no longer has a viable program due to decreased participation and would like to join the already established co-op with Central and OWL.
2. This Cooperative Sponsorship will meet the District goals for student-athlete participation in athletics.
3. This item is submitted by Laura Ranum, Athletic Secretary, Treacy Funk Central Athletic Director and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

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.

FORM A

**RESOLUTION OF SCHOOL BOARD SUPPORTING
FORM A APPLICATION TO MINNESOTA
STATE HIGH SCHOOL LEAGUE FOUNDATION**

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the District 625 School Board recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school districts in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the St Paul Public School Board supports the District's application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

Date

Board Chair

Date

Board Clerk - Treasurer

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

DATE: November 9, 2020

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

A. PERTINENT FACTS:

1. Our district high schools are members of the Minnesota State High School League.
2. The Minnesota State High School League Foundation has monies available to award to high schools in the State of Minnesota. These monies are sales taxes collected on tickets sold at state tournament contests. These funds are being rebated to member schools based on free/reduced lunch participation on athletic teams. The League accepts requests twice during the school year.
3. This grant will meet the District target area goals by ensuring high academic achievement for all students and accelerating the path to excellence.
4. This item is submitted by Laura Ranum, Athletic Department Specialist and Dr. Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: November 17, 2020

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

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Removal of regulated soils below and around the new stormwater management system. Removal of additional urban fill in a defined area identified by environmental testing and analysis. Import of clean fill and topsoil to replace all regulated soils removed from site via this change, and previous contract changes.
2. Funding will be provided from Long-Term Facilities Maintenance.
3. This project will meet the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.
5. The contract would be changed as follows:

	<u>Amount</u>	<u>% Change</u>
The original contract sum was	\$2,954,900.00	-
Previous Change Orders approved to date	\$822,183.05	27.8%
The contract sum prior to this CCD was	\$3,777,083.05	-
This change order amount	\$1,102,705.00	29.2%
The new contract sum including this Change order will be	\$4,879,788.05	60.1%
6. After the execution of this CCD, the remaining balance of project contingency will be \$0, with excess costs covered by the District's Health and Safety hazards program

B. RECOMMENDATION:

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.

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

Meetings are available for streaming online at www.spps.org/boe

NOVEMBER 17, 2020 6:05 pm	Regular Meeting of the Board of Education Available streaming online at www.spps.org/boe or on Saint Paul Cable Channel 16 (for cable subscribers)
NOVEMBER 23, 2020 5:00 pm	Special Meeting of the Board of Education SY20-21 Reopening Items
NOVEMBER 30, 2020 5:00 pm	Special Meeting of the Board of Education SY20-21 Reopening Items
DECEMBER 7, 2020 5:00 pm	Special Meeting of the Board of Education SY20-21 Reopening Items
DECEMBER 8, 2020 4:30 pm	Committee of the Board Meeting SY20-21 Reopening Items
DECEMBER 8, 2020 6:00 pm	Special Meeting of the Board of Education Truth in Taxation Levy Hearing

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

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

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND:

* Please note that the Committee of the Board meeting and the Public Comment sessions will also constitute a special meeting of the Board of Education.

- Minnesota State School Boards Association Pre-Delegate Assembly Meeting
 - November 21, 2020 | 9:00 am
- Minnesota State School Boards Association Delegate Assembly
 - December 2, 2020 | 6:00 pm