

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

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

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

**January 18, 2022
6:05 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education: U. Ward, J. Vue, C. Allen, J. Kopp, Z. Ellis, J. Foster, H. Henderson
Superintendent Gothard

C. Long, General Counsel

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Vue moved approval of the Order of the Main Agenda with one change - to move New Business to precede the Superintendent's Report. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

III. RECOGNITIONS

BF 32622 Acknowledgement of Good Work Provided by Students

Marcos Chacon Villeda is a LEAP student from El Salvador who will graduate with the Class of 2023. He enrolled at LEAP in May of 2021 as an EL Level 2 student. His math teacher immediately noticed his strength in mathematics and recommended advanced options for him. He took Calculus 1 at LEAP during the fall 2021 semester and enrolled in Calculus 1 at Saint Paul College for the spring 2022 semester

through the PSEO program. He is one of three LEAP students taking PSEO classes in the spring 2022 semester, but the only student taking an advanced math course. In addition, he was accepted into 3M's summer internship program for the summer of 2022.

Sarita Toledo is a senior at LEAP High School. She was born in Texas and raised in Michoacan, Mexico. She received the prestigious QuestBridge full-tuition scholarship and will enroll at Denison University in Granville, Ohio, in fall 2022 where she plans to major in Biochemistry as a pre-med student. She was 1 of 1,674 Match Scholarship recipients out of more than 16,500 applicants. Sarita is LEAP High School's first student to win the QuestBridge Scholarship.

BF 32623 Acknowledgement of Good Work Provided by Outstanding District Partners

The **Marvelous Mitten Makers** have been working to keep SPPS students warm during the cold Minnesota winters for more than 35 years. They are a local group of volunteers who hand-make mittens, hats, scarves and other cold weather items. All year long the 120 volunteers knit, crochet and sew items which are then collected and stored by the SPPS Office of Family Engagement & Community Partnerships. In October, schools and programs send in their requests and the items are then sorted, bagged and sent to each school. In 2021, the volunteers donated more than 19,000 cold weather clothing items to over 50 SPPS schools and programs. The Marvelous Mitten Makers also donate baby and adult blankets and clothing items to organizations such as the Dorothy Day Center, the Union Gospel Mission, Listening House and Health Start Clinics.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Vue moved approval of the Order of the Consent Agenda with items A2: Acceptance of Gift from The Thielen Foundation, and E14: Request Permission to Purchase COVID-19 Test Kits from Vault Health pulled for separate consideration. The motion was seconded by Director Foster.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of December 14, 2021
- B. Minutes of the Annual Meeting of the Board of Education of January 4, 2022

MOTION: Director Vue moved approval of the Minutes of the Regular Meeting of the Board of Education of December 14, 2021, and the Minutes of the Annual Meeting of the Board of Education of January 4, 2022 . The motion was seconded by Director Ward.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

VI. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of the Board of Education of January 4, 2022

At the Committee of the Board Meeting on January 4, 2022, Superintendent Gothard welcomed everyone to the New Year of 2022. He introduced Monroe Thornton, our new districtwide athletic coordinator in SPPS. He went on to share the adaptations of the team through COVID, and challenges, especially with the increasing case rates and Omicron variant. A brief update on staffing was provided, as well as within transportation. The resolution regarding vaccinations for staff is also planned to be brought before the Board for further discussion at an upcoming regular meeting. A brief update on the work around COVID-19 in SPPS was also shared, including the sharp increase in positive cases, safety measures, and vaccine effectiveness. Details on opportunities to receive the vaccine were also provided.

Discussion on this information focused on the communication with families regarding transportation, data of the number of students impacted by transportation issues and absences, efforts to recruit staff to substitute teacher and bus driver positions, details on the process for vaccine acknowledgment by staff, the process of staffing with Teachers on Call and fill rates, further details on contact tracing, as well as questions on the absentee count and process for alerting schools of a positive case in families.

The next presentation was the Audit Report Year Ended June 30, 2021. The Board requested information on the impacts of COVID-19 within this year and into the future, as well as details on the corrective action plans. The Board and Administration thanked both the Finance Team, as well as the auditing team from MMKR for their diligent work in this year's audit. The Board approved the recommended motion to accept the Audit Report Year Ended June 30, 2021.

MOTION: Director Vue moved that the Board accept the report on the January 4, 2022 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

VII. SUPERINTENDENT'S REPORT

A. School Readiness Report

Superintendent Gothard then welcomed staff and community partners to present on Back to School 2022-22 Readiness Report. Topics included Learning through COVID, and included an overview on the progress of learning and working through COVID in the areas of:

- Human Resources
- Programming
- Facilities
- Nutrition Services
- Transportation
- Health Services Support
- Envision

An update was also provided on the introduction of the temporary shift to virtual learning, and the virtual learning plan by school. Themes from that plan were shared. There is a school-by-school metric for a temporary shift. We wanted to look at it in the context amongst classroom teachers, and that level of absenteeism across 3 consecutive days. We also need to think of our staff who also provide supports for our students, and the decision to look at the level of absenteeism of teachers and the importance of all staff. All staff who are healthy and not in quarantine must report to buildings for in-person student support. Buses will run their regular routes, and meals will be available at school.

QUESTIONS/DISCUSSION:

- It was mentioned 150 teachers that were hired - are those new teachers or those already in the District in a new role? Response: Those are new teachers to the district. We typically hire about 100 new teachers, so we have doubled.
- There was also mention of 100 FTEs? Response: Starting the school year, we started with about 100 FTEs and teachers, and now at 56. We typically try to get those teaching positions hired as fast as possible, and started out with that many open.
- We hired a large number of FTEs in the job-embedded PD and WINN.
- How different are these figures from the previous year? In last year, are we talking about the previous year or the past 2 years? Response: We are talking 20-21. A typical year will see 100-150 teachers. We did surpass that this year in terms of hiring.
- In talking about pertinent staff, no number for nurses. That's important. Response: We will get that exact number. We did have a number of nurses added. We added extra positions to help cover the COVID team, but also short staffed in nurses and health assistants and continue to be.
- With the credit recovery, do we have a way to measure outcomes academically in what they learned? Response: Yes - we measure outcomes based on the number of credits obtained. We have been working on focusing credit recovery on what they know and can do, and build upon previous non-passes. We look at the data from quarter 1 and take it with them to site-based credit recovery and finish that opportunity. We have shared the percentage that students end the quarter and assignments not completed, and use the data to develop a plan to finish that learning instead of trying to re-do everything in a short period of time. We are trying to build this out to other opportunities as well.
- What is the rigor of that practice? Response: The rigor is commensurate with the regular school day, and EDL teachers working to support those students. It is a teacher working with students on that material. Others may use the APEX platform. It is very challenging based on personal experience, and in different formats.

- For the students on the waitlist for online school, how are students pulled off and how often is that monitored? Response: It is monitored daily, and folks are on waiting list based on priority. The only priority for online school is siblings. The system is live and based on enrollment, and monitor the openings daily to be filled right away. As soon as a seat is available, it is filled. Based on our staffing, every class is currently filled in online school
- It is not the recommendation to expand right now with the waiting list, but at what point do we revisit that and make that decision? Response: We have had that conversation, but this is also in its first year, and working to try to predict and enrollment projections overall. There were also surveys at the site level in interest in return of students, and is in context of site level and also overall district. It may be enrollment from outside the district, as well as from other SPPS schools. We need to be cautious and judicious in building that, to be able to support it. We originally planned for 9-12, and now open it to K-9, and need to be judicious in how we build it out.
- For the current waitlist, what is the population of St. Paul residents versus those outside St. Paul? Response: We can provide that information.
- For the surveys for those interested in returning to online school, what is the information gathered so far. Response: It is simple information if they are planning to return, in looking at the enrollment, as well as overall enrollment of the district in school choice and understanding what they will look like in choosing an online school. It is also looking at the overall enrollment of the district with a delicate dance in the enrollment and fluctuations that we have not seen - there have been increases and decreases based on growth. Online is our largest elementary school, and how to provide viable options for families. Being on the waiting list does not mean intent to enroll - many families in school choice in SPPS and other schools as well. Expressing interest and looking at the list and it is understanding those numbers to control growth on a level to ensure the experience of students, training for teachers, and infrastructure is in place.
- As we are doing these surveys and how many folks want to sign up for the online school, is there a chance to consider an expansion for next year? Response: Based on the enrollment for the district is how and the program and how it will be staffed. If there is an increase, there will be a similar process for staffing and moving to the online program. We did provide some additional staff, but many were pulled from other sites, and balance that as well. The notion of enrollment from outside the district is challenging, as many are required to offer online school. It is not so much of a novelty anymore.
- Is there a potential for consideration of expansion? Response: It is something that might be considered based on the budget toolkit, and their budget based on enrollment projections. It may also shift with staff, and additional moves. Further details on the attrition of schools was also discussed. We feel confident about providing in-person options and informing families and affects of certain sites. It is a balance.
- Do we have a breakdown of grades of those on the waitlist? Response: Yes, we do as that data is tied to their student record.
- Are there any clear trends for those on the waitlist for the online school? Response: It is similar to the waiting list from a race perspective, including more Asian families; with the majority of students at the elementary level. Further details on the demographics were also provided.
- About the number for credit recovery, are the students in these programs, how many credits are students recovering? Response: It is dependent - some students are enrolled in multiple programs. Most students are earning 1-2 credits.
- The credit recovery network online is new? What is the difference between credit recovery online, and how that looks and feels different? Response: The way we have developed the enrollment process is to prioritize site-based EDL which is in person with teachers they know.

With staffing, we cannot provide that opportunity to every student at every school, but want to provide the opportunity even if it is online. There is a room for students to help, and intervention specialists to help students throughout the school day. The idea is to do that and move it forward for the duration of ARP.

- Highwood Hills is mentioned with new programming - what is that? Response: The programming is a style and looking at intentionally in EDL and Community Ed, and the flexibility and adaptiveness and use of external partners and hands on learning - combining structure of EDL and flexibility for project-based learning. The pilot sites with this new model were reviewed.
- How will EDL be affected by transportation? Are these programs more academic or SEL for students? Response: The new program is also moving from a 2-day to a 4-day, and will increase. We do anticipate the challenges in transportation next year, and is a conversation about how to consolidate programming with a hub concept, working with community partners, and working with parents and families. We have provided Metro Transit passes for families. We have been creative in working with local partners to provide van services and supports for particular programs, and partners also provide their own transportation as well.
- Regarding transportation, Metro Transit and SPPS worked together on the bus routes and issues. How does that happen? Response: For instance if we know a student has a significantly long time to get to school, and wait times, we work together to reduce that and make adjustments. Some of the things worked together with student behavior, which we haven't seen a significant increase, that card is a privilege and most students use it responsibly. If there are behavior concerns, the safety team connects with SEM to talk about monitoring that situation. If there are a large amount of students waiting, there will be adjustments to offer a larger bus. They have been accommodating, but also have parameters as well.
- When we take in information, is it primarily SPPS gathering this information from Metro Transit and families? Does Metro Transit do that work as well? Response: Metro Transit has data on ridership, and tracks the student data well, especially when using a Go To card.
- When we get that information to improve, it's a partnership? Response: Correct.
- We are tracking teacher absences - are we tracking busing averages? Response: We do track that daily in the afternoon and morning. Each day that number has improved since Winter Break. All routes have been covered this week, and the majority of the morning routes are covered. As we move into January, we anticipate to get back to 100% of routes.
- What happens when the routes aren't covered? Response: A notification is sent to the bus app and to the parent and school. We have made adjustments and streamlined our communication so parents get that more immediately. It means we don't have a driver for that route, and discuss other ways - the majority of families pick up their children, or drop them off, or offer carpools. Our parents have been resilient in getting their children to school. This year it is an anomaly - previously when a route was canceled, we had staff to complete that route. Our back-up drivers are driving regular routes.
- How do we support students who may need to wait for buses longer or have multiple transfers? Response: The first option is to ensure the student is using the fastest route, and if there is still a wait such as an hour or hour and a half - we looked at that, and rectified by putting students on vans, because the Metro Transit wasn't available to get students to school in a reasonable time. If there are students who still have a long route, give the school a call and we can work with them on options. The average Metro Transit ride should be no more than 45 minutes. Humboldt and Highland are not on there because those routes would have been extremely long.
- It was mentioned that Omicron is not as severe as past strains, but an increased surge. Do we have predictions on the next few weeks? Response: We expect similar mirroring to other cities with the Omicron surge, and look to the East Coast and Chicago, primarily is seeing Omicron

surge lasting 4-6 weeks, and is shorter than the others, but in general what those are predicting. We do also rely on the U of M data, and expecting the peak to be at the end of January and early February to give us an idea of expectations.

- Superintendent Gothard thanked Dr. Ogawa and Director Hollie for their partnership, and have been working with us since the beginning of COVID.
- Board members requested availability of boosters for students aged 5-11. Response: We are expecting information from the FDA and CDC in the next few weeks for boosters for the younger students, and also Modern for under the age of 18, and another vaccine to be approved under EOA as NovaVax. We would expect more frequent meetings by ASA and FDA to move forward. The issue with 2-5, initially the doses used in the study were producing more side effects than expected, or not adequate immune response, and adding a third dose.
- Why has the CDC not made a recommendation for masks for children? Response: They have a recommendation for masking, but not an approval for N95s, which were created for specific particulate matter in healthcare and construction. The expectation from the companies is that children would not be requiring that level of protection. They specifically fit for adults only - making it a smaller size doesn't translate to children. We have medical grade disposable mask for children, but the CDC does not have N95s specifically.
 - How long until you think we know that information? Response: Because we don't expect NIOSH or other entities to be pushing N95 fitting for children for masking. Part of that is because when we look at studies, and look at a room where we are all sitting, and all wear N95 masks, we are protected, but also studies that show if all wearing medical grade and wearing properly, it is just as good, and even cloth as well as work properly, there is the same amount of protection as N95. The masks we wear prevent large particles, and smaller ones as well, so then particles circulating are less. We don't expect to see N95s with children, but more data for school settings, including those with and without mask mandates to show protection with the more to wear masks correctly and consistently, the better we all are.
- The N95 masks are built for adults. What is the definition of "adult"? Could some high schoolers wear them? Response: It depends on the size of the individual - usually the general recommendation is 18 and older, and potentially some 16 year olds and older. It would matter on the comfort and fit.
- For the long-term use of N95, and the amount we are allocated, how often can we use them, and what is the usage details? Response: Currently the FDA guidance is use them up to 5 days, 40 hours. It can be variable, and look at usage patterns. It is looking at appropriate use, and storage for the weekly flow. Our goal is to have enough on hand at the beginning and go from there.
- How will we manage the distribution? Will there be N95 masks and having others - are we using both or one over the other? Response: Our N95s will be available on a requested basis, and understanding the virus and the constant evolution of CDC guidance, and it is looking at alignment of mask usage for the duration. The distribution and location, and message to families of availability, those are details we haven't dug through and will need to work through.
- Further discussion on masks and current time of the year with colds, and in winter it is not feasible and will change out masks for students. We will need to monitor our inventory, it is difficult when our students are wearing masks, and they may need new ones, and not every student is coming to school with a mask. The mask usage of students was noted, and thinking about the usage and ability continue to provide masks for students and staff, and the longevity of use of masks, and this doesn't seem like this will be enough masks. Response: It is important to keep in mind things are changing and need to be nimble to meet the needs. We also felt this was

supply to start, and will be monitoring the inventory and cadence to order more and set patterns of use and expectations of use.

- Will it be taking longer to replenish our supply? Response: That is the primary concern of the group - we talked about the providence of things, and want to ensure the orders are legitimate and offer the protection to the standard. There are a lot of things in the efficacy of the program. The supply chain has leveled out since the beginning of the pandemic. We feel we can supply based on the public health picture, which may change also. Ramsey County also highlighted the partnership with SPPS and reiterate to families, staff, and the Board as continued to offer that the initiative of Mask for Everyone, and we continue to offer that as initiatives through racial equity and community engagement response team and also through Ramsey County Department of Health and masks can be requested online, with surgical masks available for students in SPPS and also across the District and County. It was also reiterated that if sick, stay home as a key mitigation strategy.
- In our Tier 3 and 4 programs, they have been running - have there been trends with supply and demand in those buildings? Response: Many of our Fed 3 and 4 programs may have students with medical exemptions and unable to wear a mask. We have not talked directly about those sites, but we can look into, and to look into the additional protection for those staff. The extra precautions are that staff in close regular contact with healthcare procedures, they are offered the additional level of PPE. That additional layer of protection has been offered since the beginning of the pandemic.
- In Envision, and asking for there to be intentional merging of student bodies and population. Is there work moving toward this? Response: That is one of the strategies for Hamline and Galtier and other schools, including a student buddy system to start that partnership in discussing schools. Other schools are getting parents together to talk. Examples were provided, as well as those included within the toolkit.
- How are we ensuring that all merging schools have some type of engagement plan? Response: There is a project manager for Envision with a scope to the project and objective, and each administrator has a report of progress. We talked with each principal on the timeframe and gave strategies based on those goals, and working with school administrators to monitor the progress, including templates for meetings.
 - We heard from the Hamline group about concerns about the facilities and merging, and other schools that are merging and have not heard from them, but conversations with the need to expand to accommodate or renovated spaces. Are we making adjustments to that? Response: If adjustments can be made, they are being put into a timeline. Some are not aligned to SPPS Builds, and the impact to that plan. With the bonding that was approved, that is the maximum for facilities adjustments. We know there will be some adjustments, and the note of the tour of staff. Once an issue arises, we are meeting as a team to solve that problem.
 - The intent to return - what does that look like for schools that are merging? Response: It is a site-based decision, and there is a guaranteed seat for those students at the new school. Families have received several notifications about the supports when the vote was made.
- In the February 1 date, and 2 meetings with families and requesting details on being on target and details. Response: That will be part of our update and will provide the Board and Community with details. We encouraged administrators to take detailed notes to provide within the report.
- Happy to hear there is a project manager - there was talk about monthly reports to the Board. We also discussed a regular cadence of public presentations, and when those might begin.

Response: The February update will be more formal to the Board, and the administration team will welcome the Executive Team to put into alignment with the Board calendar. We are happy to present in alignment with the Board's schedule, and prepared to present.

- Note of the work by our building principals and their great work in this work, as well as others, and the site based teams for their work as well in their efforts to welcome new families and also acknowledge the adjustments.
- Know a lot of schools will have ideas outside the toolkit - how does that work with budgeting? Response: Yes, there is a budget as part of the toolkit for information on accessing those funds. Information on also to create a contract is included as well.
- Director Kopp also thanked the assistant superintendents for their work in Envision SPPS.
- Understanding that we are looking at teacher absenteeism, and owe it to our community to stop the spread of COVID-19, and should be looking overall at this shift. We sometimes need to prioritize things that are different than what we do - why are we disregarding the student body absenteeism rate? We owe it to the public to take these things into consideration. Why has this not been our priority? Response: With this metric, there are other items looking at by buildings, and the student case rate is important, as well as busing and questions around meals. There are multiple things we are looking at - day-by-day at each site, including the positivity rate. For the metric, we believe focusing on the classroom teachers if the goal is to keep buildings open, there are also other elements in play to make an informed decision. Student attendance has been consistent - it is lower in general in the 73-75% of students, including online students. It is something we understand and will look at site by site.
- It is also important to determine a metric for student attendance as well. We need to look at other staff who may be carrying COVID, and it is our responsibility to monitor those numbers and make adjustments when those buildings are at a high rate. We are without a lot of staff and in crisis situation for providing the best education possible. Response: These are also the challenges of all districts. The move to virtual learning to hybrid and in-person were also recapped. Online is not the preferred way to engage with others. This metric is not being used for the overall amount of staff - there are 20 different reasons for staff to choose. There are a lot of other reasons as well, and the category of all staff are factored into daily considerations.
- Disappointment with how this has all played out - surge after Thanksgiving. We need to follow the patterns and the data - hoping the District to mitigate as a toll to go to virtual learning. We are very few people that have this many folks in buildings across the city and we owe it to the broader public to take that into consideration and we dropped the ball on that.

MOTION: Director Allen moved that Saint Paul Public Schools move to district-wide distance learning beginning Friday, January 21, 2022. Director Ward seconded the motion.

- This will allow our staff and students to heal through COVID surge, instead of substitute teachers. They do not have the same impact as regular teachers. Also an opportunity for staff who are positive but do not have symptoms to connect with students virtually. It will also allow the District time to distribute proper PPE to staff and students and continue testing. We need to continue to stop the further spread of COVID in our buildings. The teachers and students are saying we need to halt - we need to listen to them as they are in buildings.

Because this is a new agenda item, a motion was necessary to amend the agenda to include the action item to move to district-wide distance learning beginning Friday, January 21, 2022. A motion to amend an approved agenda requires a two-thirds vote.

MOTION: Director Vue moved to amend the current agenda to include the action item of moving to virtual learning starting on Friday, January 21, 2022. Director Allen seconded the motion.

- Since joining the Board, the majority of communication has been on this topic and the Board needs to discuss.
- Further clarification on the specifics of this motion were requested. Response: Because of this move to amend the agenda, based on this motion, there will be more questioning including communication and to be clear to ensure any further changes to be aligned.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

- Director Allen then reiterated the motion to move to virtual learning starting on January 21, 2022.
- Further information was requested on the timeframe for the move to virtual learning.

MOTION: Director Allen moved that Saint Paul Public Schools move to district-wide distance learning beginning Friday, January 21, 2022. Director Ward seconded the motion.

- In being clear on language for distance learning and virtual learning - are we thinking going completely remote? MDE requires an in-person opportunity for students, including transportation and meals, and in doing that, we can't go fully remote. We'll need to be very clear with families. Response: Intention behind this is to move to virtual learning, where all staff report to buildings, and students if they have to, staff will teach online, and students will learn online. There will be supports for students, and would be up to schools to position those students. The goal is to reduce staff in those spaces.
- The proposal is similar to the current proposal, but for the first several days, all schools will qualify for distance learning. Response: Yes. Clarification on distance learning, virtual learning, and online learning was requested.
 - Distance learning should not be used anymore and was a relic from the emergency order. We are using virtual learning in our plan, and we cannot require that students learn virtually, and need to continue to offer transportation and meals. There are some things to clarify including childcare. Virtual learning is the preferred term.
- Director Allen also noted this requires the collective of everyone - want to have a collective conversation on what we can do based on information learned about students' experience and what we know about Omicron.
 - We have determine a plan for site by site temporary shift to virtual learning - know if the Board accepts this motion, are the details of that plan acceptable? We do provide supports for families to bring their children to school.
 - That is correct in the initial plan presented to the Board in an event to move to virtual learning. All schools and families have access to transportation, and also receive lunch as they normally would. For those learning remote, they would

have the option to go to school to receive meals. Discovery Club would not be available, and would need to find outside childcare.

- Where would Discovery Club staff go and how to support? Response: The staff would be re-deployed to support in person support at buildings. We may need additional staff to support students who may be in buildings.
- Superintendent Gothard noted the variability in sites, and there are some sites that may shift, and others that are thriving. We have been experiencing quarantines for two years. We are in a better place to manage it with quarantine and isolation practices. We need to keep the workforce shortages in mind, and still require substitutes in virtual learning.
- In thinking about childcare and athletics, is this a pause to everything? Response: Recommend following the same guidelines in the plan. The way laid out site-by-site virtual shift, like to operate now, and keep activities going. Our teams and activities have dealt with this throughout this time to remain whole.
- Regarding the 3-day plan proposed, looking at sites and one who may have 40% of educators, is there any movement to rather than to come back into buildings, to go to day 3, or go to day 2 and then day 3? Response: In the communication shared, it shares with the start of analytics and absenteeism. Some will be lower tomorrow and higher than some. Staff absenteeism is COVID-related, but there are others where they may be only absent for one day. We have the three-step process in looking at the data and looking ahead to prepare families for the shift. We need to look at the data to understand the rationale.
- When we exclude the number of staff who are not teachers, we lose the bigger picture. We are seeing the impacts of other staff who are out, and need to have a way to balance that in any metric. We also need to look at those numbers if we were including other staff in that metric. Response: We also need to look at tier 2 subs at sites. Details were provided on the subs deployed to sites to offset the staffing concerns. We have looked at other districts with how they are looking at it, and there is no simple solution. We have some sites with 7 classrooms, and with one staff member out, they would hit that metric, and we need to understand this metric. We need to look at this move in a broader context.
- How many families and students in Discovery Club? What other options are available? Response: There are about 800 right now, and offering other options in the community with our partners including childcare. We are not in a position to offer DC because these are staff in other buildings, and also a ratio we need to maintain. If we can't guarantee that ratio by MDH, then we are out of compliance with offering childcare.
- With staffing and 25%, similar feelings as others that we are only including classroom teachers and not all staff within the building in the metric, and is problematic because some students need those staff members, and they will have an impact on the building. Response: These are the factors that are part of the process, but don't have a uniform way of allocated, and this provides a baseline. In terms of additional support staff, it is a column in our metric that is discussed.
- At the end of Day 1, are we sending communications to families about the transition? Response: Yes, that message went out on Day 1. In there, it says there is discretion to move schools to virtual learning sooner than the process. We wanted to give our buildings to continue to do the great job they are doing. The number of absences is higher than usual. We will continue to have that challenge throughout.
- When would the end date of the transition for virtual learning be? Response: The motion did not initially have an end date, but the hope was that it could be discussed. The peak would be around January 25th, so recommendation would be about 2 weeks.
- For the programs that are doing well and staffed, are those schools going to virtual learning right now, or allow to continue going forward in person? Response: All schools would go to virtual

learning in this motion. Those schools may not be hit yet by the surge, but there is a good chance they will be. For more context to the 3-day scenario model, we are not trying to watch it happen, but our goal for the first day is to get ahead of it for families to understand and prepare, and to be aware to move things around. During that time, we are deploying subs to ensure support is going to that building. It is not our stance to watch without doing anything.

- A real life scenario was reviewed. There is a delicate balance of data, and not based on one day, but fluctuations, to ensure we are doing all we can with notice to families. It also allows us to move support. The reason we are suggesting this model because if there are schools that are shutting down, staff may be deployed to other schools and allows for flexibility. This model is about to ensure our buildings stay open and mitigate risk, philosophically. We know our students learn best in person.
- This position is apparent to keep buildings open, and frustration is from one of the goals at the forefront is trying to ensure we are keeping as many people out of dangerous situations as possible. Through this process, see something that errs too much on getting people in person, and not err on the side of keeping folks safe. The motion on the table pushes to that action. Concerns about buildings open when they don't need to be when it's not safe. The 25% number feels too high. We should be acting much faster.
- Clarification on the motion was requested.
- Understand what describing that all staff report to buildings, staff teaching online, students learning online, and students who can stay home to learn on their device will do so? Wondering about the challenge of transition and nothing is optimal. Think about the potential challenge of transition for a week and a half, especially for our younger students, those transitions and routines can present challenges and disruptions. Folks have very different views about this topic, despite what is shown through emails and social media. Thinking about the proposal with tiered approach, and the sunset of that plan. Think about returning to supportive model where we had intermediate ground for students who needed support before fully in person. Think about jumping back and forth between virtual learning at home and uncertainty.
- When talking about possibly doing this and all staff report to buildings. Is that something we can do, based on previous MOUs? Response: An earlier agreement with SPFE on an MOU, the 4 different types of learning, and different agreements to who reports to work. We agreed that paraprofessionals and SCSPs would report to the building, while teachers would not be required to report during virtual learning. In this case, that is departure from MOA that all staff report to site, because we need to offer in person and be equitable across all groups and ready to support. Then once assessed about number of students, then the principal and team need to make a plan to respect the other aspect that teachers don't need to be teaching online and in person, and staff would need to be moved around to avoid fatigue. We heard in collaborative conversations they didn't like the notion of all staff reporting, but they would when asked with the understanding that not every staff member will be teaching students at home if we have so few students at the building who need support. Also our students with specialized services - some have plans that can be implemented at home, and others have plans that cannot. Time would also be necessary to plan for synchronous and asynchronous learning and lesson plans. Buses and meals would be available for families at the site, and would need all hands on deck initially.
- Further information was requested on the origination of the 25% threshold, and the number of people in sites and a way to create a percentage that is aligned with those numbers. When conversing with SPFE, the feedback was the original percentage was too high, and the metrics across the state and country. This percentage is close to the metrics in Chicago. If we believe the best format of instruction is in person, that is how to build a metric that is reasonable for a starting point to identify some sites and also other data collected.

- Further details was also provided on the impact of this decision for Birth to 5 students. We also talk program by program, and school by school. All are experiencing COVID in different ways, and that flexibility to have in person supports critical to their special needs and development as they move through our school system. Further details were also provided on in person services for FAPE. We do not have the Executive Order that allowed us to write contingency learning plans. We need to provide the full minutes in the IEP regardless of in person or virtually. If they cannot obtain those virtually, we need to bring them in person. We need to think of all students we serve. We had discussions based on sites and programs, instead of district wide. We also talk about the number of subs, and laying that map out by building. The 25% is a red flag to dig deep into what that means in that building.
- How are we fulfilling those minutes if we have high staff shortages for paraprofessionals? Response: It is times which we give support including frequency. We look at the wraparound team supports. It is rotation of staff. Paras do log their time for third party billing. IEPs are written with paraprofessional support, and if absent, the team helps. During COVID surge, the absentee rate is the same. There are a lot of students in the online school, or homebound. We are down about 200 students, and are shifting and moving. We also deploy all coaches and leads to schools who need it.
- We have a virtual learning, and for families who want the model are getting it. Deduce that those who stay in buildings want in person, and it is our priority, to provide in person learning, and have obligations to keep staff and students safe. With this plan, what are we trying for? Response: It gives Administration time for the appropriate PPE to arrive. It also gives opportunity for teachers to directly connect with students, including those out or in quarantine.
- Clarification on the current motion including end date and stipulations. The motion was clarified for the District to move to virtual learning starting Friday, January 21 for two weeks and return on February 7 and base on metrics to bring back in person.
- Per General Counsel, with the expansion based on the discussion, withdraw previous motion and make a new motion with all details or amending initial motion with additional pieces.

MOTION: Director Allen motioned to amend the original motion to end on February 7.

- One consideration is that February 7 is the second semester and students will be shifting classes while online. Directors responded that that first week is about relationship building anyways, so it would fit comfortable to do that online and get to know each other online.
- General Counsel clarified the motion to amend would need a second, and a vote. Then the motion in its entirety would be on the floor. It is a two-step process - to allow the amendment, and then action on the motion as amended.

MOTION: Director Allen motioned to amend the original motion to state that we end virtual learning on February 7. The motion was seconded by Director Henderson.

- Accepting the amendment is not a vote on the merits of the motion.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes

Director Foster	Yes
Director Henderson	Yes

- The motion as presented will talk about what will happen for those 2 weeks, but nothing after. It could be something similar, or something else? There will need to be a separate conversation for what happens after. Response: This motion would mean that students would report in person on February 7th.
- Director Allen recommended that we look at schools closer to February 7th into consideration, instead of saying everyone comes back on the 7th. We need something in place for the future.
- Superintendent Gothard shared his level of discomfort with this plan, and staff and families have a plan for temporary shifts to virtual learning. If the entire district goes to virtual learning to February 7th, don't know what that will look like, other than believe to come back in person. Our families' fear is if we go out, we don't come back, and want to be clear to not make it up as we go.
- Clarification on the motion was to go to virtual learning starting January 21 and come back in person on February 7.
- If we do pass this, it's important to note we are coming back in person, and any evaluation should happen after we come back in person. If there was a situation, it would be evaluated after coming back. Response: The plan families and staff received did not have an end date, to account for schools that are healthy and want to remain in person. We are unilaterally making a decision to move schools to a substandard way of learning. The Superintendent shared the challenges of students the past year. One thing our community needs is consistency. We can control the ability to work together to move in and out temporarily if the need arises. He is against this motion and believes it is not the right thing for our community, and when come back February 7th, the previous plan would be intact.

MOTION: Director Vue restated the motion to go to virtual learning on Friday, January 21, 2022 and end on February 4, 2022. Students would return on Monday, February 7, 2022.

The motion failed by roll call vote:

Director Ward	Yes
Director Vue	No
Director Allen	Yes
Director Kopp	No
Director Ellis	No
Director Foster	No
Director Henderson	Yes

- Superintendent Gothard shared additional details on the current plan, with no end date on that plan. He will share a daily update on schools and other dynamics. He also encouraged the Board to stay in communication and encouraged families to stay engaged.

B. Human Resource Transactions

MOTION: Director Vue moved approval of the HR Transactions for the period December 1 through December 31, 2021. Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Ward	Yes
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Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

VII. CONSENT AGENDA

MOTION: Director Vue moved approval of all items within the consent agenda withholding items A2: Acceptance of Gift from The Thielen Foundation, and E14: Request Permission to Purchase COVID-19 Test Kits from Vault Health, which were pulled for separate consideration. Director Foster seconded the motion.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

A. Gifts

BF 32624 Acceptance of Gift from David Holland

That the Board of Education authorize the Superintendent (or Designee) to accept the gift from David Holland.

BF 32625 Gift Acceptance from Treasure Island

Board of Education approval for the district to accept the \$15,000 donation from Treasure Island Resort and Casino.

BF 32626 Request Permission to Accept Donation for Cherokee Heights Elementary School

That the Board of Education authorize the Superintendent (designee) to accept the donation and have the funds used to support student achievement outcomes at Cherokee Heights Elementary School.

BF 32627 Gift Acceptance from the Blackbaud Giving Fund - Ecolab

That the Board of Education Authorize the Superintendent (or Designee) to the \$5,000 gift from the Blackbaud Giving Fund - Ecolab and provide a letter expressing appreciation for the gift.

B. Grants

C. Contracts

BF 32628 Iceberg Technology Group – Contract Management – Amendment and Extension

That the Board of Education authorize the 3-month extension of Contract 21-1192 Contract Project Management for Iceberg Technology for the new total not to exceed \$304,640.00.

D. Agreements

BF 32629 IB Middle Years Programme (MYP) Reauthorization at Central High School

That the Board of Education authorize the Superintendent (designee) to sign the Statement of Acceptance for the Middle Years Programme at Central High School.

BF 32630 IB Middle Years Programme (MYP) Reauthorization at Harding High School

That the Board of Education authorize the Superintendent (designee) to sign the Statement of Acceptance for the Middle Years Programme at Harding High School.

BF 32631 IB Middle Years Programme (MYP) Reauthorization at Hazel Park Preparatory Academy

That the Board of Education authorize the Superintendent (designee) to sign the Statement of Acceptance for the Middle Years Programme at Hazel Park Preparatory Academy.

BF 32632 IB Middle Years Programme (MYP) Reauthorization at Highland Park Middle School

That the Board of Education authorize the Superintendent (designee) to sign the Statement of Acceptance for the Middle Years Programme at Highland Park Middle School.

BF 32633 IB Middle Years Programme (MYP) Reauthorization at Highland Park Senior High School

That the Board of Education authorize the Superintendent (designee) to sign the Statement of Acceptance for the Middle Years Programme at Highland Park Senior High School.

BF 32634 IB Middle Years Programme (MYP) Reauthorization at Ramsey Middle School

That the Board of Education authorize the Superintendent (designee) to sign the Statement of Acceptance for the Middle Years Programme at Ramsey Middle School.

BF 32635 Enter into Lease Agreement with Apple for MacBooks

That the Board of Education authorize the Superintendent (designee) to enter into Lease Agreement with Apple, Inc for MacBook, for a total that will not exceed \$4,400,000.00 over the life of the lease.

BF 32636 Request to Sign Concurrent Enrollment Program Agreement with Southwest Minnesota State University

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Program Agreement between Saint Paul Public Schools and Southwest Minnesota State University for FY22.

BF 32637 Request to Sign Amendment for Career Pathways Academy PSEO by Contract Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Amendment to the Career Pathways Academy PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY22.

BF 32638 Request to Sign School Counseling Internship Agreement with Capella University

That the Board of Education authorize the Superintendent (designee) to sign the School Counseling Internship Agreement between Saint Paul Public Schools and Capella University.

BF 32639 Memorandum of Understanding between Right Track and Saint Paul Public Schools

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

BF 32640 Request to Sign the Memorandum of Understanding with St. Catherine University for CNA Programming

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding with St. Catherine University for FY22.

BF 32641 Memorandum of Understanding between Ramsey County and Saint Paul Public Schools

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

E. Administrative Items

BF 32642 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period October 1, 2021 through October 31, 2021.

(a) General Account	#741610-742672	\$58,091,012.26
	#0004262-0004292	
	#7004216-7004250	
	#0006206-0006314	
(b) Debt Service	-0-	
(c) Construction	-0-	4,800.00
		<u>\$5,233,716.66</u>

\$63,329,528.92

Included in the above disbursements are two payrolls in the amount of \$41,175,194.12 and overtime of \$260,955.86 or 0.63% of payroll.

(d) Collateral Changes

Released: None

Additions: None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending May 31, 2022.

BF 32643 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 121A.15 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective January 26, 2022, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 32644 ABE Technology Purchase

That the Board of Education authorize the Superintendent (designee) to approve the purchase of \$186,615.20 worth of technology.

BF 32645 Approval of Pay Equity Implementation Report

That the Board of Education of Independent School District No. 625 approve the Pay Equity Implementation Report to be submitted to The Office of Minnesota Management and Budget.

BF 32646 Phase Gate Approval of Frost Lake Elementary Building Addition & Renovation (Project # 1100-19-01) Furniture: Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award furniture supplier at the Frost Lake Elementary Addition and Renovation project (Project #s 1100-19-01) to General Office Products Company for a lump sum base bid of \$531,090.

BF 32647 Construction Change Directive # 0750-011 for Central Roofing Company at American Indian Magnet Building Addition & Remodel (Project # 1160- 19-01)

That the Board of Education authorize the Superintendent (or Designee) to sign Construction Change Directive #0750-011 for Central Roofing Company at American Indian Magnet Addition & Remodel for the not-to-exceed amount of \$204,250.00.

BF 32648 Facilities Department FY22 Purchases over \$175,000

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

BF 32649 Design Services for FY22 Roof Replacement Program (Project # 0175-22- 01)

That the Board of Education authorize award of design and construction administration services to Miller Dunwiddie for the not-to-exceed fee of \$239,650.

BF 32650 Phase Gate Approval of Focus Beyond Playground (Project # 2003-22- 01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update; Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize award of playground equipment for the playground at Focus Beyond to Flagship Recreation for the lump sum base bid for \$337,198.46 at Gate #3 – Project Budget, Phase Gate #3A – Finance Plan Update, Gate Check #4 – Contract Award, and Phase Gate Check #4a – Finance Plan Update.

BF 32651 Design Services for Creative Arts Secondary American Rescue Plan (ARP) funded HVAC Upgrades (Project # 2170-22-01)

That the Board of Education authorize award of professional design and construction administration consulting services to Dunham Associates, Inc. for the not-to-exceed fee of \$180,000.

BF 32652 Design Services for Highland Park Middle School American Rescue Plan (ARP) funded HVAC Upgrades (Project # 3081-22-01)

That the Board of Education authorize award of professional design and construction administration consulting services to ATS&R, Inc. for the not-to-exceed fee of \$235,048.

BF 32653 Design Services for Mississippi Creative Arts Elementary School American Rescue Plan (ARP) HVAC Upgrades (Project # 4190-22-01)

That the Board of Education authorize award of professional design and construction administration consulting services to ATS&R, Inc. for the not-to-exceed fee of \$249,220.

BF 32654 Design Services for Maxfield Elementary School American Rescue Plan (ARP) funded HVAC Upgrades (Project # 4180-22-01)

That the Board of Education authorize award of professional design and construction administration consulting services to KOMA, Inc. for the not-to-exceed fee of \$181,050.

F. Bids - None

G. Change Orders - None

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32655 Acceptance of Gift from The Thielen Foundation

Director Ellis requested more information on this item. She recounted her experience at Humboldt and the new space available to students. Excited about the new space, and to share with the Board how this came to be.

Adam Theilen from the Minnesota Vikings and his wife have a foundation, and the Foundation approached a former staff member at Humboldt on the combination of football programs and a site to improve in Saint Paul. There was a suggestion to work with Humboldt and the need to update this facility.

MOTION: Director Vue, seconded by Director Ellis, moved that the Board of Education authorize the Superintendent (or Designee) to accept the gift from the Thielen Foundation.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

BF 32656 Request Permission to Purchase COVID-19 Test Kits from Vault Health

Further details were provide on this item as it was an addition to the agenda. This is a second request to purchase kits for employee use from grant funding from the State and leftover resources to purchase an additional 3000 test kits at a cost of \$237,000.

MOTION: Director Vue, seconded by Director Allen, moved that the Board of Education authorize the Superintendent to purchase COVID-19 Test Kits from Vault Health.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

IX. OLD BUSINESS

A. Review of Resolution Adopting a Saint Paul Public Schools Resolution Mandating the Use of Masks in all Saint Paul Public School Buildings

Superintendent Gothard reviewed this resolution update. The resolution of the mask mandate - within the resolution it states the Board will review this as necessary and this is an opportunity to bring before the Board. It is the recommendation to be no changes and to continue with the masking mandate.

There were no further questions or discussion from the Board.

B. Review of Resolution Adopting a Saint Paul Public Schools Resolution Requiring All Staff Either to be Vaccinated Against COVID-19 or to Submit to Regularly Scheduled COVID-19 Testing

Administration shared updates to the vaccination resolution approved last last year. We would like to revise the current resolution to have acknowledgment of a receipt of a booster vaccination. Further details on the specifics for each vaccine and timeline were provided on booster eligibility. Staff will be advised of any further differences. The effectiveness of the booster vaccination and encourage all staff to be vaccinated and boosted.

- The new definition of “fully vaccinated” would include a booster, and would staff then need to submit to weekly testing without the booster? Response: That is correct. Staff would either need to acknowledge they have completed the booster vaccine, or be tested weekly.

BF 32657 Resolution Adopting a Saint Paul Public Schools Resolution Requiring All Staff Either to be Vaccinated Against COVID-19 or to Submit to Regularly Scheduled COVID-19 Testing

MOTION: Director Vue, seconded by Director Ward, moved that the Board of Education approve the revised version of Resolution Adopting a Saint Paul Public Schools Resolution Requiring All Staff Either to be Vaccinated Against COVID-19 or to Submit to Regularly Scheduled COVID-19 Testing.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

X. NEW BUSINESS

A. Naming the Horace Mann School Cafeteria in Honor of Michael Holleran

Superintendent Gothard welcomed Horace Mann staff and the Family of Mike Holleran, and to provide additional information on this item. Principal Jim Litwin provided background information on this item, including the dedication of the cafeteria in honor of Mike Holleran. He acknowledged Carol Holleran. Principal Litwin shared his meeting with the community and family on ideas to honor Mike - including the dedication of the cafeteria and to start a lunch fund for the students. Mike was the head engineer for 28 years - he worked for decades to make the school the best it could be. He is remembered for his sense of humor and how he could fix anything, and his soft heart for all kids. He was willing to help with community service for students. He came to after school activities even though his work day was done, and how he kept the building clean, and his hard work. He could not remember Mike taking a sick day. Mike caught COVID in 2020, and wasn't able to fight it off in the days before vaccines. His family wants

to encourage all to be vaccinated and boosted. The cafeteria will be renamed Mike Holleran Hall, and his family will create a lunch fund for students.

Director of Facilities, Tom Parent, also shared words about Mike Holleran. We are still feeling a loss, and this is to grieve together and heal. Mike passed away in the darkest days of the pandemic, and share with Carol, Ryan and Emily in a way to honor all he gave us. It is about the love for him and celebrate his life and all he gave us is a touching tribute to his legacy. Use this as an opportunity to raise and share the great work of our custodial team.

Director Vue shared that knowing how SPPS can be a large part of a loved one's life, and was encouraged how the community came together to honor him in this way. This may seem like a small way to deal with the grief, but we appreciate his service.

Superintendent Gothard shared that family do show up to see the space in honor of their loved one. His name will be there forever, and forever part of their family.

BF 32658 Naming the Horace Mann School Cafeteria in Honor of Michael Holleran

MOTION: Director Vue, seconded by Director Ellis and Director Allen, moved that the Board of Education approves the request to name the Horace Mann School cafeteria in honor of Mike Holleran.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

B. Resolution Providing For The Competitive Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2022A; Covenanting And Obligating The District To Be Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds

Superintendent Gothard then welcomed Arleen Schilling, Controller, and Kelly Smith, from Baker Tilly, to provide more details on the below three bond sales. These are annual set sales of bonds. There are 3 resolutions for set sale bond resolution, including for \$15 million for capital projects, the second is a follow up for the long-term facilities maintenance plan, and the third is for a bond refunding. Kelly Smith, representative from Baker Tilly, then noted the first bond sale is for the \$15M bond for the District; the second is the funding to carry out the approval of the 10-year LTFM plan; and the third is a bond refunding with interest cost savings of an estimated \$1M in the remaining life of the bond, with about \$95,000 in savings per year, which are savings to the taxpayer with a credit on lowering the debt service in Pay23.

BF 32659 Resolution Providing For The Competitive Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2022A; Covenanting And Obligating The District To Be

Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To
Guarantee The Payment Of The Principal And Interest On The Bonds

MOTION: Director Vue, seconded by Director Foster, moved that the Board of Education approve the Resolution Providing For The Competitive Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2022A; Covenanting And Obligating The District To Be Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

C. Resolution Providing For The Competitive Sale Of \$21,555,000 General Obligation Facilities Maintenance Bonds, Series 2022B; Covenanting And Obligating The District To Be Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds

BF 32660 Resolution Providing For The Competitive Sale Of \$21,555,000 General Obligation Facilities Maintenance Bonds, Series 2022B; Covenanting And Obligating The District To Be Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds

MOTION: Director Vue, seconded by Director Ellis, moved that the Board of Education approve the Resolution Providing For The Competitive Sale Of \$21,555,000 General Obligation Facilities Maintenance Bonds, Series 2022B; Covenanting And Obligating The District To Be Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

D. Resolution Providing For The Competitive Sale Of \$10,115,000 General Obligation Refunding Bonds, Series 2022C; Covenanting And Obligating The District To Be Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds

BF 32661 Resolution Providing For The Competitive Sale Of \$10,115,000 General Obligation Refunding Bonds, Series 2022C; Covenanting And Obligating The District To Be Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds

MOTION: Director Vue, seconded by Director Foster, moved that the Board of Education approve Resolution Providing For The Competitive Sale Of \$10,115,000 General Obligation Refunding Bonds, Series 2022C; Covenanting And Obligating The District To Be Bound By And Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

XI. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Director Ward requested discussion to allow for a longer Public Comment period if there is something of greater interest.
- He also mentioned a revision of the agenda for those high interest topics to be closer to the start of the meeting, and move them up in the agenda.

C. Board of Education Reports/Communications

- Director Vue reported he attended the MSBA Leadership Conference and meeting other members across the state. He noted the acknowledgement of Director Ellis at that program. Director Ellis then shared her experience as a director on the MSBA board. Director Kimberly Caprini from MPS will be the new director for District 8, which is SPPS and MPS. There were discussion that SPPS, MPS and Anoka-Hennepin should each be their own district. She has met great school board members from attending MSBA meetings and conferences, and the opportunity to travel with MSBA and amazing experiences and frustrations as well. Director Vue shared that her time has been recognized and her work is appreciated.
- Director Allen shared her time at a PSEO class at Humboldt. They were having college level classes in college level style. She was also invited by the Black Student Union to hear about the segregation at Central High School. She recounted her experience at Central and the segregation she experienced, and the location of classes in the school.

XI. FUTURE MEETING SCHEDULE

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

- February 22
- March 22

- April 19
- May 24
- June 7 | Special | Non-Renewals | 4:00pm
- June 21
- July 19
- August 23

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

- February 8
- March 8
- April 5
- May 10
- June 7
- August 10 (Wednesday)

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

The meeting adjourned at 11:15 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