

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

SPECIAL MEETING OF THE BOARD OF EDUCATION

360 Colborne Street
Saint Paul, MN 55102, and

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

October 25, 2021
4:30 p.m.

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

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

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

IV. PERMIT FOR IN-STREET PEDESTRIAN SIGN PROGRAM

BF#35552

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

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

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

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

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

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

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

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

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

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

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

Will need to have space for online staff.

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

Use Wellstone as model: Keeping Rice Street Vibrant

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

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

Director Vue: Questions?

Questions and comments raised by the Board of Education included:

Questions regarding Highwood Hills Recreation Center:

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

Questions and Comments related to Cruz-Guzman Case:

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

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

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

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

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

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

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

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

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

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

Presenters:

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

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

Brenda Natala, Special Education Supervisor, SPPS

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

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

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

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

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

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

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

FINDINGS:

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

History/Evolution of our programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Questions:

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

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

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

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

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

Carrillo: Immersion language student programming?

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

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

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

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

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

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

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

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

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

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

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

Oct 28: Listening Session

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

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

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

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

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

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

The BOE vote is scheduled on Nov 16th.

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

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

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

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

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

V. ADJOURNMENT

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

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

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

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

Public Information Sessions are scheduled as follows:

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

Board of Education Listening Session

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

Location: 360 Colborne Street

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

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

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

Board of Education Public Hearing and Special Meeting'

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

Location: 360 Colborne Street

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

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


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

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

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

The motion was approved by roll call vote:

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


Motion passed unanimously, 6-0.

The motion was approved with a 6-0 vote.

The meeting adjourned at 8:27 p.m.

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

Prepared and submitted by:

Brian Hammer

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