

**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

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

I CALL TO ORDER

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

Director Foster called a recess at 6:06 p.m. and reconvened the meeting at 6:09 p.m.

II. ROLL CALL

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

C. Long, General Counsel

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

IV. RECOGNITIONS

A. Acknowledgement of Good Work by Students

Chief Wilcox-Harris congratulated district educators, administrators and honorees of the National Merit Scholar Corporation, an honor afforded to less than 1% of all graduating seniors in the United States. Chief Wilcox-Harris introduced Christine Vang, Principal, Central High School, and SPPS National Merit Scholar Semi-finalists by name and high school. Principal Vang and Leo Curtis, Central High School student and National Merit Scholar Semi-finalist, shared their reflections on this honor.

B. Acknowledgement of Good Work Provided by Staff & Outstanding District Partners

Chief Wilcox-Harris introduced the recently approved grant from the U.S. Department of Education Institute of Education Research Sciences Education Research Program to develop a groundbreaking pre-literacy tool known as the Individual Growth and Development Indicators (IGDIs) in the Hmong language. This 4-year grant will support the development of the first Hmong learning language assessment tool to support learning in the classroom and so Hmong can thrive as a language in the community. Speakers included grant partners Lori Erickson, SPPS Office of Early Learning Assistant Director; Gao Vang, IGDI Grant Specialist, SPPS Office of Early Learning; and Dr. Alisha Wackerle-Hollman, Assistant Research Professor, Department of Educational Psychology, College of Education and Human Development, University of Minnesota. The IGDI grant proposal was the highest rated of more than 500 grant applications this year.

Questions/comments from board members included excitement for the grant and appreciation for the Office of Early Learning, as well as excitement and congratulations to the national merit scholars. Thanks were also expressed for the University of Minnesota partnership and the groundwork this new grant will help lay in developing materials for other culturally relevant and supportive materials in the district.

Superintendent Gothard expressed congratulations and acknowledged the groundbreaking work being done in the district thanks to strong partnerships like this one with the University of Minnesota. He also congratulated the incredible young people who are representing our communities as national merit semi-finalists.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda, with the exception of C1 - Change Inc. Services in SPPS for separate consideration. The motion was seconded by Director Brodrick.

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

VI. APPROVAL OF THE MINUTES

MOTION: Director Foster moved approval of the following meeting minutes. The motion was seconded by Director Vue.

- A. Minutes of the Special Meeting of the Board of Education of September 20, 2021
- B. Minutes of the Regular Meeting of the Board of Education of September 21, 2021
- C. Minutes of the Special Meeting of the Board of Education of September 27, 2021
- D. Minutes of the Special (Closed) Meeting of the Board of Education of October 4, 2021
- E. Minutes of the Special Meeting of the Board of Education of October 4, 2021

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board of Education of October 5, 2021

At the Committee of the Board Meeting on October 5, 2021, Superintendent Gothard welcomed everyone to the meeting, and provided a brief narrative regarding long-term student outcomes as the district's core focus, including how race, ethnicity, culture, and identity intersect with academic readiness, college and career paths. Superintendent Gothard noted that this update to graduation policy was tied to the academic plan to educate students to think critically, pursue their dreams and change the world.

The first presentation was Updates to Policy 510.00 Graduation. Presenters noted that future board approval would be required to adopt this graduation policy change and that the proposal before the Board added three words to the graduation requirement -- critical ethnic studies. An important update for the Board was that critical ethnic studies was being successfully piloted this fall as a semester-length, two-credit, interdisciplinary human geography course for 10th grade students. The expectation was that this new course would lead students to take more courses in African American studies and other courses of their own interest. Board readings of this policy would take place during Regular Meetings of the Board of Education over the next three months: October (1st reading), November (2nd reading), and December (3rd reading).

The next presentation was the Sustainability/Energy Update. This presentation provided an update on sustainability and energy progress in recent months and the rationale for creating a Sustainability Advisory Taskforce. The presenters noted the need to tell the story of SPPS's good work around energy efficiency and the result was the creation of an energy dashboard. Regarding next steps, presenters cited student survey results in which 85% of the more than 1,500 student respondents noted taking action on climate change and the climate crisis was important and 70% said they were likely to participate in climate action. Still, there were complexities to making sustainability/energy decisions including financing options and how to link these efforts to the curriculum and career development.

Presenters noted the key next step was to create, by the end of this fiscal year, the Sustainability Advisory Taskforce grounded in the existing Energy Action Plan. would be an important step and the UMN's CERTs team was ready to partner as needed. The role of the taskforce would include providing guidance on how to incorporate this into the capital plan and district decisions-making long-term. With the board's agreement stakeholder engagement would begin with a survey to be distributed following the meeting.

Questions included requesting more specifics about the timelines for creating the taskforce and what role the Board of Education would play; stakeholder group involvement, how those groups would be formed and who would be represented by them; requests for examples of successful curriculum integration with school energy/sustainability projects; and how community and just not SPPS could benefit from this initiative.

The final presentation was the Envision SPPS Update, which included an overview of community engagement and communication plans, as well as a response to Director Allen's question regarding the costs of maintaining a building in which there were no longer programs or students. Director Parent provided actual costs of owning a building without programming. Chief Turner provided a review of the Envision SPPS timeline from 2020 to full implementation in the 2023-2024 school year as well as engagement plans. Chief Turner also reviewed next steps for the Board of Education and that the board was anticipated to vote during the Regular Meeting in November 2021.

Questions and comments included asking about support for affected communities; the rationale for holding virtual meetings and how long such meeting would last given the need to allow equitable time for parents to speak; who would represent the district at engagement meetings; and the need for the district to lead compassionately to allow people to say what they needed to say.

MOTION: Director Vue approved that the Board accept the report on the October 5, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Carrillo.

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

VIII. SUPERINTENDENT'S REPORT

A. Envision SPPS Update

Presentation Title: Envision SPPS: Enrollment & Sustainability - Exploratory Analysis of Class Size Limitations

Researchers:

Dr. Stacy Gray Akyea

Cindy Porter, Research Assistant

Kara Arzamendia, Assistant Director

Dr. Stacey Gray Akyea, Director, SPPS Department of Research, Evaluation and Assessment, presented an analysis of data focused on class size to provide additional background on factors associated with enrollment challenges in the district, with a special focus on the impact of class size limitations on enrollment trends over time, that inform Envision SPPS around sustainability. Due to data constraints, the study cannot conclude there is a direct causation between class size limitations and enrollment, though data suggest there may be some association between the two.

Please see the full presentation in the [BoardBook for the October 19, 2021 Regular Meeting.](#)

Slide content includes:

- Envision SPPS & Enrollment
- In 2013-14 Enrollment Projections
- Kindergarten “Pacesetter”
- Two Roads Enrollment Projections versus Actuals
- Influences - Decisions that may have contributed to current enrollment
- Class Size Limitation Background (CSL)
- Design of the Study
- Analysis 1: In what ways could CSL impact school enrollments?
 - Comparison of Enrollment Models
- Analysis 2: Does the average change in grades differ before CSL and after CSL?
 - Average year to year change by grade
- Analysis 3: Does the change in K-5 cohort differ before CSL and after CSL?
 - Comparison of K-5 Cohort changes before and after CSL
- Analysis 4: How does the actual enrollment compare to the projected enrollment snapshot from 2013-14?
 - 2013-14 5-year Trend to October 1 Comparison
- Results Summary
- Conclusion:
 - All analyses yield results that associate CSL with the subsequent enrollment deviation (decline) beginning 2013-14
 - Results suggest continual declines
 - Results suggest the association with CSL and enrollment decline is stronger for high needs schools and high needs students
 - The combination of smaller birth rates, thus smaller K cohorts with continual declines associated with CSL is a risk to sustainability
 - See limitations of study also listed on this slide
- How Does It Happen?
- An Example: Three Schools
- School A
- School B
- School C
- Schools and programs with healthy enrollments make it possible to provide and sustain a well-rounded education

Director Gray-Akyea: SPPS loss of students from year-to-year coincided with the implementation of class-size limitations, whereas in the past it used to see year-to-year increases in enrollment. She added that lower birth rates with continual declines are a risk to sustainability and that this inquiry was conducted after the fact and therefore there was no ability to control for variables or to see interaction of individual factors in relation to enrollment patterns.

Questions/Comments from board members were numerous, and included queries regarding the explanatory power and meaning of this analysis and whether it was possible that other factors played a role in enrollment declines -- why families choose a school; whether the district conducts exit interviews of families when they leave the district and what additional data the district may have that could be relevant to this discussion (e.g., the opening of charter schools, construction of light rail, and other possible factors); finally, board members asked whether a more systematic approach to understanding enrollment decision-making would benefit the district.

Additional points of discussion included:

- Chief Collins provided a summary of the class size committee at a school, for additional context: There are 6 voting members of a class size committee, including two parents. If you take one step back and look at enrollment, which principals would do, we hope everyone comes back but that's never the case. The 'why' of where students are going is very important information. Parents are very choosy -- selecting one school and only that school as their choice. There's a distinct consumer side of school choice, so managing that and being flexible is really critical.
- Director Ellis: Are those committees still active? Does every school have such a committee and are they active?
- Collins: Yes, SPFE is the representative of teachers and those committees exist when there's an overage. But today we have a lot of capacity for meeting new student enrollment needs so there are fewer committees active.
- Director Brodrick: When we have a family depart the district how often do we have an exit interview with those families to understand their decision?
- Chief Collins: From a site level perspective, about 20% of the time you know when a student is leaving and many times school staff are calling to find out why a student is not in class. We know a student has officially left when we receive a records request from a neighboring district.
- Director Brodrick: If we do have information from conversation with a family that's chosen to leave (to a charter or to Roseville), I'm sure the principal and other staff members have a pretty good idea what the dissatisfaction was all about.
- Chief Collins: I would share a conversation with the principal earlier this year. She told me where they were going and in most cases it was not a neighboring district but to a city that was farther away (e.g., Andover). Housing stock, upward mobility, other challenges factor into such decisions. Some move out of state or there are family dynamics; it's a parent's decision.
- Director Brodrick: I appreciate that as a former classroom teacher. At that time we had a high level of transitory students. We understand all of the problems many students have and we have to build relationships between students and our buildings. But how much data do we have about why families are leaving for families that are not those types of issues?
- Chief Collins: In terms of stability efforts, that's the goal to work with kids. We understand that principals, teachers and staff play a critical role problem-solving with families. That information is not necessarily gathered or shared at the site level.

- Director Brodrick: Would you say it would behoove us to be more systematic in our attempt to gather that information? For years, the question has been why are families choosing to leave SPPS? How can I get that in the form of data rather than in the form of conversation between staff and parents that may not become data that we can work on.
- Chief Baker: During follow-up sessions we can get to your answers. In the interest of time and presenters still to present tonight, I hope we can defer to a future meeting.
- Director Carrillo: Dr. Gray-Akyea, I would like to see data on Charter school openings during the study years. It behoves us to do that and I look forward to that meeting to discuss data about why families are leaving. It behoves us to create an environment that schools feel free to share.
- Director Kopp asked about the possible impact of start time on enrollment, saying that it's one of those data points that would be helpful.
- Director Gray-Akyea stated that the purpose of the presentation was to address sustainability given class-size limits. The illustration is that there is the ability within the current environment to grow the enrollment though it's somewhat stifled in this environment; those are decisions that can be made at the building level to accept enrollment over the class-size limit.
- Director Allen asked whether going forward SPPS allowed schools to make those decisions, given the concern that SPPS didn't allow more students the district would continue to see declining enrollment.
- Superintendent Gothard noted it's contract driven; it's something to discuss in contract negotiations
- Director Allen said she heard teachers complain about the class size cap. But is it the building leader that's making that decision?
- Superintendent Gothard: No, a committee meets to make that decision.
- Director Allen: So going forward, it will be clear to the committees that if they don't approve students their enrollment will decline.
- Superintendent Gothard: This is an agreement between the district and SPFE. This could be a limiting factor for sustaining or growing enrollment.
- Director Allen noted there are several factors out of the district's hands that have led to enrollment declines.
- Director Kopp asked whether there would be follow-up on class size committee language in the contract.
- Gothard: yes it's very specific in the contract.
- Director Brodrick emphasized that he was becoming uneasy tonight that we were starting to talk about negotiations at a school board meeting when teachers were watching this meeting. We should avoid the conversation that you, Chief Baker, wanted to avoid. But this presentation was brought to us. I think we could have predicted that sooner or later it would come that we have class size limits due to this agreement. I think I knew pretty early on that pretty soon we'd be racing to the point of talking about negotiations when we should not be.

B. 2022-2023 Calendar Update

Recommendation: Adopt the recommended calendar for the 2022-2023 School Year.

Calendar Committee Co-Chairs and Presenters:

Craig Anderson, SPPS Executive Director of Teaching and Learning

Sue Snyder, Sign Language Interpreter, Humboldt High School

2022-2023 Highlights:

- 175 days for secondary students
 - Quarter 1: 47 days
 - Quarter 2: 39 days
 - Quarter 3: 46 days
 - Quarter 4: 46 days
- Sept 6th: School Begins
- June 14th: School Ends
- 11 Day Winter Break
- Oct 31st: Conference Prep
- Nov 8th: Digital Day
- April 21st: Staff Development Day
- 5 e-learning days, if needed
- Emphasis on developing a school calendar that is inclusive and welcoming to all students, families, and cultures.

Questions/comments from board members included concerns about the late end of the school year in mid-June, the flexibility of school scheduling given rising temperatures in the summer, and whether Rosh Hashanah was again taken into account in this calendar like in 2021-22. Board directors also expressed appreciation for the extension of the winter break to two full weeks and asked that similar breaks be scheduled in future years. Directors also expressed appreciation for the Calendar Committee’s work, including some committee members who have served for many years.

BF 32539 MOTION: Director Foster moved approval to adopt the proposed 2022-23 school year calendar change. The motion was seconded by Director Kopp.

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

C. Human Resources Transactions

MOTION: Director Foster moved approval of Human Resource Transactions for the dates September 1 through September 30, 2021. The motion was seconded by Director Ellis.

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |

Director Kopp Yes

The motion passed by unanimous vote, 7-0.

IX. CONSENT AGENDA

MOTION: **Director Foster moved approval of all items within the consent agenda withholding item C1 - Change Inc. Services in SPPS for separate consideration. The motion was seconded by Director Ellis.**

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

A. Gifts

BF 32540 Open World Learning Community Parent Teacher Organization Donation

B. Grants

BF 32541 Request for Permission to Accept a Grant from the US Department of Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from the US Department of Education for funds to support Ojibwe-language development; to accept funds; and to implement the project as specified in the award documents.

BF 32542 Request for Permission to Submit Multiple Grant Applications to the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to submit multiple grant applications to the Hiway Credit Union Foundation to support innovative classroom projects; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 32543 Facilities Department Purchases over \$175,000

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

BF 32544 District-wide Middle School and PreK Adopted Music Curriculum Resource - QuaverEd Music

That the Board of Education authorizes the award of District-wide Middle School and PreK Adopted Music Curriculum Resource - QuaverEd Music for the total subscription cost of \$83,345.00 payment immediately starting the SY21-22.

BF 32545 ESSER Funded Staff Laptop Purchase

That the Board of Education authorize the Superintendent (designee) to approve the expenditure EESR funds in an amount not to exceed \$215,000 for 150 staff laptops. This amount backfills technology allocations omitted during initial ESSR job postings and hiring.

D. Agreements

BF 32546 Lease Agreement with Vietnamese Minnesotans Association

That the Board of Education authorize the Superintendent or designee to execute the Lease Agreement between the District and Vietnamese Minnesotans Association, located at 1030 University Avenue West.

Administrative Items

BF 32547 Monthly Operating Authority

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

BF 32548 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 October 27, 2021, should they not comply with Minnesota State Health Standards for Immunization on or before this date.

BF 32549 Settlement of Dispute

That the Board of Education approve the above-referenced settlement, authorize the Superintendent to sign the Settlement Agreement, and authorize the School District administration to perform the Settlement Agreement.

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32550 Change Inc. Services in SPPS

That the Board of Education authorize the Superintendent (designee) to approve the expenditure General Education funds, Special Education funds, and Gateway to College funds in an amount not to exceed \$150,000 for site-based mental health services provided by Change Inc.. This amount supports site-based mental health services at 12 SPPS sites, and is equivalent to the amount expended during school year 2021-

Director Brodrick pulled this item for an understanding of this time and to spotlight it, given its importance. More details on the Change Inc.'s clinical mental health services were provided by Director Kimani, who highlighted that the services provided were for individuals who chose to partake in the services offered. The phone crisis line was a new service provided in the past year. Costs of the contract were similar to those of the past two years.

MOTION: Director Foster moved approval Change Inc. Services in SPPS contract. The motion was seconded by Director ?????.

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

X. OLD BUSINESS

A. THIRD READING: Updates to Policy 610.00 Field Trips

Insert summary of presentation.

BF 32551 _____ **THIRD READING: Updates to Policy 610.00 Field Trips**

QUESTIONS/DISCUSSION:

MOTION: Director Foster moved that the Board of Education approve Updates to Policy 610.00 Field Trips. The motion was seconded by Director Allen.

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

Chief Baker: Presentation -- details regarding different types of trips allowed.

B. FIRST READING | Updates to Policy 510.00 Graduation

Presenters:

Cedrick Baker, Chief of Staff

Darren Ginther, Director, Office of College and Career Readiness

Maijue Lochungvu, Assistant Director, Office of Teaching and Learning

Proposal: Add graduation credit requirements to current 510.00 Graduation policy, under paragraph 2:

2. Basic course credit requirements for Saint Paul Public School high school diploma also include:

- Health & Wellness credit
- Fitness & Physical Education credit
- Family & Consumer Science, Industrial Technology or Business Credit
- **Critical Ethnic Studies**
- Elective Credits
- Post High School Planning

QUESTIONS/DISCUSSION:

- Director Brodrick: Do we have a plan to publicize that we are going through this 3 reading process now so that the public, staff, families or students can weigh in on this?
- Response by presenters, Chief Baker and Chief Wilcox-Harris: A communication plan is in place that will follow the typical communications practices when a policy is reviewed by the Board of Education. That communication plan includes internal communication with principals and as part of the teacher recruitment process.
- Director Brodrick: Could this policy change negatively impact 10th grade enrollment in the human geography course?
- Response by presenters: Not likely, as students can enroll in human geography in 11th grade too, plus there is ample flexibility in schedules to accommodate students' desire to take both courses.
- Director Brodrick: Will there be student advising around this new course?
- Response by presenters: Yes.
- Director Ellis: How does the pilot course roll out in other schools which don't yet have the staff?
- Response by presenters: We are going to be actively recruiting teachers this spring and organizing a summer institute to go through a rigorous credentially process to prepare to teach this fall and to know what to expect.
- Director Ellis: What is the credential? And how do we as a district support that process?
- Response by presenters: We are in a position to be bold as there are no specific credentials in ethnic studies, so SPPS will have its own credential. Communication plans we are putting in place and we are finalizing those details to share with building administrators and building content leaders. The procedure will be the same as is usually practiced in the district -- students will see it's a core required course and once we have a better understanding of enrollment and course numbers and then determine how many sections in each school.
- Director Ellis: How many students were enrolled as pilots?
- Response by presenters: Two sections at At Humboldt - 19 and 18 students; One section at Como: 28 students; One section at Harding: 22 students.
- Director Foster: I would just close and say thanks to you for your work. A load of work to ensure SPPS is an inclusive district where each of our kids can show up; a space and a place that's been sorely lacking. We have to be courageous, brave and bold. We cannot operate in fear. Our goal is to create positive outcomes for students.

Superintendent Gothard: This has been a great task and it's a great goal. I want all of our teachers to teach their courses so all of our students feel they have a place and space for them and meet them where they're at. Thank you for your great work.

XI. NEW BUSINESS

Comments by Board Directors:

- Director Allen raised the matter of professional development.
- Director Vue requested more information about the impact and outcomes of small class sizes -- does it work and how much would it cost to implement.
- Director Foster requested an update on Covid-19: What that's looking like in SPPS buildings.

XII. BOARD OF EDUCATION

Chair Foster opened the floor for Board of Education Reports and Communications:

- Director Ellis reported participating in Belwin's Night in Nature Celebration -- it was really awesome -- as well as the tree planting at Hamline Elementary and Como Homecoming. She also attended the Mayor's Cup at Allianz - with over 2,000 audience members. She also reminded board colleagues that AMSD hosts Friday meetings with board directors where board members in the region can talk thru issues and concerns, and brainstorm. Director Ellis also emphasized the need for more communication with community.
- Director Allen mentioned being called to Como to speak with students, of whom many were eager to go into education themselves. They asked many good questions about district curriculum and the lack of POC stories in the social studies curriculum in particular. Students were also curious to know more about recruitment and hiring from within the community. Director Allen also mentioned she and partners organizations would be hosting an event at Galtier Elementary to help with some of that healing, with food, snack, breakdancers, love first, and irreducible grace experts who will help to provide healing to the community and anyone interested -- 10/27 from 3:30 to 6 p.m.
- Director Kopp added that she also participated in the tree planting and mentioned the types of names students gave their new trees: Mr. Leafy and Michael Jackson. She mentioned how wonderful it was to be back in school and to feel the energy of the Mayor's Cup. Director Kopp thanked community members for writing and calling, and asked that community members please continue to reach out. She called on everyone to bring compassion and understanding to this really difficult process; the phone lines are open.
- Director Foster thanked all staff persons, with a special emphasis on food service staff, saying it's been a tough start to the school year. She emphasized, given that the district is short all around and staff are making it happen, that staff practice self-care. We're all a part of the lever of making this space great. She added that lot's great things are going on and a lot of hard decisions are coming up, and they are hard conversations. We'll move on together.

XIII. FUTURE MEETING SCHEDULE

Director Foster provided a reminder that the future meeting schedule can be found online at www.spps.org/boe and that a series of **special closed meetings** regarding negotiations, *and* **special meetings** regarding Envision SPPS had been scheduled for alternating Mondays until the end of November.

Next Special Envision SPPS meeting: Monday, October 25, 2021 at 4:30 p.m

Next Committee of the Board meeting: Tuesday, November 9, 2021 at 4:30pm.

Next Regular Meeting of the Board of Education: Tuesday, November 16, 2021 at 6:05 pm, with public comment to begin at 5:30pm.

XIV. ADJOURNMENT

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

The motion was approved by a roll call vote:

| | |
|-------------------|-----|
| Director Carrillo | Yes |
| Director Ellis | Yes |
| Director Foster | Yes |
| Director Vue | Yes |
| Director Brodrick | Yes |
| Director Allen | Yes |
| Director Kopp | Yes |

The motion passed by unanimous vote, 7-0.

The meeting adjourned at 10:41 p.m.

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

Prepared and submitted by:

Brian Hammer

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