

**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

**September 21, 2021
6:05 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

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

Director J. Brodrick was not able to attend this meeting.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda with the exception of moving New Business: Belwin Conservancy to precede the Superintendent's Report. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

II. RECOGNITIONS

BF 32505 Acknowledgement of Good Work by Students

A. Acknowledgement of Good Work by Students

Como Park Senior High School Marine Corps JROTC (Junior Reserve Officer Training Corps) was honored to congratulate **Cadet Major Aliser Paw** for earning the highest award a cadet in the district's nation could obtain, the Legion of Valor Bronze Cross, for outstanding achievement in the Reserve Officer Training Corps Program. Only six cadets across the world in more than 241 MCJROTC programs were selected.

BF 32506

B. Acknowledgement of Good Work Provided by Outstanding District Employees

Brian Hare, a sixth-grade science teacher at E-STEM; **Meagan O'Brien**, a biology teacher at Washington Technology Magnet; and **Anne Zielske**, a chemistry teacher at Harding Senior High School, have been selected as state finalists for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). This national award was given out every year with K-6 teacher applications taken in even-numbered years and 7-12 teacher applications taken in odd-numbered years. The finalists' applications were forwarded on to the National Science Foundation for judging at the national level and the White House would make the final selection. Final award winners have not yet been named for 2020 or 2021.

III. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with them E4 - Request for Approval to have Bell Bank Advertise at the Mayor's Cup Soccer Match (Humboldt vs. Como) at Allianz Field pulled for separate consideration. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of August 17, 2021
- B. Minutes of the Special (Closed) Meeting of the Board of Education of August 23, 2021
- C. Minutes of the Special Meeting of the Board of Education of September 3, 2021
- D. Minutes for the Special (Closed) Meeting of the Board of Education of September 14, 2021

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes

Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

V. COMMITTEE REPORTS

A. Minutes of the Committee of the Board of September 14, 2021

At the Committee of the Board Meeting on September 14, 2021, Superintendent Gothard welcomed everyone to the meeting, and then provided a brief narrative and recap on the start of the school year, including the successes and excitement among staff and students, as well as the challenges of returning to in-person school at this time. Superintendent Gothard emphasized the commitment to health, safety and well-being in the district and the many compliments received about protocols put in place, while also embracing feedback to see if adjustments need to be made. Questions and discussion from the board included thoughts on district students' adjustment to being back in school again after more than a year of virtual learning; equity concerns for students on the online learning waitlist; and staffing of online learning in the context of uncertainty around vaccine approvals for younger students in the coming months.

The next presentation was School Finance and Levy. This presentation sparked robust dialogue with board members, and included further clarification on the school levy process; the implications of enrollment trends; factors impacting school levies; the impact of Covid-19 on district finances; the need to set a levy ceiling; community input opportunities; and the Truth in Taxation Hearing in December, before Ramsey County's final levy certification filing deadline of December 28, 2021.

The next presentation was the Immunization Compliance and Risk for School Exclusion. Discussion centered on required immunizations in Minnesota; exemptions to the vaccination requirements; impact of Covid-19 on required vaccinations, including data comparing Ramsey County to state of Minnesota vaccination rates; district efforts to reduce barriers to vaccinations through multilingual outreach, translated materials and by providing consistent, equitable and fair access to vaccinations, including the availability of vaccinations at student placement centers, where vaccinations numbers were increasing thanks to active outreach to noncompliant homes; new outreach strategies focused on family outreach rather than individual student outreach, in partnership with mobile clinics and local healthcare providers to support families; and how in order to prevent another preventable disease outbreak on top of Covid-19, Board of Education would be sought for approval of exclusion from school starting with the regular meeting on October 19, 2021, while outreach efforts continue in partnership with community organizations.

The next presentation was the American Rescue Plan (ARP) Funding Plan Update. Further clarification was requested regarding input on plan revisions before seeking Board approval of the plan at the September 21, 2021 regular Board meeting; allocation of resources for district priorities such as career and skilled trades training, and social/emotional support; the strategic application of ARP funds to ensure sustainability of the district's efforts; and attention to transparency and communication around ARP spending.

MOTION: Director Vue, seconded by Director Foster, moved to approve that the Board accept the report on the September 14, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published.

The motion was approved by roll call vote:

Director Allen	Yes
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Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

VI. New Business

Speakers:

Katie Bloom, Executive Director

Marty Davis, PreK-12 Science Supervisor, Office of Teaching and Learning

Male speaker began by expressing thanks for the opportunity to join tonight's meeting to mark this 50-year partnership, the longest science-focused partnership in the district that was unique in the metro area. Belwin welcomes 10,000 students per year to experience and learn science in the outdoors. Even Covid-19 could not stop these experiences, as students watched virtually what was happening outdoors throughout the year.

Executive Director Katie Bloom from Belwin thanked the board for the invitation to join the meeting and helping Belwin celebrate today and then proceeded with the slide presentation, which provided a summary of Belwin Conservancy's history as an independent nonprofit with resources including 1,500 acres of protected land, 7 miles of public hiking trails, a bison herd (since early 2000s), athletic fields, an observatory, and community programs and events throughout the year. All programs were grounded in partnerships.

Belwin Conservancy began, on Bell family land in Afton, in partnership with SPPS at a time when SPPS was looking for an outdoor education classroom. They noted Belwin provided land, facility, trails, and SPPS provided teachers, students, and curriculum. Since those early days, Belwin had grown and thrived throughout expansion. The partnership with SPPS remains at forefront of its work with a legacy of 3rd graders, 5th graders, and special education students -- 100,000s of students over multiple generations. Adults return to tell Belwin of the lifelong influence experiences at Belwin Conservancy had had on their lives and their sense of social responsibility.

In conclusion, they emphasized that Belwin Conservancy looked forward to 50 more years of partnership for 10,000 kids per year. And while Belwin currently operated at capacity, there was room to grow, especially for special education students to build a new building for special education students in particular. Everyone was welcome to visit Belwin's open house on October 9th, from 9am to 3pm. Activities would include open hiking, live music, arts, environmental activities, and a 2:30 pm celebratory gathering.

QUESTIONS/COMMENTS:

- Director Vue began by saying that he'd been to Belwin many times, but did not know the history. He spoke of his many memories of his kids with their classmates and teachers at Belwin. He then thanked staff for bringing that joy to SPPS students, schools, parents and teachers.

- Director Ellis remarked that Belwin was the field trip she would always chaperone. The visits were impactful, leading you to remember things from the first time you've done them and connecting with them differently the next time. The last time Director Ellis visited Belwin was in 2019, and she thanked Belwin staff for the learning she discovered there as a child. Thank you!
- Director Kopp spoke of her daughter being transformed by her field trip to Belwin. It's a magical place.
- Director Carrillo added that he would likely be a chaperone for his son's field trip next year and thanked Belwin for the partnership, which opens up experiences for the community and challenges students' views. This was for future generations, for grandkids to experience that joy too.
- Director Foster noted that Belwin Conservancy creates memories, including her own as a child, and when visiting with her own child's 5th grade class and then with her grandchild's 6th grade class. She thanked Belwin for the ongoing partnership and reminded everyone in the audience that you could do partnerships too from SPPS's experience partnering with Belwin.
- Superintendent Gothard then expressed thanks for the partnership today and in the future, and for the broad reach of Belwin's work. Thank you!

VII. SUPERINTENDENT'S REPORT

Superintendent Gothard introduced the presentations comprising the meeting's Superintendent's Report. A key focus was on lost learning and needs stemming from the Covid pandemic, and how the district would serve its students. Targeted efforts to serve students and the community included enrolling 14,000 students in summer school and more than 4,500 individuals on community education courses this year. Regarding ARP, the content would provide an update on key themes from outreach and the result plan for the \$207M allotment for SPPS for which the administration was seeking board approval.

A. Summer Learning & Back to School Update

Presenters:

- Adam Kunz, Director, Office of Digital & Alternative Education
- Anthony Walker, Director, Community Education
- Rev. Dr. Darcel Hill, Executive Director, CDF Freedom Schools, Digital Freedom School Connect & Freedom Schools Express

Summer Learning Review included discussion of partnerships with the Y and Parks and Recreation, 1:1 instruction and learning at Belwin Conservancy. For middle school students, many students checked out books (3,000 books at Murray) and engaged in new learning opportunities like the coding course in which students developed an app and pitched it to professionals in the field. It was a valuable and much appreciated learning experience. New arts programming was also highlighted. For high school, a key emphasis was on credit recovery, which led to students earning more credits than in 2019 and 180 students graduating by the end of the summer. During graduation speeches students noted how much they valued the relationships developing in the summer in-person courses compared to the virtual space during the school year. Lessons learned included the need for better preparation for extreme heat in future summers, staffing needs, among others.

Community Education Programs: Community programs, youth and adult enrichment programs were virtual in 2020 but they were able to pivot to in-person courses in 2021. Adult basic education was highly

successful, with contact hours nearly as high as in 2019, thanks to staff outreach efforts. Discovery Club enrollment in daycare was down in 2021.

Children's Defense Fund (CDF) Freedom School: Making a difference with hope, education and action, with 632 students currently enrolled, most of whom were male. The goal was to have students see their cultural heritage via culturally responsive and inclusive partnerships and enrichment components. Programs include STEM and arts enrichment field trips, meeting professionals in STEM fields.

See Board Book for presentation slides.

QUESTIONS/COMMENTS:

- Director Allen thanked the presenters and then asked for more information about middle school outcomes based on testing or other means to measure outcomes. K-5 outcomes in the presentation were clear. Regarding high school credit recovery, did credit earning criteria change between 2019 and 2021? Why were so many more credits earned in 2021 than in 2019?
- Director Kunz responded by saying credits earned per student were higher due to students taking more courses in 2021. As for middle school, the district does have outcomes data and that data could be shared at a later time.
- Director Allen then asked for clarification whether the photo on the community education slide was from a community education program.
- Executive Director Hill confirmed that it was a class.
- Director Allen noted that community education does not seem to serve as many students of color, so it's important to be accurate in community education's portrayal. She noted her excitement to see so many people of color in that slide, but then realized it probably was not from a community education class..She then noted her appreciation for the CDF partnership for Freedom School.
- Director Vue asked about long-term projections for summer school and, given the tough last year, what the district learned from 2021 programs that would inform future summer programs. He also expressed hope that summer school momentum might carry over into the school year. =
- Director Kunz noted a key learning outcome from this summer was the value of focusing on opportunities every quarter to earn credits so fewer credits need to be recovered during the summer. Before the pandemic, the same folks tended to teach each summer, but last year was hard on them, so this year the district relied on newer teachers from outside the district, which exposed them to SPPS schools and opened the door to those educators for learning about St. Paul schools.
- Director Walker added that from a community education lens, a question was how best to partner with summer school to ensure every student had high quality enrichment opportunities. could state funds pay a role in providing access for all kids? There was an opportunity to work together with summer school.
- Executive Director Hill noted lessons learned include how important community involvement really is. The new Black Men Teach partnership helped them to learn what an urban school district was like, which was eye-opening for them. Community partnerships, parents help students see role models who look like them and show them they could do it too. Enthusiasm about learning improves too.
- Director Allen then asked for more information about credit recovery before the pandemic.
- Director Kunz said all high schools in the district have after-school credit recovery courses that were offered both online and in-person four days per week to help students.
- Executive Director Hill discussed the new all African American male credit recovery class to improve proficiency levels that Black Men Teach and community were really excited about. Many

young men go through violence in their communities, but with mentors who held them accountable and served as role models they could know that education could make a difference in their lives. She then thanked Director Kunz, Director Walker, Chief Baker and others for expanding those programs for the district's males because they earn less credits. It's very important to have such great opportunities available to them.

- Director Allen noted that the district's neighboring district was doing something similar and then thanked Chief Baker for expanding the program.
- Director Ellis addressed Executive Director Hill by saying that after her experience visiting the Freedom School and after reading notes about the school her words tonight were very helpful and inspiring. She noted that every time she visits Freedom School she recognizes how impactful it is. One time she asked students what was the best part about the school and they said everything was the best part. Director Ellis then wondered about the other schools after the student told her there's nothing like Freedom School. She wished that students felt the same about the regular school-year school, too. She hoped it was not just summer, but in the future the whole entire school year was like that for students and that the entire community could be taken along with them.
- Director Ellis then asked about credit recovery and whether there's also an in-school credit recovery program in addition to summer school and what the difference was between the two.
- Director Kunz responded by saying the extended-day learning for grades 9-12 students takes place each quarter during the school year. Those courses were available to students if they did not earn a passing grade in a course.
- Director Ellis follow-up by asked if there's a credit difference between the school year (e.g., 1 credit) versus summer (e.g., 2 credits)?
- Director Kunz confirmed that during the school the number of credits earned in a course was one credit while during the summer it's two credits.
- Director Ellis then sought clarification about what differentiates the school year and summer courses that would make the credits earned different.
- Director Kunz noted that due to the intensity of the summer courses, which have more hours, results in more credits earned.
- Chief Wilcox Harris contributed that student credits were being held on to, as a result of the credit recovery efforts, rather than lost. She also noted the importance of being more proactive in real time during the school year to maintain those credits and avoid the need to enroll in the summer term. The goal was to be more equitable and supportive of students, and this includes looking at scheduling and grading practices. Elements of this support were part of the ARP funding proposal. Chief Wilcox-Harris noted Director Kunz's leadership of the credit recovery work -- incredible work taking toward a systems change.
- Superintendent Gothard noted that students were taking a traditional school schedule and adding more time on top of that.
- Director Ellis asked a final clarifying question about summer credits -- was this a system SPSS had created or one that the state had created.
- Director Kunz noted it's a system the district had created to help students graduate and stay on track.
- Director Ellis closed by noting her hope to continue the conversation at another time.:
- Director Foster asked for clarification of the difference between community education during the school year and summer community education.
- Director Walker noted that community education courses were run on a fee-based model to generate revenue to cover expenses. This summer, programs were held at Central High School

as a way to seek the efficiencies of using one building space, in part out of consideration of Covid-19.

- Director Foster then asked if different courses were offered during the school year versus the summer, or if courses differed season-by-season. Lastly, Director Foster asked if Freedom School was considered community ed?
- Director Walker noted that the Freedom School does fit well as community ed.
- Director Foster concluded by thanking Executive Director Dr. Hill for presenting and talking about those partnerships, including with Black Men Teach. She noted that people want to learn and understand how ESSER III and ARP funds were being used and your presentation shows that. Director Foster praised Dr. Hill --for these many years-- for ensuring kids get something that's missing. Thank you for pulling those black and brown kids in. Thank you.

Superintendent Gothard thanked the presenters and then welcomed presenters of the next update.

B. Saint Paul Public Schools ARP Funding Plan

Presenters:

- Sherry Carlstrom, Director, Office of Title I Federal Programs
- Heather Kilgore, Director, Family Engagement and Community Partnerships
- Myla Pope, Assistant Director, Office of Equity
- Darren Ginther, Director, College and Career Readiness
- Kathy Lombardi Kimani, Director, Office of School Support
- Leah Corey, Director, Innovation Office
- Stacey Gray Akyea, Assistant Director, Research, Evaluation and Assessment
- Andrew Collins, Assistant Superintendent
- Marcy Doud, Assistant Superintendent

Director Carlstrom began the presentation by providing brief introductions to her co-presenters and an overview of the goals at this meeting to seek Board of Education approval to submit SPPS' ARP plan to the Minnesota Department of Education (MDE). By way of background, Director Carlstrom provided an overview of ARP's purpose, priorities, and Federal guidelines and SPPS's ARP strategy development process, including engagement and how the work group responded to feedback from stakeholders. Director Kilgore then discussed ARP priorities and the timeline, and noted the many individuals, workgroups across all SPPS divisions and family/community advisory groups from the district whose comments led to revisions after each meeting during each phase, including needs assessment and reviews of drafts. During the engagement phases to date, outreach was targeted and feedback important for honing the eventual recommendations. Once ARP funds were available, the plan was to continue to engage stakeholders at every step.

Stakeholders groups comprising educators and families were targeted for input and they broadly said SPPS was on the right track. Families seek high quality education and more information on how learning strategies were implemented and monitored at their particular school and by their particular teacher. They also mentioned that they were looking for more targeted support for student groups and more systemic equity support. Among the most important components of that feedback was the emphasis on SEL - social-emotional learning support. SPPS colleagues seek to understand how ARP would kickstart existing investments and in what specific areas ARP would enhance their work. Equity of investments was a common theme.

The next portion of the presentation focused on equity and the grave inequities identified within the district and the funds added to help bridge opportunity gaps to build capacity and systemic change. ARP funds would provide the means to implement these plans over the next four years, while mediating between needs of academics and staff and ensuring broad-based commitment to systemic equity. A core element of this work was social and emotional learning support as one part of a holistic culture of equity that does not separate academics from college and career pathways. It was a district-wide system and a holistic journey for young people based on assets not deficits of each student. Equity was part of Teaching and Learning with Technology work and counseling work and ensured that each student felt seen in order to best to realize a personal learning plan and college readiness. The work was data driven and data informed, to which families would also have a portal for access. The Career Pathway Guide would provide new tools that were visually appealing and help students see the relevance of curriculum to life after school. A goal was to make the Pathway experience available to students at earlier ages for career exploration in middle school and perhaps earlier. The 3M Skilled Trades Grant received in August 2021 focused on skills trades in healthcare, IT, business and more provides a centralized space that would have the most impact. Partnerships with 3M and other businesses, and include paid internships, were part of the initiative to align career pathways. In sum, this was a holistic, intersectional plan; students cannot thrive if they aren't healthy.

Next, the presenter dove more deeply into social and emotional learning (SEL) support in the district. SEL was not new, but had been part of SPPS for 25 years, but the community was asking for a larger investment in this work to be more proactive and create a welcoming environment that supports individualized support, ranging from behavior intervention specialists to individualized student plans. At the heart of SEL was building trust relationships and partnerships embedded with academics that helps reveal the process by which we manage the district's emotions and reach for the district's goals. SEL investments accelerate this work. SEL was embedded in the ARP plan. At this challenging time in which some students had become disengaged with school, the intention was to hire navigators at the high school level who connect with young people and help them get back engaged with school. They go out in the community. One navigator who had already started was a Humboldt graduate who was doing great work.

SEL was related to college and career preparedness and fundamental to a well-rounded education. SEL was part of arts, theater, and dance at the elementary level. SEL support was also targeted to meet particular community needs and was supported by the SEL team and community partnerships which were new and expanded.

In conclusion, Director Carlstrom provided a summary of proposed ARP strategies and how community feedback played an important role in aligning the strategy with community needs. In closing, she asked the board to support and approve the ARP plan.

QUESTIONS/COMMENTS:

- Director Kopp thanked the presenters and expressed appreciation for the time dedicated to community engagement in how ARP funds would be used. In terms of information availability, it's important to ensure the information was easily accessible and she pushed the presenters to think about what that accessibility might look like. Could the district document in a storytelling format the types of investments being made so they were really visible so it's clear what it means for an individual family's kid in their school. Families seek to see and hear evidence, and storytelling could provide that, and demonstrate the impact of these funds. She concluded by thanking the presenters for their work.

- Superintendent Gothard noted the intention was to create an innovation team to help us look at this plan in a different way and to share the district's work and celebrate it with a new communications specialist helping with this work. This may include online information that's live, reports before you, want to share with community and why it's extremely valuable for your child to be educated because we were offering this to community.
- Director Carrillo echoed Director Kopp's sentiment and noted his sense of encouragement he felt by the breakdowns and objectives and asked how the district was going to grade the outcomes 24 months out. The community was learning about now and people were not yet ready to take a deep dive. It's important to be transparent about impacts, and to review what did not have the impact expected. Everyone hopes for success, but perfection can't be expected. The goal was really to have safe schools and to deliver quality education equitably across school to all students. He concluded by asking how tracking, monitoring and reporting would be made digestible for those who were not specialists.
- Chief Baker asked Director Corey, new director of the innovation office, to speak to this point. Chief Turner mentioned that the district does not want to wait a year to make changes or pivots, but Director Corey and others have worked hard on internal systems and dashboards to share with the public. Cadence of looking at data to make just-in-time changes and pivots. We need to be flexible and nimble enough to make effective use of the funds and have impact.
- Director Corey: Chief Baker summed up the plan very nicely. She noted the innovation office was developing a dashboard of indicators toward meeting goals that would provide regular progress monitoring and end-of-term evaluation on the nature of the investment. The goal was to provide information on real time progress and end-of-cycle evaluation.
- Director Carrillo asked when the dashboard would be available to the public.
- Director Corey responded by saying the focus was on the kick-off meeting Tuesday next week -- for a 6-week deep capacity building period. By late winter the dashboard would be populated and functional, and the team was working out details about what the public-facing dashboard would look like.
- Superintendent Gothard noted the importance of considering the toll of this pandemic on the district -- staff, families, everything -- but the district also did not want to be held to a lesser standard because of it; it was just part of this journey. The district also wanted to see this work change the way things were done going forward because going forward because the district found a new way to make a difference, that's transformational, etc. He emphasized that the district was in a really good place right now and the district's been working really hard to ensure students and staff were safe too.
- Director Vue asked for clarification regarding the project timeline. He said the needs assessment was done in June, the end of the school year, which was the worst time to do it. Given the size and complexity of the district, were 11,000 needs assessments enough to understand the needs of students, staff and parents?
- Chief Baker noted that, despite its challenges, June was the best time in order to ensure the district could submit a plan to the MDE (Minnesota Department of Education). It may not have been the best time for everyone, but it was in order to meet this important goal.
- Superintendent Gothard asked to clarify whether there was a deadline to begin that process.
- Director Carlstrom added that there was a requirement to have a safe learning plan on the website, so multiple things were happening at once.
- Chief Wilcox-Harris noted the fatigue and exhaustion among teachers who wanted to speak specifically to the needs of their schools and they sought to get on record to support the work.

- Director Foster, seeking more information about the timing, asked whether the needs assessment to include teachers' voices was completed in June before the end of the school year to ensure their inclusion.
- Chief Wilcox-Harris: That's correct.
- Director Stacey Gray Akyea added that the district had data regarding how many students were included in the needs assessment.
- Director Vue asked why specific data on students involved in the needs assessment were not included in the presentation.
- Director Gray Akyea offered to provide the data regarding who among the 11,000 was part, response rates and so forth the needs assessment.
- Director Vue: Moving from June to July the needs assessment helped to identify needs based on common responses among needs assessment participants. He asked how this was determined.
- Director Gray Akyea: Yes, that is correct.
- Director Vue asked how the allocation of funds was determined and what role the functioning groups and administration had in determining fund allocation.
- Chief Baker noted that there was a cross-functional workgroup, including building staff as well, and proposals were reviewed through a rubric within this cross-functional workgroup to arrive at certain numbers and allocations, with the main focus on ensuring what the public offered in the needs assessment served as a foundation of those determinations.
- Director Vue asked to clarify that the funds allocated reflect the actual costs of those proposals.
- Chief Baker added that there were proportional costs, but there was no direct connection.
- Director Carlstrom noted that the team used a rubric to assess and review the proposals to ensure they addressed main ARP goals and that they were tied back to the strategic plan. Furthermore, cost reasonableness and impact on student learning and recovery were key considerations.
- Director Vue offered that it would have been helpful to lead with the rubric when presenting this information and asked if the rubric would continue to be used going forward.
- Director Carlstrom said there would be a reason to continue to use the rubric as a metric for fund allocation. Right now, however, the plan was designed to allocate all funds available, so the rubric would not be needed unless there was reason to rethink what was planned.
- Director Vue expressed appreciation for the answer and asked how many participants were part of the recent survey.
- Director Kilgore said there were a few hundred participants as the goal was to go deep rather than wide. That was approximately 223 participants. She noted the survey was targeted specifically at gathering perspectives from families in hour-long conversations most directly impacted by Covid-19, plus school-based staff. 70 school-based staff and the remainder families. The team convened small group meetings and 1:1 conversations with families too.
- Director Vue asked if the district knew exactly who participated.
- Director Kilgore said yes, more or less, though because it was an online form, the data was less precise. However, the team as a good estimate that participants included 70 school staff, plus parents: 26 identified as white, plus 10 in-person meetings with white parents, 10 identified as black, 3 Asian families, 2 Hispanic Latino., 3 Asian, 2 Hlstopanic latino, 3 left question blank. 103 individuals participated in the small group meetings, including 11 white, 31 Hmong, etc. She offered to provide full details in writing at a later time.
- Director Vue thanked Director Kilgore for the information and asked whether she could explain the logic and reasoning behind changes in the proposal.
- Director Carlstrom noted changes were due to the addition of new initiatives, which resulted in the shifting of some categories. Also, actual costing was different than estimates, so adjustments

were made for financial reasons too. Finally, as things were moved around within categories, amounts shifted.

- Director Vue added that he understood that it's a time sensitive plan, but said he'd like to see better outcomes and he did not see a robust plan to engage with each community to see what they needed.
- Director Kilgore responded by saying that was certainly true partially due to timing, which was why so much was set aside for school-based planning and investments.
- Director Vue then thanked the speakers and contributors to this work.
- Director Ellis mentioned that as she looked at ARP funding categories, she still was not sure about the breakdown of the amounts and what was considered school-based. There were really big numbers without connecting the disbursements to specific schools. She then asked whether funding came in one chunk or if it was disbursed over three years.
- Superintendent Gothard noted there's a list in the handout on the dais that provides information about how funds were tracked and implemented.
- Director Carlstrom said funds would be reimbursed as they were used by SPPS. Therefore, the district would accept the full amount for three years and the district would draw down funds from the state as they were used. He said the district had been told it would receive \$260M in funds and that they would be drawn down from the state to pay the district back for its expenses.
- Director Ellis noted that families may not understand that the funding worked that way and that this needed to be communicated really well so communities were clear. She then asked to confirm that the district was absolutely positive what amount of funding SPPS would receive.
- Director Carlstrom answered affirmatively that the amount was guaranteed.
- Superintendent Gothard noted one-third or more of SPPS funds in a typical year were also received this same way.
- Director Ellis continued that community may not understand how the district received funds from the state in a typical time, so that was helpful to know. She emphasized that the opportunity to engage community was really important and that she hoped the district was being purposeful about community outreach so they understood what the impact would be on an individual school. She added that SPPS needed to be very thoughtful about its money.
- Chief Schrul noted that it was similar to SPPS's ESSER funding and other funding which was not received up front but comes later.
- Director Allen added that the district was moving in the right direction and that transparency with community in each area with each school was important.
- Director Foster echoed her colleagues that each child needed to be treated as one's own and that this was a once in a lifetime opportunity of dollars and she had to think about trust and community mistrust of systems. Seeing 11,000 participant involvement in a needs assessment survey was the highest number of engaged community members she had ever seen. She said a big question remains how, going forward, the district would consistently exhibit a culture of bringing student, family and staff voices into ongoing monitoring and evaluation long-term. She added that Director Vue said these funds came in because of lost learning, but that was nothing new but the history of SPPS schools. That's where the mistrust came from. Rebuilding trust and creating systems that were relatable and navigable by people was key. In order to do that, the district needed to get outside of its own head to communicate with everyone to provide access and opportunities. She said she understood where the district was going with this, but she noted there were a lot of concerns. Plus she added that the district would get some things wrong, which was why the district needed communication to self-check itself.
- Superintendent Gothard thanked the team of presenters tonight and so many others involved in the work. He noted that the timeline of this project was not created by SPPS, but he would put the

thoughtful and deliberate work of this team on top of anyone in the country. This was about making long-term, systemic change. While there was always room for people to experience how the district does things in different ways. Having asked very critical questions of them for months about funding categories and more, just like the board was doing tonight, he knew they were well prepared to do this work.

Chair Foster then called a 10 minute recess at 8:36 p.m.

Chief Foster called the meeting back to order at 8:46 p.m.

Continuing the Superintendent's Report, Superintendent Gothard introduced the **Back-to-School Update speaker**.

Chief Turner began the presentation by mentioning key areas of focus in the presentation, including transportation and online learning. Transportation had been very challenging due to the driver shortage. As of this week, all 196 current routes have a driver assigned to each bus, though 100 routes had been removed from the system. While busses may run behind schedule, students were picked from assigned stops, and the district was still picking up some routes at the last minute. Chief Turner thanked community and parents for their collective support. Regarding use of Metro Transit buses for transportation, there had been concerns about particular routes and the need for larger buses. Metro Transit was providing additional support and the district was working with Metro Transit to meet its needs. Students were using buses and using their passes on weekends for their own needs too.

Human resources and staffing update included 57 FTEs and 19 EA FTEs open at the time of the meeting.

QUESTIONS/COMMENTS:

- Director Kopp asked whether all elementary routes now had busses and a driver.
- Chief Turner response: Yes.
- Director Kopp then asked the same question about high school.
- Chief Turner said yes, but high school students used Metro Transit rather than school buses.
- Director Ellis asked whether this practice would continue for the foreseeable future.
- Chief Turner response: Yes.
- Director Ellis wondered about communication with families and whether this had been communicated with families.
- Chief Turner response: Yes, families were aware that this current transportation plan would likely continue through December holidays.
- Director Ellis then affirmed that communication about plans through the holidays and that communication with continue to keep you updated was a nice way to communicate
- Director Carrillo asked to confirm whether the adjusted hours would remain through the end of the school year.
- Chief Turner response: Yes, at least through the end of December. If the district had more drivers, then the district may need to use the drivers in order to keep them, which may allow some schools to switch back to using school buses. That decision would be made in January. Director Carrillo encouraged us to communicate as soon as possible, not last minute. Changing schedules was never smooth and the more and better communication there was the less pain there would be.
- Director Allen whether there was a safety plan for city buses and trains, and what that plan was.

Chief Turner noted the district was meeting with Metro Transit once per week, and also developing a safety plan with the Saint Paul police department. She said that to answer Director Allen's questions, yes, the district was doing that and school safety coordinators were also engaged.

- Director Allen then asked who would be the first respondent in the event of an emergency on the way to or from school.
- Chief Turner responded that it depended on where it happened. If the event took place on Metro Transit vehicles, then St Paul police and Metro police would respond. If the event were to take place on SPPS buses or property, then SPPS would respond.

Executive Director McCarty provided a snapshot of open positions: 57.5 FTE teachers, 19 EA FTEs. TAs were focus now -- in total there were about 100 FTE. Level TAs and Level 2 TAs. Level 2 was focus, higher need. Team works to recruit...in past experience with credentials to work, were making revisions. Vacancies other too, but open to other questions about these now.

COMMENTS/QUESTIONS:

- Director Allen asked how PCA minutes would be made up for those students who did not currently have an EA. How was the district helping students without filled TA positions?
- Executive Director McCarty noted not having those specifics.
- Deputy Chief Doud added that peer professional support sometimes support those programs. The district was sharing staff throughout the building to cover. TAs while paying attention to IEP minutes. The district was sometimes paying people to work over their lunch.
- Director Allen asked whether they were logging.
- Assistant Chief Doud: Yes.
- Director Allen: Thank you.

Chief Collins provided an update regarding online school, including a snapshot picture from 1:30PM today. Demographic breakdown. A snapshot that changes daily. As of 1:30PM 1,352 K-12 students in online school: 816 elementary, 204 middle school, 232 high school students. Demographics present a close match with district percentages compared to student data from October 1, 2020. Close in most categories, though the percentage of Asian students is higher in online school. Black and American Indian students represent a similar percentage as a district. White students in online school represent a lower percentage than the district percentage; EL students in online represent a slightly lower percentage while for those who qualify for free reduced lunch in online school represent 5-7% fewer students than the percentage of those student in district-wide enrollment; special education students comprise 13% of online school enrollment versus 17% for district as a whole. Regarding the waiting list, the elementary school list was nearly all enrolled as of today. Focus on place of staffing was focused in two areas to address the waiting list: 1. Middle Schools: Not much difference between projected and actual enrollment in school, so the challenge was to move teachers needed for in-person learning to online learning. The district was looking to hire more teachers to eliminate the 200 student waitlist; 2. Grades 9-12 waitlist was just over 100 students and the district was looking to fill open positions. Reassigning classroom teachers was difficult and the district was looking to back-fill specialist positions, possibly virtually. Reassigning a classroom teacher was a difficult task and how to provide specilists in science, art, phy-ed, music. Trying to fill those positions and the district was working with partners in Teaching and Learning to provide specialists. Finally, this represents the first time the district had tried to do an online school, so working to understand what was needed and what was different for teachers, for students, for learning, from parents. add'l staff could be brought and what staff do we bring on this year.

QUESTIONS/COMMENTS:

- Director Carrillo do you expect middle and high school students to move off the waitlist? He noted that a main concern was there were no teachers to pull from given there are 57.5 FTE teacher positions open. Is there a waitlist deadline when the district asks those students to please stay at their current school site.
- Chief Collins responded by noting middle school was different than elementary teacher allocation. The district wanted to continue to hire and the district was working with partners. Principal Bush had extensive online experience and the district was looking for Minnesota licensed teachers who could teach virtually from their current home out of state. The district was also working with Student Placement Center partners to maintain and update the waitlist. The district was committed to this and would continue to monitor the waitlist. They were committed to moving the waitlist to zero as quickly as possible.
- Director Carrillo asked whether the district knew how many K-5 students on the waitlist were SPPS district students or other district students.
- Chief Collins stated his assumption was that they were all SPPS district students. Other students would be a lower priority student. When the district opened up the process there may have been other district students.
- Director Carrillo asked for a ballpark figure -- large or small amount?
- Chief Collins advised it would be a small amount. He added that it helped to look at enrollment in three buckets. Elementary, 6-8, 9-12. On average, with 1,352 enrolled, it was probably less than 10%.
- Director Carrillo added that elementary teachers were being pulled...experienced collapsing but there was concern about the rather sudden change and its communication to parents. What was this planning process like?
- Chief Collins responded by saying that in his 17 years as an SPPS administrator, the district had never worked so fast, and the district needed to enroll by September 20th. It was a very tight timeline to make that possible and SPFE agreed upon that timeline. Steep enrollment increases in online learning required quick decisions. When the district had to make fall adjustments, then the district had to make those decisions in October. So it was a 4-week timeline, and this time it was a 4-day timeline. It was about capacity, space, and other considerations. These were not ideal circumstances, but a fast decision may have been better than a longer period of time with an initial teacher.
- Director Carrillo then asked if there was a capacity limit to online school.
- Superintendent Gothard responded by noting the original capacity was 450 for 9-12 grades and enrollment in June was 53 students. The district never anticipated such a large waitlist this fall. The district would have loved to have found a different way. Plus enrollment was down in many buildings as well, and that was how the district made decisions. All things considered it was the most responsible decision.
- Director Kopp asked two questions: 1. Where should parents send feedback? 2. Where could people share feedback?
- Chief Collins suggested starting with Principal Bush who had the best working knowledge of that schedule. The district wants to collect feedback to improve. If volume becomes too large, then perhaps create another way to provide feedback.
- Director Kopp, similar to Director Carrillo, then asked whether the district's strategy would change at the end of the semester? If so, based on what factors? Month-to-month changes....What kind of changes might be expected?
- Superintendent Gothard noted that the district planned to use natural school year breaks to make changes. Factors may include: 1. Transmission of Covid in community; 2. Young child

immunization availability. The goal was to have staff model patience and to seek stability and use the district's natural breaks in the schedule to make any changes.

- Director Kopp noted her appreciation of those intentions. How people were accepting risk. How were planning an online school for a non-pandemic environment. Appreciate the forethought.
- Superintendent Gothard noted related information provided in the last item in the Back to School Update. Discontinuation of School Resource Officer contract with Saint Paul police department was decided in July 2020. At that time sought to continue contract with them for games, events. When the district called in an officer there for so many reasons for it, including for a traffic back-up they could step-up. An officer on the ground could assess a situation immediately, and not complicate that response without an officer present. He mentioned seeing off-duty officers as part of the district's layered approach. He spoke of the district having good relationships covering community centers and other venues. He noted wanting to bring that to the board's attention.
- Chief Turner added that this was always the intent, that the district would continue to work with local law enforcement for games. If a community used the district's buildings, with attendees over a certain number, a law enforcement officer would be required by policy. It did not require board action tonight.
- Director Allen asked about the cost associated with contracting with the Saint Paul police department. She wondered if it was overtime pay and were they contracted for all events or for specific events. Director Allen asked whether the district had considered community partners that do security and knew students, and if the district contracted with them also.
- Chief Turner response: Yes, it's overtime. The district did not get to select the officer. We could request certain officers, but it was handled by the department. Yes, part of the district's plan was to have a contract with the community ambassador program, school safe liaisons and other resources. She emphasized that not all games would have an officer; it depended on the size of the crowd, the day of week, and other factors. The district used a rubric -- developed with principals and other stakeholders -- to make decisions about how events were staffed.
- Director Allen then asked whether the district had considered paraprofessionals for this role. The paraprofessional's job was to control the classroom and they also needed the money.
- Chief Turner mentioned that paraprofessionals were considered too, and certain administrators and principals would use their paraprofessionals. She emphasized it took a whole school to do this and there were plenty of opportunities to go around.
- Director Allen expressed the need to discuss this with bargaining units. Paraprofessionals could use the income to pay their rent. She expressed concern about the district going back into the box to resolve the district's issues, but back into the box created the prison pipeline. Some of the issues at the start of school this year and at football games were not new, but how could the district start to do things differently? Director Allen encouraged Chief Turner to think outside of that box. Law enforcement were not as effective as paraprofessionals.
- Chief Turner responded by saying everyone agreed that this would be a team effort of police, the district's own security, paraprofessionals, and others. She agreed that it was the school's responsibility to deal with school behavior issues, but crimes were managed by police officers. Most behavior was not criminal behavior and school staff should be responsible to deal with those matters.
- Director Allen agreed with the all hands on deck approach. All must be alert. As a board member, Director Allen expressed concern about the district's budget. She didn't see how putting district funds in police department pockets was morally sound. Director Allen noted that she was here as a school member overseeing children. The district's ambassadors were doing this work all day long. They were de-escalating issues, and a combination of those folks and the district's own

security who have relationships with students could navigate a lot of barriers. The district had maybe three big football games and five basketball games to staff each year..

- Director Vue then noted hearing something about a rubric and his interest in hearing more. He asked if policy was tied to that rubric?
- Chief Turner response: Yes, there was a rubric to help the district determine what type of event required Saint Paul police department officers. Some events would not require officers. Some high schools were known to be competitive and to attract large crowds and full stadiums, so support would be needed then. The school safety liaison would be engaged too. The district reviewed this rubric with school administrators each year. Large events may be held in the district seven days a week, many different events, including weddings and parties in district gyms that required police officers.
- Director Vue then asked where police officers were entered in the rubric.
- Chief Turner noted that it really came down to the event's size. On a Friday night game and a large site/crowd, then a police officer was called for, but a mid-day Saturday, in-conference game, probably would not call for a police officer.
- Director Vue thanked Chief Turner for the explanation.
- Director Kopp thanked Director Allen for raising the issue of staffing and the opportunity to blend where we've been with where we want to go. There was an opportunity to take what's working for the community and the school; it's a chance to refine the district's practices during these tender times so the district doesn't find itself engaged in bad practices. The district must reflect on how things were working. It was best to have those who know the district's students involved. She asked what the options were for the district's security emergency management team to be involved, noting who would be there was really important.
- Chief Turner affirmed the need to be very clear in this time of a labor shortage and that there was no guarantee the district would get an officer even if the district wanted one. The police department had a shortage too and the district's previous practice had been that if an officer was not appropriate, the district always made that clear to the department. In those circumstances, the chief had his team make changes in their system so officers who support SPPS would enjoy the district's kids and their own backgrounds would be closely aligned with the district's. Some officers have told the administration that if there was a need, they would be happy to be officers at events.
- Director Kopp: Thank you.
- Superintendent Gothard thanked Chief Turner for the report and then turned to continue with human resources discussions on agenda.

C. Personnel/Position Recommendation

BF 32506

That the Board of Education approve the recommendation of the revised contract for Assistant General Counsel William Forbes.

Executive Director McCarty *resubmitted the contract to be consistent with their counterpart.*

QUESTIONS/COMMENTS:

- Director Vue asked whether the contract had expired and if this was a new contract with superintendency.

- Executive Director McCarty responded by saying the contract had not expired. Rather, this action requires the board's signature as a matter of transparency. It was not an expired contract, but a correction to establish alignment in a group.
- Director Vue then asked why this was not done initially.
- Executive Director McCarty said that while she was not part of the initial hiring process, there was a subsequent change when a new person was hired in the same office, so the change was being sought now.

MOTION: Director Foster, seconded by Director Carrillo, moved that the Board of Education approve the recommendation of the revised contract for Assistant General Counsel William Forbes.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

D. Human Resources Transactions

MOTION: Director Foster, seconded by Director Ellis, moved to approve the Human Resource Transactions for the dates August 1 through August 31, 2021.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

E. 2021-2022 Calendar Update

BF 32507 Adopt the recommended change to the 2021-2022 School Year calendar to reflect a Digital Learning day for all students on election day, November 2nd, 2021

Chief Wilcox-Harris introduced the 2021-2022 Calendar Update by bringing to the board's attention this request to name election day 2021 as a digital learning day, just as was approved for election day in November 2020. This change would be the last calendar update for the year and everyone would receive an updated calendar and the change would be communicated. She then welcomed Craig Anderson, Director of Teaching and Learning, to present.

Director Anderson reviewed the regular 3-year calendar brought before the board for approval by the board. Director Anderson chairs the calendar commitment along with Sue Snyder. The rest of the members of the calendar committee were teachers, parents and staff. He noted that in 2020 the district did not know a digital learning day may be required in 2021 too, thus none was included in the calendar at that time. On this digital learning day, students would learn digitally, teachers would teach, and attendance would be taken. If necessary, substitute teachers would be provided. In February 2021, five e-Learning days were approved for snow days and other unplanned events, but this digital learning day does qualify as one of the e-learning days. It was not unplanned. The proposal was to replace one in-person learning day with a digital learning day.

Questions/Discussion:

- Director Vue began by asking how the learning day would be done logistically, wondering whether lessons would be given in advance.
- Director Anderson responded by saying it depends on the teacher and the school. The teacher could use November 1st to show students what they would be asked to do during digital learning day on November 2nd and on the backside teachers could evaluate success and prepare for a future emergency e-learning day in the process.
- Director Vue then asked about the plans for communication with parents?
- Director Anderson noted that the communication would be developed immediately following this meeting.
- Chief Wilcox-Harris added that there were specific requirements to specify, such as whether learning would be synchronous or asynchronous, and to clarify with students and families that students' studies that day would be graded as an instructional day.

MOTION: Chair Foster, seconded by Director Ellis, moved that the Board of Education approve the recommended change to the 2021-2022 School Year calendar to reflect a Digital Learning day for all students on election day, November 2nd, 2021.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

Superintendent Gothard thanked the board and noted the conclusion to the Superintendent's Report.

VIII. CONSENT AGENDA

MOTION: Chair Foster moved approval of the Consent Agenda, with the exception of E4 - Request for Approval to have Bell Bank Advertise at the Mayor's Cup Soccer Match (Humboldt vs. Como) at Allianz Field for further consideration. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

The motion passed 6-0. The vote was unanimous.

A. Gifts

BF 32508 [REDACTED] Donation Toward Student Services

That the Board of Education authorize the Superintendent (designee) to accept the \$15,000 donation to be used to support adult learners.

B. Grants

BF 32509 [REDACTED] Request for Permission to Accept a Grant from the University of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept a grant from the University of Minnesota for funds to further the work of a pre-literacy assessment for Hmong-speaking children in the district; to accept funds; and to implement the project as specified in the award documents.

BF 32510 [REDACTED] Request for Permission to Accept Two Grants from the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to accept two grants from the FACE Foundation at L'Etoile du Nord French Immersion; to accept funds; and to implement the project as specified in the award documents.

BF 32511 [REDACTED] Permission to Accept a grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education ratify the administration's action to accept funds from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs in SPPS; and to implement the project as specified in the award documents.

C. Contracts

BF 32512 [REDACTED] Design Services for Ramsey Middle School Renovation (Project # 3140-20-02)

That the Board of Education authorize award of design and construction administration services to DLR Group, Inc. for the not-to-exceed fee of \$2,630,730.

BF 32513 [REDACTED] Construction Manager as Advisor Services for Ramsey Middle School Renovation (Project # 3140-20-02)

That the Board of Education authorize award of construction manager as advisor services to KrausAnderson for the not-to-exceed fee of \$3,784,817.

BF 32514 Construction Manager as Advisor Services for Jie Ming Mandarin Immersion Addition & Renovation Phase II (Project # 3090-21-01)

That the Board of Education authorize award of construction manager as advisor services to Knutson for the not-to-exceed fee of \$1,578,636.

BF 32515 Pre-Qualification of Professional Engineers, Technology Consultants and Landscape Architects for Small Projects

That the Board of Education authorize the administration to pre-qualify the following professional engineering firms, technology consultants, and landscape architects for future project-specific solicitations for calendar years 2021-2026: 1. Armstrong Torseth Skold and Rydeen, Inc. 2. Cuningham 3. LHB, Inc. 4. Tom Loucks & Associates, Inc. 5. Tolz King Duvall Anderson & Associates, Inc. DBA TKDA 6. WSB & Associates, Inc. 7. Design Tree Engineering, Inc. 8. I & S Group, Inc. 9. Bakke Kopp Ballou & McFarlin, Inc. (BKBM) 10. DLR Group, Inc. 11. IMEG Corp. 12. Krech, O'Brien, Mueller & Associates, Inc. 13. Meyer, Borgman & Johnson, Inc. 14. Karges-Falconbridge, Inc. 15. Nexus Solutions, LLC 16. Dunham Associates, Inc. 17. Hallberg Associates, Inc. 18. Willen, Incorporated 19. True North Consulting Group LLC 20. The Westlund Group, Inc. 21. Emanuelson-Podas, Inc. 22. Obernel Engineering 23. Wold Architects, Inc. 24. Boarman Kroos Vogel Group, Inc DBA BKV Group 25. Larson Engineering, Inc.

BF 32516 Pre-Qualification of Professional Engineers, Technology Consultants and Landscape Architects for Large Projects

That the Board of Education authorize the administration to pre-qualify the following professional engineering firms for future project-specific solicitations for calendar years 2021-2026: 1. Armstrong Torseth Skold and Rydeen, Inc. 2. Cuningham 3. LHB, Inc. 4. Tom Loucks & Associates, Inc. 5. Tolz King Duvall Anderson & Associates, Inc. DBA TKDA 6. Design Tree Engineering, Inc. 7. I & S Group, Inc. 8. Bakke Kopp Ballou & McFarlin, Inc. (BKBM) 9. DLR Group, Inc. 134 10. IMEG Corp. 11. Krech, O'Brien, Mueller & Associates, Inc. 12. Meyer, Borgman & Johnson, Inc. 13. Karges-Falconbridge, Inc. 14. Nexus Solutions, LLC 15. Dunham Associates, Inc. 16. Hallberg Associates, Inc. 17. Willen, Incorporated 18. True North Consulting Group LLC 19. The Westlund Group, Inc. 20. Emanuelson-Podas, Inc. 21. Obernel Engineering 22. Wold Architects, Inc.

BF 32517 Lutheran Social Services Attendance Support and Family Engagement for School Year 2021-22

That the Board of Education authorize the Superintendent (designee) to approve the expenditure CARES Act funds in an amount not to exceed \$300,000 for Lutheran Social Services work in SPSS schools to increase attendance and family engagement.

D. Agreements

BF 32518 Blackboard Inc Services Renewal Confirmation Notice

That the Board of Education authorize administration to enter into a Cloud services renewal agreement with Blackboard for a service period of 12 months in the amount of \$214,663.74.

BF 32519 Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Century College for FY22.

BF 32520 Request to Sign Concurrent Enrollment Joint Powers Agreement with Minnesota State University, Mankato

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

BF 32521 Approval of an Employment Agreement with Laborers Local 563 to Establish Terms and Conditions of Employment for 2021-2024 employment contract

That the Board of Education of School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Laborer's Local 563 was the exclusive representative. Duration of said agreement was for the period from May 1, 2021 through April 30, 2023.

BF 32522 Approval of an Employment Agreement with Laborers Local 563 to Establish Terms and Conditions of Employment for 2020-2021 employment contract

That the Board of Education of School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Laborer's Local 563 was the exclusive representative. Duration of said agreement was for the period from July 1, 2020 through September 10, 2021.

BF 32523 Approval to Create a Cooperative Sponsorship with St. Paul Central, Como, Harding, Highland, Humboldt, Johnson, and Washington High Schools in Danceline

Authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Danceline with Central, Como, Harding, Highland, Humboldt, Johnson, and Washington High Schools.

BF 32524 Memorandum of Understanding between Bethel University and Saint Paul Public Schools

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

BF 32525 MOU between Amherst Wilder, St. Paul Promise Neighborhood, Ramsey County, St Paul Public Schools and St. Paul City Schools

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding with these organizations for Homework Starts with Home.

BF 32526 MOU between Ramsey County and Saint Paul Public Schools for Transportation of Students in Foster Care Placement

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding between Ramsey County and St Paul Public Schools concerning the arrangements for transportation of students in foster care placement.

BF 32527 Request to Sign Student Teaching Agreement with Grand Canyon University

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Grand Canyon University.

BF 32528 Request to Sign Student Teaching Agreement with Gustavus Adolphus College

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Gustavus Adolphus College.

BF 32529 Request to Sign Student Teaching Agreement with Western Governors University

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Western Governors University.

E. Administrative Items

BF 32530 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 February 28,2022.

BF 32531 Emergency Connectivity Fund Grant

That the Board of Education authorize administration to approve the proposal from Apple and T-Mobile for the purchase of iPads and Hotspots, along with reimbursement from the Emergency Connectivity Fund, in the amount not to exceed \$2,400,000.

BF 32532 Approval to Fund Alpine Skiing and a District Cooperative Danceline Team from the District Athletic Budget

That the Board of Education authorize the Superintendent (or Designee) to approve the District Athletic Office funding for Alpine Skiing and Danceline with Central, Como, Harding, Highland, Humboldt/OWL, Johnson, and Washington High Schools.

BF 32533 Request to Sell District iPads

That the Board of Education authorize the Offices of Digital and Alternative Education and Technology Services to sell the iPad inventory to Cal State Electronics dba Total Technology Results for the approximate 155 price of \$3,855,000.00.

BF 32534 VADC Construction Activities Temporary Construction Easement – Parking Lot at Hubbs

Center

That the Board of Education authorize the Superintendent (or designee) to execute a Temporary Construction Easement Agreement between Independent School District No. 625 and VADC Holdings allowing VADC Holdings use of the Hubbs Center parking lot.

BF 32535 Creation of Restorative Practice Coordinator (District Wide) position within Saint Paul Public Schools

That the Board of Education of Independent School District No. 625 approve the establishment of the Restorative Practice Coordinator (District Wide) job classification effective October 1, 2021; that the Board of Education declare the position of Restorative Practice Coordinator (District 157 Wide) as unclassified; and that the pay rate be schedule 2 in the School and Community Service Professionals (SCSP) standard range.

BF 32536 Request for Approval to have Bell Bank Advertise at the Mayor's Cup Soccer Match (Humboldt vs. Como) at Allianz Field

BAI Consent Agenda Item pulled for discussion: Director Kopp celebrated and acknowledged the good work of school district staff and athletic directors, the mayor's office, and everyone involved in making this event possible. Director Kopp then read a list of names, including coaches and other staff, who made this opportunity possible for SPPS students, one that they would never forget. This would be the first high school game at Allianz Field! She also thanked Minnesota United for celebrating SPPS student athletes and for the partnership with SPPS and for making this exciting event possible.

QUESTIONS/COMMENTS:

- Director Ellis noted that Director Brodrick told her that since he would not be able to attend tonight's meeting that she be sure this was a Consent Agenda Item today. She noted his excitement for this event.
- Director Allen added that she was very excited about this partnership, saying that students would chase her down in hallways about this event. She noted that putting together an event like this takes a lot of hustle and long hours. She also thanked Bill McGuire and everyone else who put in work for SPPS students.
- Superintendent Gothard asked whether the game's schedule was set.
- Assistant Superintendent Agbamu responded by saying that it's not yet scheduled, but that would be very soon. She also provided additional acknowledgements of those who made the vent possible.
- Assistant Superintendent Agbamu noted that the teams would be competing for the Mayor's Cup.
- Director Foster concluded discussion by emphasizing that access and opportunity were why partnerships were so crucial.

MOTION: Director Foster, seconded by Director Kopp, moved that the Board of Education authorize the Superintendent (designee) to allow advertising by Bell Bank at the Mayor's Cup Soccer match at Allianz Field.

The motion was approved by roll call vote:

Director Allen Yes

Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

IX. OLD BUSINESS

Chair Foster noted the next order of business was the **2nd Reading Updates of Policy 610.00 Field Trips**, and turned the discussion over to Superintendent Gothard. Superintendent Gothard then introduced Chief Baker who led the discussion.

Chief Baker briefly introduced the 2nd Reading Updates of Policy 610.00 Field Trips via a slide presentation and then welcomed questions and comments from the board.

Questions/Comments:

Director Ellis asked to confirm that nothing had changed from the 1st reading.

Chief Baker responded in the affirmative that nothing in the language had changed since the 1st Reading of this policy.

Seeing no further questions, comments or closing remarks from board members or Superintendent Gothard, Director Foster closed discussion.

X. BOARD OF EDUCATION

Vice Chair Vue, noting no Items for Future Agenda, asked board members to share comments related to Information Requests and Responses.

- Director Ellis noted conversation in the community related to board reports that make board members appear busy. Director Ellis emphasized the importance of sharing with the community the many activities of board members beyond the two monthly board meetings that build relationships and understanding of community issues. She cited attending the summer graduation of 180 graduates as one good example of these activities, plus the ribbon cutting at Humboldt and the Town & Country 25 year reconciliation luncheon with staff. Reports on these activities were intended to inform about the board's work with the city, the county, throughout this state. She also paid special tribute to staff she met in SPPS schools at the start of the school year who were following protocols, helping students, and navigating questions from families, and organizing homecoming events.
- Director Kopp discussed her participation in opening week and the creative approaches schools had taken to start the new year and help staff learn about the communities where their students live.
- Director Allen noted feeling inspired by the passion of teachers, parents and folks in the community about education and how that passion reflects SPPS as a district -- the excitement about education, being in school, and being together in school buildings again. .

- Director Foster noted the complexities of serving as a member of the school board and the dedication it takes to develop an understanding of those complexities at every level. Board members need to hear multiple ways and multiple perspectives to help guide decisions the board makes and how in working with her board member colleagues how seriously this role was taken.

XI. FUTURE MEETING SCHEDULE

Vice Chair Vue noted the future meeting could be found online at www.spps.org/boe or by calling the district's Board Secretary at 612-434-1105.

He also noted 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. The first Special Meeting was held on September 20th, and the *next* **Special Closed Meeting and Special Meeting** was scheduled for Monday, October 4, 2021 beginning at 4:30pm. Further information could be found on the Board website and Public Notices page.

The next Committee of the Board meeting would be held on Tuesday, October 5, 2021 beginning at 4:30pm.

The next Regular Meeting of the Board of Education would be held on Tuesday, October 19, 2021 beginning at 6:05 pm, with public comment to begin at 5:30pm. Please view the audio stream link online at the Board website: www.spps.org/boe.

Vice Chair Vue further noted that the board website provides updates and the board secretary should be contacted in order to be added to the mailing list of public notices.

Members of the community were invited to submit Public Comment for the Regular Meetings of the Board of Education through:

- 1) Leaving messages with the Board Secretary at sarah.dahlke@spps.org or 612-434-1105 that would be compiled and distributed to Board members; and/or
- 2) Sending email statements to the Board of Education email (SB.Members@spps.org)
- 3) Submitting comments online via Public Comment input form at www.spps.org/boe.

Or by attending live public comment prior to the October 19 Regular Meeting. Members of the public may register for public comment by:

- 1) Contacting the Board secretary at sarah.dahlke@spps.org or 612-434-1105
- 2) Submitting the Public Comment input form at www.spps.org/boe.

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Carrillo	Yes
Director Vue	Yes

Motion passed 6-0, the vote was unanimous.

The meeting adjourned at 10:22 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