

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

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

**Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16**

**February 23, 2021
6:05 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Jackie Turner, Chief Operations Officer; Kate Wilcox-Harris, Chief Academic Officer; Kenyatta McCarty, Executive Director of Human Resources; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Anindita Rajamani, SEAB Member; Sarah Dahlke, Secretary to the Board

II. APPROVAL OF THE ORDER OF THE MAIN AGENDAR

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

The motion was approved by roll call vote:

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

III. RECOGNITIONS

BF 32322 Acknowledgement of Good Work by Students

Subashri Buck, a junior at Harding Senior High School and **Afiya Ward**, a 2020 graduate of Central Senior High School, were recently selected as winners of the National Youth Safety Essay Contest through CareerSafe. These students completed the Summer 2020 “Earn as You Learn” program sponsored by the Office of College and Career Readiness. The students had the opportunity to explore careers, learn financial literacy skills and earn an industry-recognized certificate and a \$300 stipend. Students were encouraged to enter the National Youth Safety Contest. Each contest winner received a \$500 scholarship for their essays about Occupational Safety and Health Administration (OSHA) workplace safety.

BF 32323 Acknowledgement of Good Work Provided by Outstanding District Employees

Three SPPS teachers are candidates for Minnesota Teacher of the Year 2021. They are: **Eugenia Pope**, ESL Teacher at Harding Senior High School; **John Horton**, classroom teacher at J.J. Hill Montessori; and **Kathy Romero**, English teacher at Como Park Senior High School.

Eugenia Pope says her career as an educator spans over 38 years. She began teaching in her native country, Romania, then continued in the United Kingdom, the U. S. and most recently in Poland. She has experienced working with students of all ages, from preschool to adults, in both public and private Montessori settings. Eugenia has been an ESL teacher in SPPS for 25 years. Most of this time she has taught in elementary schools, however for the past six years she has been working with secondary students at Harding Senior High School.

John Horton says this is his 16th year of teaching elementary school. He had previously taught nine years in traditional elementary schools and then came to Saint Paul where he has taught Montessori education for the past seven years. John has lived in Saint Paul his entire life and is a proud graduate of Saint Paul Public Schools attending Groveland Park Elementary, Murray Middle School and Central Senior High School. He says his interest in teaching came from his own teachers in SPPS. John says his amazing educators led him on a path to work with children and become a teacher.

Kathy Romero says this is her 14th year of teaching and 8th year teaching in Saint Paul Public Schools. Her first five years at SPPS were teaching 8th grade at Murray Middle School and this is her 3rd year teaching high school English at Como Park Senior High. The first six years of her teaching experience was spent in the 9th & 10th grade English classrooms at Crosswinds Arts & Science School which was a part of the former East Metro Integration District. Kathy spent 30 years working in the Business industry before getting her college degree at 53-years-old and becoming a teacher.

This year’s program will name the 57th Minnesota Teacher of the Year. The program celebrates the tradition of excellence in teaching in Minnesota. Eligible candidates include pre-kindergarten through 12th-grade, Early Childhood Family Education and Adult Basic Education teachers, from public or private schools. An independent panel of leaders in the fields of education, business, government, nonprofit and philanthropy will read candidates’ portfolios over the next few weeks and narrow the list to a group of semifinalists. In March, the panel will convene again and review additional materials from the semifinalists to choose a group of finalists. Because of safety precautions related to the COVID-19 pandemic, the scheduled Minnesota 5 Teacher of the Year banquet, set for May 2 at the Saint Paul RiverCentre, may be postponed.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items D2 - Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors, and E3 - Facilities Department FY21 Purchases over \$175,000 pulled for separate consideration. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of January 19, 2021
- B. Minutes of the Special Meeting of the Board of Education of January 25, 2021

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of January 19, 2021; and Minutes of the Special Meeting of the Board of Education of January 25, 2021. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of February 9, 2021

At the Committee of the Board Meeting on February 9, 2021, Superintendent Gothard welcomed everyone, and provided an update on the local Ramsey County Covid-19 case rates, a brief update on reopening of SPPS for students in PreK-2 on February 1st, and students in grades 3-5 on February 16th. He also noted the upcoming Family Forum. Board members expressed appreciation for the opportunity for students to be back in buildings, the safety protocols in place in buildings, excitement for seeing school buses back on the roads, transition for meal deliveries, appreciation for the feedback, emails, and calls regarding reopening, encouragement to work with school buildings on concerns and questions, and clarity on the official mode for feedback.

Next, the SEAB Update included details on their current work on the revision of the SEAB manual, recruitment, and engagement with the community and groups, including Know Your Rights and Ethnic

Studies. Discussion from board members included encouragement of SEAB members to reach out for support, pride in their work, emphasis that all SEAB members are seniors, and appreciation for planning for future groups of SEAB.

The first presentation was the SPPS On-Site Update, which featured information on Elementary PreK-2 and Specified Specialized Services Fully On-Site and an update on the return of students on February 1st, and featured perspectives of elementary principals and program managers. Discussion by board members centered on pride and emotions of returning to buildings, the incredible expertise by our leaders and staff, continued learning whether in schools or in distance learning by students and families; appreciation of perspectives from building leaders and adaptive leadership, creativity in adversity, and choices for families. Clarity was requested on the protocol for staff to raise concerns about circumstances in buildings. Questions were also raised on staff meetings, and alignment of meetings and PLCs across buildings, as well as the after-review of survey results conducted in buildings. The importance of communication, language, and messaging from schools and the District was also noted. Further remarks centered on the appreciation of staff to ensure families feel safe about their students in class, and the brilliance of our students to navigate these times and thanks to the adults who are modeling that for them. Questions also centered on the steps to ensure that students enrolled in Virtual Learning Schools and those in-person are receiving the same standard of education.

Next, our Facilities team presented the Five-Year Facilities Plan for Fiscal Year 2022 through 2026. Discussion and questions within this portion centered on the meetings of the FMP committee, appreciation for the increased public transparency in this process, questions about the rubric regarding renovate versus rebuilding, and clarity on the informational dashboard. Further discussion included board member experience within the FMP, and the importance of the end product of incredible learning spaces for our students and staff, and to show the changes and investments for the future of our students and the city. Comments also centered on the past process, and improvements to the process for the community to understand the changes to bring our learning environments into the 21st century. Another point of discussion included a board member's personal connection to the FMP, and vision of equity in facilities for our SPPS students, as well as concerns on the past process and external review team, and assurance for an improved process for the future. Clarification on the recommendations from the external review team was requested. Engagement with students on the FMP was also encouraged, as well as questions on the scope of the Facilities team in both maintaining current buildings and sites, and renovating and replacement projects.

Next, the Board learned more about the Fiscal Year 2022 Budget Guidelines. Discussion from the Board included perspectives on past engagement and future engagement opportunities, appreciation for priority-based budgeting, questions on the impacts of federal and state funding, and challenges of one-time funding, and learnings from previous years' budgets and recommendations for the budget cycles going forward. Further clarity was also requested on summer school and summer learning, and how federal and state funds may fund programming.

The final presentation was a policy update on Weighted Grades. Questions from board members included changes for students and families, encouragement and outreach to address disparities of students enrolled in advanced courses, and hopes that more students will be encouraged to take advanced courses. Discussion also focused on the language around the responsibility of the District to provide rigorous content to all students, and clarity around revisions to the proposed policy based on this feedback. Clarity was also requested on the context of this proposed policy and timing. The Board then

approved moving this proposed policy, with revisions, to the three-reading process beginning with the Regular Meeting of the Board of Education on February 23, 2021.

A full video of the Committee of the Board Meeting can be found at www.spps.org/boe.

MOTION: Director Vue moved that the Board accept the report on the February 9, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

B. Minutes of the Equity Committee Meeting of February 22, 2021

At the Equity Committee Meeting held on Monday, February 22, 2021, Tri-Chair Myla Pope began by welcoming committee members and encouraged them to reflect on what it means to “reimagine” and the work moving forward. Reimagining needs to be based on transformation and liberation. Members reflected both individually, and discussed within their small groups.

The purpose of the Equity Committee, as well as the norms of collaborative work and Courageous Conversation protocols were also reviewed, with focus areas.

Members then analyzed identified inequities both individually and reviewed within small groups, including the revisions to the proposed impact statements to the first inequity assigned to each group as a continuation from the January meeting. Members were encouraged to interpret the essence of the assigned, identified inequity and create a narrative. The impact statement was also reviewed within the small groups. Personal findings were also discussed in the reflection of the identified inequities. Members also discussed revisions to the current statement, including narrative, theme defined, impact defined, and possible sentence stems to be used within the inequity statement. Discussions focused on both the first identified inequity, as well as the second assigned identified inequity.

In closing, the work of the committee was celebrated and honored and examples of proposed revisions and impact statements were shared. Members were encouraged to reflect on patterns on inequity and injustice, and to continue to think of ways that lead to liberation and transformation. In closing, members shared how they felt leaving the space, and words included “connected”, “hopeful”, “grounded”, “measured”, “moved”, “thoughtful”, “energized”, “reflective”, “ready”, “focused”, “grateful”, “humbled”, “believe”, “optimistic”, “onward”, “invigorated”, “future”, and “inspired”.

MOTION: Director Foster moved that the Board accept the report on the February 22, 2021 Equity Committee meeting and approve the recommended motions and minutes of that meeting as published. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

VII. SUPERINTENDENT'S REPORT

A. SPPS On-Site Update

Superintendent Gothard then acknowledged the incredible work to return PreK-3, 3-5, and students in specialized services to start back in buildings with their staff and peers and community. We continue to work in areas that need improvement, and thanked all for their work. He acknowledged the schedule changes in each environment. To the students, families and staff who have experiences changed, he apologies and continues to support the team to support our community. He also noted the start of on-site supports for secondary students this week with early reports on the transition. He has heard of the desire for more in person learning, and noted the Governor's comments to return to some form of in-person learning. Our commitment was to introduce in-person instruction and build from there and are committed to this process. So many of our students and families want this return as soon as possible. He then introduced the team to present the SPPS On-Site Update.

The first topic within the presentation included details, celebrations and challenges from a group of elementary principals for Elementary 3-5 Fully On Site.

An update on Secondary On-Site Support was also shared, including total enrollment and students who opted out, with details on the program. Principals from select middle and secondary schools also shared their celebrations and challenges. Next steps were also shared, including planning for fully on-site later in spring.

QUESTIONS/DISCUSSION:

- How is it going with able to distance at 3 feet? How are we gauging the impact and feedback about the academic impacts? Response: Regarding social distancing, it is challenging in working with young students. People are social by nature and students have not been with each other for almost a year, and it is difficult to keep kids separated, and do interventions, with visuals. It is inevitable where they are not 3 feet apart, and times when adults are not 6 feet away, and still need to support students. It is a work in progress, and more challenging the younger the students are - PreK, K, 1, 2 and 3, we are working each day to get better at 3 feet. For secondary, it is easier than at elementary level and we maximize the capacity of classrooms and set design for desks and tables to allow us to maximize the number of students attending. When students in classroom, it is not the concern, but when they are out of the classroom and transitioning that it is more challenging; also when students are waiting for the building and program to officially begin. We are reminding parents to not send students too early, but right on time to allow for the transitions and appropriate supervision. We are also minimizing transitions, and teachers are transitioning instead of the students, to receive support in all 4 core areas in addition to some elective areas as well.

- Regarding to measure and monitor the effectiveness, there will be the formal/informal data points from observation of learning, student achievement, gradebooks, PLCs, informal feedback, and formal data checks. We will mirror the past, including pulse surveys, and design to data check. Another feedback is our member of SPFE to keep informed of other data to improve upon, look into, and ways to improve as well.
 - Director Allen noted she wants to ensure we are checking in on this to ensure it is worth the sacrifices and the process. She also thanked Principal Vernosh for using the Radical Love practice, and that's what it takes to do this work at this level.
- Director Kopp thanked staff for the presentations. It's wonderful to hear the excitement welcoming students back and makes excited to go in person to see spaces in real life. The role of the principals is the intersection of students, staff, families, and administration and managing those relationships and information flow. Thanks to the principals for their work.
- In thinking about secondary and what that looks like, and it's difficult to know the full effect, and anecdotal it has been positive. Is it work completion, or more direct instruction, SEL benefits to positive outcomes, and a little while to see - a positive start.
- In the distancing in secondary classrooms, what does that look like as we welcome more students back, space-wise for future planning? Response: We have a great Facilities and Operations team who have done great work in room capacity, analyzing the occupancies and numbers. One of the things we also recognize is with announcement and growth, that some families may opt out to more VLS learning model, to allow us to have more space. We also recognize with this design we will continue to push the needle of growth and what that looks like so as we get closer to our launch to be in a good position to identify the threshold. Based upon the work of Operations and Facilities, we feel confident we will be able to address the spacing and distancing, and we experience the new guidelines and safety and procedures. Superintendent Gothard also noted that Facilities has run analytics with a range of 15 to 25 depending on distancing. The challenge is looking at the master schedule and the variance of students in classes. We need to look carefully at the number of students opting to come back, and adjustments to schedules and changes to schedules.
- About VLS and opportunity that secondary families have to make the choice best for their family - is there a sense of that timeline or when families will hear more about that option? Response: Our goal is to provide families with more details this week with more specific information, and begin process of determining data to expand and grow to get to full in person in spring.
- She also noted that she hopes there will be opportunities for Family Forums through transitions, which are great opportunities to ask questions and provide that outlet for families.
- With the design team working on the timeline, and working backwards, what does the communication look like working backwards from that launch date, including notification for families. Response: it is essential to the work we are doing. In thinking about backwards design of communication is looking at identifying as we are working through it, and will need some time to identify the moving parts. Once that initial identification is in launch date, and ensuring we provide the lead time necessary for families, principals and leaders, and teachers. The forums have also been meaningful, and questions used within the design process. The staffing and scheduling will be backwards designed based on previous work in calendars, messaging, communicating, and have growth to do, and will be specific intentionality to this work to ensure all stakeholders know the plan for the launch date. Superintendent Gothard also added that we are also looking at scheduling some culturally specific ways to engage with families as well, including scheduling Family Forums. We are looking for ways to continue engagement, and develop new strategies.
- Director Kopp also thanked the teachers recognized earlier, and the work behind the scene at the district offices, and actions making direct impacts. Everyone is learning, and we are transforming,

and grateful for the work and patience of the community as we embark on this transition together into this next phase.

- Director Marchese appreciated the presentation and discussion and perspectives from principals. It is helpful to hear from them. It is interesting because as a parent of a secondary student, this has been a very difficult year. He is pleased we are going to on-site supports for secondary students, while also knowing some students have “checked out” and how are we reaching out in ways to students who need support? Fear that we have lost contact with a significant number of students. What does the outreach look like from buildings, so we can communicate much more directly. We are only getting a fraction in the building due to space and design, and how are we reaching as many students as we can? Response: Principals from the different secondary schools responded. At Gordon Parks, there is a Student Attendance Support Team, and are calling daily to check in and compare reports with Campus attendance system. There is also a master list to document the contacts made, and counselors and social workers to do home visits outside. There have also been many Blackboard messages sent, and counselors have been emailing and calling students to update them on their graduation plan. Having students on site will improve their success. At Humboldt, we recognize our Student Success Team in working with mental health team and counselors to identify those students, and to make a special effort to reach out to those students and families. At home visits and meeting at the homes of students, but may not know the situations, and a senior greeted Principal Abdi and mentioned struggles, and to recognize what is happening in our community. It cannot be only calling or texting, but who has a relationship with students. We need to do more. At Harding, it is a challenge. One of the biggest challenges and determining what works for each student. There is a similar process to Gordon Parks and addressing by advisory, with our teachers and advisory support staff to make the calls on a daily or weekly basis to families, calls for attendance, and cross reference activities in the systems, and call about students not in synchronous classes. Also working with social workers and counselors to connect with students experiencing trauma. She recounted her experience in meeting students while they are working, and the responsibilities of students. We will continue to find new innovative ways and differentiate approaches for students and families, and connect with families on their contact information.
- What is the planning for the process for going back to in person. We need a clear and understandable announcement to students and parents in expectations and logistics. Need to be clear about what it is they are expected to do at what time and information available for choices. Know there is option of VLS, and criticism by PreK students and impacts of that choice, including teacher and school, and complexity concerned about in secondary programs that are not uniform and differ by buildings. How are we going to accommodate virtual learning and in person simultaneously? Will parents and students be able to evaluate that impact? Response: Continuity is so important, and scheduling nuances available at secondary are far different than our elementary schedules. It does provide opportunity to provide creative options, to create scale and opportunities for students asynchronous and in-person with the same teacher. This is our challenge and commitment with SPFE. We have never left the table with them to work in collaboration and agreement. The schedule can be the lift-off to do this, or to disagree on, and think we can do it safely and continue to do the design work. We need data to dictate what we can create.
 - Director Marchese noted presentations on the decision making process and the capacities for our buildings, and reality of social distancing. What kind of creative ideas are we thinking - categories of ideas? Response: Our design teams have been trying to unpack how to adjust and maneuver and address the necessity of safety for all. There are a lot of variations in how we set this up to allow for growth and able to maneuver based on situations and changes. We want to land at more students, more in person time, and more opportunities for in person instruction. An option of looking at how to balance VLS and in person and capacity for that. Examples were provided,

including different class numbers based on course and creative to move classrooms. There will be some adjustments, and go back to ensuring communication what this means. We feel confident in getting information out to families for a better understanding of learning experiences based on what we have learned from the past.

- Clarity of information, and clarity of staging will be important in this complex design. Clear in expectations, and expectations around sequencing.
- Director Ellis thanked our principals.
- She noted questions about transportation, and potential schedule changes and impact on VLS, and if there are staff teaching both in person and VLS.
 - Regarding Transportation, it's important for families to understand with this mode, we are making adjustments, and down approximately 50 drivers, and in order to accommodate the entire district, we did design our secondary transportation routes differently, and running them closer to a Metro Transit system with community stops and walking within a District's procedure of up to a 1 mile to either a bus stop or school. Most stops are community centers, schools, or community gathering spaces for safety. That is going to be throughout the remainder of the year. Parents have the ability to transport their children also.
 - If students in 6-12 schools, are those bus stops still a mile? Response: Yes, anywhere between 8 blocks to a mile on average.
 - Our 6-12 students will all be on the same stop? Response: Every school is a bit different with their schedules, and running multiple routes multiples times a day to the same neighborhood.
 - Are staff teaching in both VLS and in person? Response: Right now, we are in a growth model and provide opportunities for secondary students, and first opportunity. Schedules were designed for secondary folks to attend depending on which band - either VLS or schedule design in afternoon, there would be in-person opportunity to allow for teachers not to teach two lessons at 2 different times. This is a growth model and get us to direction for full in person. As we continue to grow, different spaces but with same information, and if classroom teacher and progressing in DL, we also looking at leveraging spaces and creativity to teach more students full in person and secondary support, and innovation and creativity to leverage more. It is unique right now. It could also be recorded, or receiving the same information but from different spaces.
 - How many teachers are doing both? Response: Principals then provided more details. Teachers may be teaching both in DL and in person, and in the current design, teachers are able to do both and found ways to begin doing it and doing it well. Additional details on schedule and design, including that during on-site support time, students are grouped with a few teachers to work on academics, and office hours to support students at home since they now have half the time, and shortened the day. That's where the flexibility and autonomy was given to teachers for their students. The afternoon is the shortened day distance learning schedule. It allowed BCMS for students to stay with teachers in DL in the afternoon, and on-site support with staff. Teachers are doing one or the other and follow the guidelines of the MOU. At Harding, the schedule was also shared, and to be intentional in providing for 9th and 10th grade students for support in all core areas and cohorted students by grade level. At 11th and 12th grade cohorts, there are fewer teachers, and ensured at least 2 core teachers and elective teacher for students. Our teachers teach asynchronously from 8:30am-11:25am, and half staff to support in person, they are not expected to provide support for students in DL, unless they do not have their OSS classes fully attended. We also build that 1-1 time for students into the schedule. For teachers working from home, they are also available to all students in DL and in-person so there is not a gap in services to students. Hoping that when we transition, able to manage that number with Harding at the highest VLS students at 600 students.

- Going back to the schedule, will that change as we transition to have more secondary students back in buildings? Response: One of the charges for our design team is to look at option and design to have the least amount of disruption to schedule, recognizing relationships with teachers and peers. Our team is very intentional about where we go with growth to do best to minimize changes.
- She also noted her personal experience with schedule changes, and encouraged staff to be mindful of the impact.
- Also noted questions around options of students able to take meal boxes home, and walking a mile or so, it's not ideal. Wondering how we are re-thinking meals, and for our students returning, what are options? Response: There are multiple options, and students are encouraged to take them home, and also offer extended offer for pick-up. We have several pick up spots. In addition because we know some students would take boxes home, we have ordered speciality carriers to make it easier to take them home. We also continue to do home deliveries as well.
 - Director Ellis noted it would be good to hear more about how Nutrition Services are continuing to serve meals, and differences in learning supports and meal services.
- Director Brodrick noted questions around students “falling through the cracks” and not on track for graduation. Do we have hard data that tells us where we are for those numbers? Response: We do have our Q2 numbers of NP rates, and they are looking slightly above Q1, but not greatly, and also some schools have reduced their No Passing rates for Q1. We have preliminary numbers, and putting together to share with credit recovery group, and principals meeting with Assistant Superintendents and Mr. Ginther to determine their plan for every NP. At LEAP, there was a serious reduction in NP, as well as Highland Park, and how to support them. We are allowing students to opt into a N grade, that is neutral on their GPA. Some students groups are experiencing NP differently as well, and actions to address that. That data can be shared with the Board.
- Director Vue noted questions around the 27% enrollment in OSS that has opted out, and what is the percentage that opted in? Response: The data provided noted the students who opted-out, and the remainder who opted-in.
 - Can that data be broken down by race? Response: Yes, that information can be shared with the Board.
- For the principals in PreK-5, and there are staffing challenges, any ideas to create a sustainable staffing model? Response: That is the challenge at both a building level and district level, and it is difficult to find substitute teachers during a pandemic, and exasperated during this time. It is simply a reality, and struggling to find a sustainable solution. It is one of the biggest challenges we have, and do have Tier 1, 2 and 3 plans for coverage. For schools with language immersion components, the challenge is added. Right now, it is about doing our best, using resources we have to take care of our students.
- For secondary principles, and with two days of in person support, as we move forward, would like to learn about opportunities to grow capacity for in person support and balancing with distance learning as it is different in each building. Response: Hopeful and have a plan in place for the planning team to look at growing the program, and to let students settle into a routine, and then look for opportunities to invite more students in, talk to families about opting back in if interested, and creating a process. It's also navigating the current numbers with staffing, in addition to students who are showing up, and balance those numbers, and find room to grow the program at BCMS. At Humboldt, it goes back to the schedule, and with each revision, there are changes. The schedule at Humboldt right now prepared students for in-person. The morning is a synchronous plan for students, and attend classes as if they were in school. In the afternoon, for students in-person at 1/3 of the student body, and following the structured schedule, in that time, teachers who are not in person are doing content support for DL. In following the guidelines, we can expand, but think about the changes to the

schedule and the impacts. At Harding, we have started to set numbers, outreach to those students who did not attend, and also look at the capacity of the building and determine room to grow. We have targeted students, including EL, Special Education, students failing 2+ classes, and in dire homelife situation or circumstance and prioritizing those students into the buildings. We are recruiting those students who have shown an interest, but not rostered due to limited seats, and work through the waitlist. As we work through the numbers, we may find intended students do not show up, and another group of students who need in-person based on teacher recommendation, and work to grow in person supports. Academic support will continue to take place at Gordon Parks, to allow the student's home high school to continue to ramp up supports. That additional time will take place in the afternoons 3:30-6:30pm on Monday through Thursday. It is a citywide program at Gordon Parks, as it is on transit line and bus line. Students can be dropped off or take public transportation with provided bus tokens, and offered to any secondary student in the district.

- SEAB Member Rajamani noted it is good to hear that SPFE will be consulted at the secondary level with in-person learning, and how will students be asked for their input and to what degree? Response: We have a document of completed feedback survey of students that is 100s of pages and filled with specific examples of how 1000s of students participated in how they would recommend improvements to DL, specifically needs about engagement. Some pieces that were of interest were around the workload, and students need to go deeper into specific topics. It is telling the District to do better with specific, concrete examples of how to do better. REA has also held sessions to unpack this information, and can provide highlights to the Board and SEAB.
- There is no set timeline in transitioning to full in person, but is there a goal in mind? How soon might this happen? Response: Our aim is Spring, because we do need time to provide design and process that.
- She also noted that overall it's good to hear about the creative ways to adapt to this new in person learning. She thanked all the teachers and those working behind the scenes for this adapted experience. It's been great to maintain safety and bring in person back.
- Director Foster noted the PreK-5 model, and requested more information on the design team and how they are coming together in this process ongoing. Response: In our design team, and all departments from Facilities, Operations, Instruction, Schools, principals, and SPFE, in addition to that, an ongoing consultation with Executive Senior Leadership and Assistant Superintendents, as well as weekly updates with schools.
- Superintendent Gothard thanked the team, principals, and know that each day brings new opportunities and challenges, and heard a growth mindset in this work. We need to determine a way to support every student in this work.

B. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period January 1 through January 31, 2021. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding items D2 - Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors, and E3 - Facilities Department FY21 Purchases over \$175,000 for separate consideration. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

BF 32324 Gift Acceptance from the Blackbaud Giving Fund/Ecolab for Riverview West Side School of Excellence

That the Board of Education authorize the Superintendent (or Designee) to approve the acceptance of the monetary gift of \$5,000 presented to Riverview West Side School of Excellence.

BF 32325 Acceptance of Donation from Scott Milburn

The Board of Education authorize the Superintendent to allow Highland Park Middle School to accept the donation from Scott Milburn and Melissa Arikian. The donation will be deposited into the intraschool account 19-330-291-000-5096- U001.

BF 32326 Ecolab Foundation Gift to Humboldt High School 2020-2021

That the Board of Education authorize the Superintendent (designee) to accept the \$10,000 from the Ecolab Foundation and provide a letter expressing appreciation for the gift.

BF 32327 Floral Design Gift for Ms. Nthole's Class

That the Board of Education authorize the Superintendent (designee) to accept the non-monetary gift of \$15,898 from Holly Goodman and provide a letter of expressing appreciation for the gift.

B. Grants

C. Contracts

BF 32328 Request for authorization to award ITB-A220940-A | Food Truck for Nutrition Services

That the Board of Education authorizes the award of ITB-A220940-A Food Truck for Nutrition Services to Don Brown Bus Sales for the value of \$289,720.

BF 32329 Authorize Award of Request for Proposal #A21-1234-A to Lakota Language Consortium (LLC)

That the Board of Education authorize award of Request for Proposal #A21-1234-A to Lakota Language Consortium (LLC) to provide a Dakota Summer Institute program; develop Dakhóta Owóksape, an online interactive and adaptive language learning platform; and develop and print textbooks for grades K-4 math, science and social studies at an estimated three-year cost not to exceed \$650,000.

D. Agreements

BF 32330 Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators in this school district; duration of said Agreement is for the period of July 1, 2018, through June 30, 2019.

BF 32331 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of March 13, 2020 through June 11, 2021.

BF 32332 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of January 22, 2021, through June 30, 2021.

BF 32333 Memorandum of Understanding between Right Track and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Right Track for the remainder of the 2020- 21 school year.

BF 32334 Memorandum of Understanding between Ramsey County Workforce Solutions and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Ramsey County Workforce Solutions for the remainder of the 2020-21 school year.

BF 32335 SPPS Supplemental Mathematics Support

The Board of Education authorizes the Superintendent (or designee) to enter into a purchase agreement with Hand2Mind Inc. Total cost for this initiative is \$670,321.80.

E. Administrative Items

BF 32336 Monthly Operating Authority

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

(a) General Account	#732043-733148 #0003941-0003971 #7003931-7003961 #0005228-0005327	\$73,522,488.71
(b) Debt Service	-0-	\$87,659.75
(c) Construction	-0-	<u>\$5,408,974.52</u>
		<u>\$79,019,122.98</u>

Included in the above disbursements are three payrolls in the amount of \$56,590,248.82 and overtime of \$76,849.01 or 0.14% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending May 31, 2021.

BF 32337 Approval to Create a Cooperative Sponsorship between St. Paul Harding High School, St. Paul Humboldt, and Open World Learning in Football

Authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Football with Humboldt, Open World Learning and Harding at Harding High School.

BF 32338 Flexible Learning Year Application – Crossroads Elementary

That the Board of Education authorize and sign, as well as approve the Superintendent (designee) to sign and submit to MDE the completed flexible learning year application by March 19, 2021.

F. Bids

G. Change Orders - None

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32339 Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors

QUESTIONS/DISCUSSION: None

MOTION: Director Foster moved approval that the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2020, through December 31, 2021. Director Allen and Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

BF 32340 Facilities Department FY21 Purchases over \$175,000

QUESTIONS/DISCUSSION: None

MOTION: Director Foster moved approval that the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$175,000. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

IX. OLD BUSINESS

A. Policy Update: First Reading - Policy 536.00 Weighted Grades

Superintendent Gothard then introduced staff to present the first reading of the new policy - 536.00: Weighted Grades.

Further details were shared, including the rationale for the proposal, and general statement of policy. The proposed policy language was also presented, including the revisions from the suggestions at the Committee of the Board Meeting.

QUESTION/DISCUSSION:

- Director Allen had a question if it has always been weighted at 1.25? Response: Yes, we have had weighted grades in SPPS for over 30 years, and may need to look back to see if it has ever changed.
- She also noted in how to honor our great scholars above 4.00, and honor each and every one in a specific way. Response: Our schools do have common and individualized celebrations in celebrating student success, and with SEAB’s guidance to move away from valedictorian and top 10. Many of our high schools have historically and will continue to honor students, and bring to principals for more thoughts.
- Director Marchese appreciated the recognition of this work to bring our students to these classes. If we can set that expectation that all students can do this work, we want them to do this work, and have the opportunity, we want it to be as accessible for as many students as we can, and hope that will continue going forward.
- Superintendent Gothard noted this is the first reading, and will bring back two additional times and bring back any additional information requested by the Board.

X. NEW BUSINESS

A. Resignation of Director Steven Marchese

Chair Foster then read aloud Director Marchese’s official letter of resignation.

Dear Chair Foster,

This email is to inform you officially of my intent to resign my position as a Director on the St. Paul School Board, effective February 28, 2021.

As you know, I have taken a position as the Director of the Office of Labor Standards in Seattle, starting earlier this month. (My appointment is contingent upon Seattle City Council approval, which is scheduled for a vote on March 1, 2021.). I intend to relocate full-time to Washington State in the coming months and

am already working part of the time between St. Paul and Seattle. Due to the demands of my new position and the distance, I will not be able to devote the time and attention necessary to perform my duties as a board member.

While I will speak to this at more length at my final board meeting on February 23rd, I want to thank the voters of St. Paul for giving me the opportunity to serve this community as a member of the school board over the past five years. I also want to thank you, my board colleagues, Superintendent Gothard, and senior administrators for being terrific colleagues and for making this job easier (even if it is not what anyone would call easy). Finally, I want to acknowledge the hard work of our SPPS staff, especially this year, for their unceasing efforts on behalf of our students, as well as the families and children who give this district a reason for being. I will miss you all and take a piece of this community in my heart as I head west for the next chapter.

With gratitude and thanks,

*Steve Marchese
Board Member*

QUESTIONS/DISCUSSION:

- Director Marchese noted he is glad to be in the space at 360 Colborne with his colleagues, and working hard to serve the community. He is grateful for the opportunity, and grateful to the teachers and students, and parents, and community members, and to his family. It has been an honor to do this work. It's a rare thing to be involved in community work in which one is so passionate. As a parent, he has been invested in this District and knows it's important for the education of his own children, and own story as first generation college student, and his experience was reflected in the lives of many. We owe all we can to put students and families at the center. We exist because of them and need to elevate them because they are the future of our city. He is proud of the response of the District - even before the COVID crisis, and are still healing from the impact of the labor action in March 2020, and we are still healing from that, and need to have discussions to heal from those impacts. COVID has given us a different target, and need to realize the relationships are the most important currency. The trust, and leadership is contingent on folks trusting us to do the best we can. He recounted his early experience on the Board in early 2016, and proud to do the work and proud of the superintendent search process, and able to secure Superintendent Gothard and bring his energy and commitment. Grateful for him and his leadership, and for the team he has helped to build and the culture of the district. The context we are in, and way education is delivered requires families to make choices, and they have meaning, and we want to be a destination of choice, and we see the excellence. He wants to ensure folks think about the values and when they exercise those choices. Folks are working hard to deliver the best education possible to our students - to the meal delivery staff, to the teachers. They are the heroes, and his role as board member to bring a voice, focused on the need of our students, equity, and make this district the best it can be. He will always be a SPPS parent, because his son will always be SPPS alumni. This is an amazing and generous community, and the resources we have here are extraordinary. We need to determine a way to get everyone going in the same direction, and the relationships and resources be leveraged for our students. There are so many different ways to support our students, and encouraged the community to rally around our kids and schools and work for the betterment of this city. He will always think fondly of his time here, and will take a part of SPPS in his heart to the West Coast.
- Director Allen noted she is sad to see him go. In these two years, there have been ups and downs, but he always brought a different perspective and helped her to realize the different views on the

Board to construct a solid idea. She appreciates Director Marchese, and recounted her experiences and perspectives for the importance of the Board. She wished him good luck in Seattle.

- Director Kopp recounted her first time she met Director Marchese in Fall 2015 at a Fall Festival, and emails and meeting at board meetings. She noted the different ideas and perspectives, and to see things differently as a parent, and appreciated change to know and work with him. Appreciated conversations and appreciation of expertise and depth of knowledge, and will miss conversation, as a resource, and it's helpful to understand others' perspectives. Thanks for being a great colleague, and jealous of the move to Seattle with it being the home of Pearl Jam. Wish him well in new endeavor with his family, and all the best.
- Director Ellis noted she came into the Board at the same time, and recounted the campaign, including 18 school board forums. In this time on the Board, it has been learning together as parents, and also knowing leadership role, and how important that is, how heavy it is, and in working together, how different the experience is. Appreciation of letting lean, stand in front, and stand alongside each other. She noted that he has been a friend to both her and her family. It was not like she felt alone in this role. She will miss him, and he has been an amazing friend and colleague, and his legal expertise. In this space together, she has recognized because of his friendship and time together the importance of this work.
- Director Vue noted that the conversations with Director Marchese, and learning from him and appreciation of insight, approach and work on this Board. He recounted a conversation with him, and it is an honorable charge to be on the Board and thanked him for his help on joining the Board.
- Director Foster noted it has been an honor and privilege to get to know him and work with him. His expertise, his niche, and a steady force for advocacy for our students and city, and this district. He will be missed. She thanked him for his ongoing support, and the guidance around being herself, and what she needed and openness to help. The heart of him - he came into this with his whole heart with a purpose. She is happy for his next journey. She noted the expectations and responsibilities of this role, and the work and dedication he has devoted. She is proud to serve with him, and wishes him the best.
- Superintendent Gothard noted his is happy for Director Marchese and his family, and experience in moving and changing roles. He has appreciated that he speaks his mind, and speaks it well. This critical feedback is a true gift, and appreciated that and learned to understand how it was aimed at leadership and the District to improve and with great conviction and intention. He noted his support, and ideas, and challenged him - and noted examples of topics that were important for the District to improve. He shared them with ideas and thought. He appreciated his pragmatic way of thinking. He made time for late-night meetings and breakfast meetings. He has helped Superintendent Gothard to learn and grow all in service of our SPPS community. He wished him well in this transition.
- Director Marchese thanked everyone for the token of appreciation, and thanks for being friends and colleagues and sharing this space, and look forward to keeping in touch. He will miss everyone.

MOTION: Director Foster moved to approve to accept the resignation of Director Steven Marchese from the position as a Director on the St. Paul School Board, effective February 28, 2021. Director Vue seconded the motion.

The motion was approved by roll call vote:

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

Director Vue

Yes

B. Process for Filling Board of Education Vacancy

BF 32341 Process for Filling Board of Education Vacancy

QUESTIONS/DISCUSSION:

- It is similar to previous processes, and wise to have a seventh board member join as soon as possible, while giving interested candidates an opportunity to apply.

SUBJECT: 2021 BOARD VACANCY PROCESS

Posting: To the District's legal newspaper and website.

Packet for applicants: On the day applications are due (**5:00 PM on March 9, 2021**) candidates are emailed/mailed the following information and asked to make a 6-minute presentation at the special Board meeting (March 16, 2021) in response to the questions listed.

- Selection process and schedule (including notice that interviews will take place at a special, televised meetings of the Board of Education)
- Special meeting date (**March 16, 2021 at 6:00pm**) and time (in 10-minute blocks) for presentations to the Board
- Board mission and ends
- Terms of employment (job description, compensation and benefits, etc.)
- Board structure (SB/COB, officers)
- Meeting schedule (to date) and attendance expectations
- Affirmative action statement
- Notice that special accommodations will be made upon request
- Questions to which applicants will respond in a 6-minute presentation:
 1. Why do you want to serve on the Board for this short appointment?
 2. What relevant experience would you bring to the Board? Please be specific about what your unique contribution/perspective would be.
 3. Do you intend to run in the general or special election of November 2021?

Interview process:

- **Interviews will occur at a special, televised Board meeting (March 16, 2021 at 6:00 PM).**
- Staff will provide copies of applicants' Letters of Interest and Resumes to Board members as soon as possible after the closing date for review prior to the special Board meeting.
- If six (6) or fewer qualified candidates apply, all candidates will be interviewed.
- If seven (7) or more qualified candidates apply, each Board member may select up to two (2) applicants to be interviewed by the Board and the member will communicate his/her choice to the Board Administrator by 12:00pm (noon) on March 12, 2021.
- Staff will notify applicants of the date and time for their interview.
- Staff will provide the Board with the list of applicants in order of their presentation.
- Applicants will be scheduled at 10-minute intervals and asked to make a 6-minute presentation in response to the questions listed above. There will be no follow-up questions or dialogue. The Chair will determine if simple clarifying questions may or may not be asked (for example, "Did you say you served on the 'Charter Commission' or the 'Planning Commission'?").

Final decision-making process: This will occur at the **special Board meeting on March 16, 2021** and follow the procedure outlined in Board policy 202.02, as follows: Nominations will be opened by the Chair and made by Board members. Each Board member may nominate one person. Nominations are

then closed and roll call vote conducted. Election requires 4 votes; if no candidate receives 4 votes, nominations will be reopened and the process continues until the position is filled.

Candidate notification:

- The winning candidate is announced at the **special board meeting (March 16, 2021)** and all candidates will be notified of the outcome.
- The candidate/appointee will assume office 30-days later (April 15, 2021), unless a valid petition to reject the appointee is filed with the school district clerk, and the appointee will hold office until a successor is elected and qualified in the November special election.
- If a valid petition is filed to reject the appointee, the Board will appoint a candidate from the remaining candidates left after the interviews held on March 16, 2021.

MOTION: Director Foster moved approval that the Board of Education approve the proposed plan as presented. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

General Counsel Chuck Long noted that the original proposed language noted “written ballots”, but according to Board Policy, there shall be a roll call vote. Therefore, an amended motion was called.

MOTION: Director Foster moved approval that the Board of Education approve the proposed plan as presented, with one change - that voting shall be conducted by roll call votes, not written ballots as previously stated. Director Vue seconded the motion.

The motion was approved by roll call vote:

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

MOTION: Director Foster moved to schedule a Special Meeting of the Board of Education regarding interim board member applicant interviews for Tuesday, March 16, 2021 beginning at 6:00 p.m. via telephonic and video conference via Microsoft Teams. Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes

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

Interested candidates are encouraged to view more information on the Board of Education website at www.spps.org/boe, or by contacting the board secretary at sarah.dahlke@spps.org or 612-434-1105.

C. Resolution Calling Special Election to Fill Vacant School Board Office

BF 32342 Resolution Calling Special Election to Fill Vacant School Board Office

WHEREAS, the office of School Board Member will become vacant effective February 28, 2021 with the resignation of Steven Marchese; and

WHEREAS, the vacancy will occur more than 90 days prior to the Tuesday following the first Monday in November of 2021; and

WHEREAS, the current term of that office is in its second year and said term will expire on the first Monday in January 2024, i.e., January 1, 2024; and

WHEREAS, Minn. Stat. § 123B.09, subd. 5b (2019) and Section 2.05 (B) of the Saint Paul City Charter require that a special election be held in conjunction with the general election to fill the vacancy for the unexpired term;

NOW, THEREFORE, BE IT RESOLVED, that the School Board does hereby authorize and call a special election of the School District, to be held in conjunction with the general election on November 2, 2021; and be it further

RESOLVED, that candidates to fill this vacancy must file affidavits of candidacy with the Ramsey County Elections Office during the period beginning on July 27, 2021 and ending on August 12, 2021; and be it further

RESOLVED, that the Ramsey County Elections Office is hereby authorized to make all necessary preparations and give the required notices to conduct the special election.

MOTION: Director Foster moved approval of the Resolution Calling Special Election to Fill Vacant School Board Office. Director Vue seconded the motion.

The motion was approved by roll call vote:

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

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Ellis requested an update on Nutrition Services, staffing, and differences in how it looks at elementary and learning support sites.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp noted a couple items to share - including in Parks and Rec staff training by SPPS staff in PBIS, and heard wonderful feedback about the presentation. She enjoyed the African American Author Showcase hosted by the Parents of African-American Students Council. It was a fantastic presentation. She also recognized a staff response to a parent question looking for guidance and information, and response was prompt and compassionate. She also thanked the ongoing great work with our Nutrition Services team and Transportation for meal delivery. It's also Bus Driver Appreciation Week, and they have been doing great work. She also thanked community members, educators and parents who continue to contact board members, and thanks for trusting with stories and heartache, and offering solutions.
- Director Ellis noted it is the celebration of Black History Month. She noted the Leadership Conference with MSBA, and Coffee and Conversation for legislative updates and the weekly CGCS calls. She also attended the CGCS legal webinar on possible policy changes under the Biden Administration, as well as the JPTAC meeting. She also attended the NSBA Equity Symposium. She also attended the African American Author event. It was an amazing event. She thanked Miesha Sanders for hosting and coordinating the event.
- Superintendent Gothard noted it is School Board Appreciation work, and acknowledged their great leadership. He noted the time commitment, and appreciation that board members are always there and available and appreciation of their supportive, visible leadership.

XI. FUTURE MEETING SCHEDULE

MOTION: Director Foster moved to cancel the Committee of the Board Meeting of April 6, 2021, and reschedule it to commence at 4:30 p.m. on Tuesday, April 13, 2021 due to Spring Break. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

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

- January 5, 2021 (Annual)
- January 19
- February 23
- March 23

- April 20
- May 18
- June 22
- July 20

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

- January 5, 2021
- February 9
- March 9
- April 6
- May 4
- June 8
- August 10

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 10:57 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education