

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](http://www.spps.org/boe) and Saint Paul Cable Channel 16

January 19, 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: J. Foster, J. Brodrick, J. Vue, C. Allen, J. Kopp, Z. Ellis

Absent: S. Marchese (family emergency)

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; Stacey Gray Akyea, Director, Office of Research, Evaluation and Assessment; Kenyatta McCarty, Executive Director of Human Resources; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Kalid Ali, SEAB Member; Sarah Dahlke, Secretary to the Board

**II. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

**MOTION:** Director Foster moved approval of the Order of the Main Agenda with one change - to move Old Business - Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic to follow the SPPS Onsite Update within the Superintendent's Report. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

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

### III. RECOGNITIONS

#### **BF 32299** Acknowledgement of Good Work Provided by Outstanding District Employees

1. **SPPS' Gateway to College Area Learning Center (GATEWAY)** has received the Program Excellence Award for the third consecutive year from Achieving the Dream, which includes the Gateway to College National Network. This award is in recognition of exceeding all four benchmarks used to assess the performance of Gateway to College schools nationwide. The four benchmarks exceeded include Gateway to College's first-term success, fall-to-fall persistence, two-year persistence and three-year graduate rate.

Saint Paul College has hosted the Gateway to College ALC since 2014. All Gateway to College students take some college classes as they work to finish their high school diploma. During SY 2019-2020, Gateway had the largest student population amongst the ALC high school sites in SPPS. It served 298 students throughout the school year, and 126 students graduated from high school. During SY 2019-2020, students earned 1630 college credits.

SPPS' Gateway to College ALC will receive the Program Excellence Award in July at the network's national peer learning conference.

2. The existing staff and leadership of Community Education's Discovery Club, members of the Early Childhood Family Education program team, school district Teaching Assistant's and nursing staff have worked in collaboration to serve over 500 daily young people during a global pandemic since March 18, 2020.

Their dedication to the safety and well-being of young people is on display each day as they: facilitate small group activities, support distance learning, provide social emotional support, build connection and establish belonging. And, at the same time, maintain safety protocols that have resulted in zero cases of COVID-19 originating in our programs.

In January of 2020, none of us could have imagined the situation we currently face. Nor can most of us understand the daily dedication of these particular staff members in facing ever-changing conditions and expectations. Governor Walz' executive order 20.02 of the State of Minnesota, mandated public school districts to provide essential childcare programs for members of our Tier 1 community starting March 18, 2020.

We recognize and thank the following staff members for their perseverance, commitment and dedication to our community's children and families.

**Joan Brenhoffer  
Forrester Pack  
Melissa Reyenga  
Koua Vang  
Laura Simon  
Erik Sykes  
Kimyada Robinson  
Camryn Benjamin**

**Erica Churchill  
Becky Bye  
Christ Quiroga  
Lilia Lobough  
Janet Nelson  
Emily Robeck  
Nora Melkorian  
Julee Dwe**

**Roberto Diaz-Martinez  
Alaina Petro  
Leslie Her  
Kieran Schwartz  
Angela Xiong  
Amy Hylton  
Thom Carroll  
Micaela Rodriguez**

Becky Lee	Jack Metzdorf	Kayla Buchmann
Diane May	Morgan Offerdahl	Madison Burger
Marlene Tupy	Kari Soeffker	Cathy Lor
Lynne Aldana	Rob Curran	Susan Nelson-Price
Irene Skramstad	Jenny Lind	Allie Brennhofer
Sam Johnson	Eh Soe Dwe	Alica Freidmeyer
Gao Zong Her	Denise Scott	Sherman Troupe
Elienor Mytty	MacKenzie Negen	Abby Guetter
Laurie Watson	Ann Tuhy	Gunnar Olmstead
Bruce Abas	Christopher Meggitt	Bridget Kruchowski
Kalis Her	May Kao Ly	Darlene O'Conner
Rachelle Bilek	Beth DeWolf	Lois Knutson
Patricia Jaworski	Lena Martinez-Torres	Maria Salguero
Carol Either	Nou Vang	Kej'Ora White
Emily Basques	Katie Lilja	Cee Xiong
Elaine Ryden	Georgia Robertson	Carrie Brooks
Xa Lor	Susan Ware	Matt Wucherer
Catherine Miller	Sam Williams	Maren Olson
Mike Grostephan	Hanna Nelson	Robert Tschida
Celia Knieff	Alison Stanke	Ericka Yang
Amran Ali	Intisar Babiker	Khadijja George
Jenn Hammer	Jasmyn Ortiz	Lesly Rios
Tri Martodrikomo	Nancy Ambriz	Rinku Balchandni
William Buckner	Goa Chia Lee	Ivy Millard
Marisa Shackelford	Ashley Israel	Wendy Rios
Larissa Kiel	Maria Bonilla	Monica Loughrey
Kairoon Jones	Eli Simmer	Jennifer Her
Aisling O'Neill	Kendra Morisette	Sarah Sanvik
Nicole Jansma	Bethany Rohde	Lisa Crocker
Kelsey Dressey	Joe Loye	Gabe Sandvik
Erica Erickson	Chrissy Negen	Cathy Nordman
Caron Handberg	Nicole Craig	Emily Holder
Toni Herman	Amy Olson	Steven Egbert
	Sarah Gamble	

#### IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

**MOTION:** Director Foster moved approval of the Order of the Consent Agenda item D6 -- Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Superintendency Members of Independent School district No. 625 (Saint Paul Public Schools) pulled for separate consideration. The motion was seconded by Director Vue and Director Allen.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

Director Kopp	Yes
Director Marchese	Absent
Director Ellis	Yes

**V. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of December 15, 2020
- B. Minutes of the Annual Meeting of the Board of Education of January 5, 2021

**MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of December 15, 2020; and Minutes of the Annual Meeting of the Board of Education of January 5, 2021 . The motion was seconded by Director Kopp.**

The motion was approved by roll call vote:

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

**VI. COMMITTEE REPORTS**

- A. Committee of the Board Meeting of January 5, 2021

At the Committee of the Board Meeting on January 5, 2021, Superintendent Gothard welcomed everyone to the New Year of 2021. He shared more details about the plan to begin the return of students to in-person learning on February 1, including a recap of events, timeline, acknowledgement of staff in making distance learning meaningful and effective, safety protocols developed, and COVID-19 plans available online. He also went on to note the case rate trend in Ramsey County and their determination of those figures, as well as communication with colleagues across the state and country, and rationale for the decision and acknowledgement of feedback and input from stakeholders. Board member discussion focused on vaccine availability, potential changes to the plan, engagement with community, concerns about the return to buildings, thanks to community members for their emails and calls, clarification on the deadline to apply for Virtual Learning School and opportunities to move between VLS and in-person learning, and additional staff readiness.

The next presentation was the Audit Report Year Ended June 30, 2020. Further information was requested on the timeline of the audit, and board members thanked the Finance Team and the MMKR team for their work. The Board approved the recommended motion to accept the Audit Report Year Ended June 30, 2020.

The next presentation was the SPPS Ethnic Studies Update. Discussion on this topic centered on the content and design of the course, timeline, staffing within this area, questions on the course development committee and cultures and groups within the course, models for this work and curriculum from across the country or world, knowledge and expertise from local partners, the Board’s role and action in the

policy and procedure in this course as a graduation requirement and the timeline around that, alignment with MDE's plan for social studies, and the thematic design of the course to ensure effective content and purpose for students and families. Superintendent Gothard noted the Board requested more details, and that this is important work across the District for PreK-12 students within 3a of SPPS Achieves.

Lastly board members conducted a work session where they discussed external committee assignments and internal committee assignments. While board members are elected to serve the District at large, board members do determine focus Areas of schools in order to be a direct link to the students, staff, families, and community within that area, as well as school event attendance. School focus Areas for 2021 were also determined.

A full video of the Committee of the Board Meeting can be found at [www.spps.org/boe](http://www.spps.org/boe).

**MOTION: Director Vue moved that the Board accept the report on the January 5, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Ellis and Director Brodrick seconded the motion.**

The motion was approved by roll call vote:

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

#### B. Equity Committee Meeting of January 11, 2021

At the Equity Committee Meeting held on Monday, January 11, 2021, Tri-Chair Myla Pope began by welcoming committee members and encouraging them to participate in a grounding exercise about how recent racial and civil unrest in the United States has changed their life from a personal and professional level within their small groups. Members then shared their thoughts with the entire group. The purpose and charge of the committee were also reviewed - to identify and examine disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities. Recommendations will be submitted to Saint Paul Public Schools Administration.

Members then examined 8 identified inequities and reflected on them. Themes that emerged from these included: access, discipline, personalized learning, and practices and policies. Members were encouraged to review the inequities and revisions to them individually as well as within their small groups. Discussion within small groups focused on the narrative, themes, impacts and possible inequity statements including the relation to and possible impacts. Ideas of what could be beneficial or helpful in this work were also discussed and included preparation for the meeting, and process and timeline for and after presenting to the Board of Education.

Members were also encouraged to begin to consider two nominees to bring forward for the 2021-2023 Equity Committee.

In closing, members expressed how they are feeling about their work. At the next meeting, there will be additional time to continue discussing the revisions of the inequities, and then move into the next steps.

**MOTION: Director Foster moved that the Board accept the report on the January 11, 2021 Equity Committee 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 Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Absent
Director Ellis	Yes

## **VII. SUPERINTENDENT'S REPORT**

Superintendent Gothard began his report by noting the celebration of Martin Luther King, Jr. Day on January 18th. He also shared an update on the vaccine rollout, SPPS plans for distribution of the 88 doses allotted to SPPS, process, priority staff including those in Essential Kids Care and staff serving medically fragile students with 44 in each group. He noted SPPS received the most in this initial rollout of districts across the state and indicates to our state leaders that we are ready, we want more, and begin to put pressure on the federal government to deliver a vaccine plan. He also noted the Governor's plan to prioritize our youngest learners in the state of Minnesota, as announced on December 16th. He provided a recap of the timeline, including that the last day students were in buildings was March 5, 2020. He provided a recap of the SPPS Reopen plan, including the return of students on February 1st and February 16th and the plan for 11,000 students to return to buildings. He noted the challenges with learning model transitions and movement of staff and students, including ADA accommodations. He noted distance learning as a model does not work for all students as a way to receive information and learn. He noted the plans for support for secondary students in person. We will enact this plan in a safe way, and partnering with health and medical experts to be prepared. He noted that with vaccinations, we don't turn away from safety protocols and mitigation strategies - we need both. He thanked Governor Walz and other state leaders for their work, and partners in Saint Paul and Ramsey County Health to do this work in a healthy and safe, and effective and efficient way.

### **A. SPPS On-Site Update**

Superintendent Gothard then welcomed staff to present the SPPS On-Site Update. Topics included:

1: Elementary (PreK-5) and Specialized Services Fully On-Site in February, including the elementary calendar with details of staff return to buildings, non-instructional days, distance learning days, and return of students to buildings. Groups of students who will be returning on February 1 to fully on-site and some on-site support were also discussed, as well as preparations underway for the return to sites from the schools side, as well as operationally, in transportation, nutrition services, and facilities.

2: Academic Support Center Updates, including that the center will be returning to Washington Tech on January 19, 2021; available to 6th-12th grade students from 8:30am-3:00pm with transportation provided; and there are approximately 400 students registered.

3. Secondary Distance Learning On-Site Support included details on the support opportunities, including on-site instructional support for students who most need face-to-face connections; logistics of support, transportation, meals, and communications.

The full presentation can be found in the BoardBook.

#### **QUESTION/DISCUSSION:**

- Director Vue requested information on the process for changing learning models - from in person to virtual. What should they expect for turnaround, and what will the notification be for their child's teacher? Response: The requests are coming to Student Placement Center right now, and principals are to encourage parents to submit those notifications to Student Placement Center with the official request, and the principal to send a note to SPC with the desired change. We are developing that waiting list, and beginning on Monday, SPC will begin processing those requests, and our goal is to expedite those requests on an internal shift and change. Communication will go out on Monday to those families, and schools would be notified, and then the school communicates with the family. SPC process the request, and the school picks up that request and closes that communication loop. Our goal is to finalize all rosters right now, and honor the deadline for the initial sort and roster to be uploaded to Campus. Then gave the sites to the end of this week to finalize and process. Some families will hear on Monday and during the course of the week to do so as soon as possible to ensure K-2 students can begin with their peers on February 1.
- During this time of transition, should family expect to continue with current learning model until they hear on the final change? Response: Yes. The principal is in constant communication with SPC and this list isn't a lot of students, and a building may have 1-2 students, and preemptively plan for that transition. We have provided guidance to principals about list of students to start planning, and as having conversations with parents, to express with confidence that change will happen, but will be communicated next week.
- Regarding on site secondary supports starting to implement support similar to the Academic Support Center? Response: Yes - the difference of academic support, and with this context, it will be through licensed teachers depending on the content.
- Curious as to the impact of the distance learning schedule already in place for those sites, and how teachers and principals and leaders are designing their own academic support center. Response: In looking at the current DL schedule and consider the model to be in, there will be an adjustment to DL to support the onsite. A site may experience some degree of change. We have been clear in the schedule for morning and afternoon for each secondaries, so there is not a teacher having to do two jobs. In the design, principles charged with working with leadership teams to design a distance learning on site schedule conducive to the needs of their students, as well as adjustments that need to happen in DL. This design is needed and necessary is giving site the opportunity and autonomy to develop a schedule to support students in capacity and acknowledge the needs they need in developing and designing their schedule. There will likely be a degree of change in distance learning because we did not factor in the in-person support in initial schedule.
- Intrigued to how this will play out, and more direct support is what students need to turn around achievement gap currently,

- Director Allen requested information on the number of students to gain new teachers in this transition, or percentage of students to a new teacher, or teaching environment? Response: That information can be provided once the rosters are finalized.
- Once the program is running, and students want to go back to distance learning, how long will that process be? Response: It should be a matter of once official request is made, and shouldn't be elongated process and able to expedite it. If going from in-person to virtual, want to ensure they have technology, and verifying roster for class space - a couple of days to turn around requests. For some buildings, that shifting back and forth, we can accommodate the request of virtual learning but may not be in that school to honor class size agreements, and SPC does an excellent job of providing opportunities and choice. If a family does choose a VLS option outside their school, their in-person spot would be saved for fall 2021.
- How do we ensure social distancing on buses? Who will be monitoring students on the bus? Response: We will continue to have our regular bus monitors depending on IEP or previous plans, and they will maintain, and a lot will come with communication and reminders to students for masks. We will continue to remind students of the need to wear a mask and provide masks. There will not be additional adults on the bus to adhere to COVID guidelines. In talking to other colleagues, mask compliance has not been a big issue.
- It was mentioned it was 3 feet is a recommendation - not a requirement. How are we doing that to ensure everyone is keeping 3 feet of social distancing? Response: This is a major departure from previous guidance. This is at the elementary level for students only - the 6 feet will remain between adults and students. Our custodial team is setting up each room to maximize social distancing with the room enrollments we have which will dictate physical space. Appreciate the work of educators for their work. We are also encouraging staff that rooms be as empty as possible and remove personal items, or more decorative pieces for visual that they are removed - primary purpose is chairs and desk and teacher.
- Director Allen also requested information on the disinfection and protocol for cleaning. Response: These are potent tools to maintain safe and disinfected learning environments - because of the nature of the spray, they will not be used in occupied spaces. The chemicals are safe, but challenged is when they are aerosolized, and staff wear PPE when disinfecting. The only time an electrostatic machine will be used during the school day is in the COVID isolation room after a student with related symptoms, and 15 minute lag. The chemicals are incredibly safe, and disinfection during the day is sprayed instead of fogging. The disinfectant fogging will happen after hours.
- Director Kopp thanked staff for the presentation, and her colleagues for their questions.
- She noted the calendar and return, and what will PreK-2 students be doing next week as teachers are back in buildings? Response: Those will be non-instructional days. It has been communicated to families and teachers will not be posting lessons, but teachers preparing learning environments. It will be all PreK-5 students with all staff preparing for the return on the 1st and 15th. These are days provided by the State and Safe Learning Plan for a change in this magnitude.
- With staff returning together, with the focus on protocols, and to be together and appreciate time is built in.
- For the secondary on-site supports, is this something that parents opt-into, or out-of? How are students identified? Response: In K-8, and 6-8 bands - there will be all students, and looking at 25% of each of the all, and each will have a day they are on-site. There is the opt-out for the parents to decline. We will work with those parents to determine support for opt-outs as well. In 9-12, and 6-12, they will be looking at how they identify with the support criteria with sites depending on their data and what supports will look like - including specialized services, Project REACH, graduation. With that, there will be opportunities to focus in on a student to determine supports that may not have been identified through their support criteria with our design team looking into that and that work.



- This is open to all students, unless a family makes a decision that they do not wish to have or want to have on site supports and element of choice for families? Response: Yes, that is correct.
- She also offered suggestions that as we are moving into this big change, and how folks feel about that step may be is evolving and changing and new questions arise, and how to think about communications and opportunities for community members to ask questions and have places to better understand this process, including moving models. Want parents and community members to have confidence as we move through this for opportunities for continued engagement and questions answered. Response: We are going to schedule a series of townhall meetings to answer questions, and they are numerous. Also believe that as school staff come back with information, and that will shift things, and getting back into a new routine with questions answered as well - including logistical items. The webpage has a lot of information, and to challenge to present it in different ways with interactive engagement, and ideas from the team on communication. Mr. Burns and his team are also putting together a session for next week with Q&A from families and staff.
- Director Ellis noted questions on the enrollment for in-person being 11,000 - how are we tracking that number, and a rough estimate of the number of students in each building? Response: Yes, there was an update shared with by-school data and regular report and number that is verified and shared.
- As we have students who may start in person and families opt to virtual learning, that number may fluctuate. That update of that information will be very helpful.
- Will there be split classrooms by grades, and how often will that occur? Response: One of the pieces discussed with sites on the work of understanding our new rosters for new enrollment, and sorting and placing students to 1 of 2 enrollment lists - VLS and in person. Next step was allocating staff accordingly, including class size and did an initial sort by each assistant superintendent meeting with each principal. The list isn't final yet, but can be shared, and will have a large number of multi-age opportunities with the priority of VLS still site-based opportunity for connection and keeping at the site was a priority, and limitations that come with that including staffing. We will work through that to support students and staff. That information can be sent with a breakdown by building.
- She noted there will be fluctuations in buildings, and operations of a building with not as many students, and what we will be doing - especially for fluctuation of students and families moving between models. Wondering on the impact staffing-wise. Response: We are looking at it site-by-site, and sometimes the shift doesn't work. We are allocating additional FTEs. In buildings with broader capacity have more flexibility, and working with additional staff and allocate additional staff to buildings in the most equitable manner. Moving into a multi-age design is something we want to avoid and minimize and move students on what makes sense. Principals are also discussing with teachers to create a class list that is functional, student-focused and plays to the strength of the teacher. There is planned fluctuation, and want to solidify our lists. We do get into a situation if more students were to shift from VLS to in-person, that creates a situation to re-roster that could potentially affect a staff with an accommodation.
- With the learning centers, and transportation would be available for 6th-12th grade students and details? Response: The plan is to cover the area geographically - on any given day a school may have a fraction of the students attend on that day. We are establishing bus stops for students to access within 1-2 blocks of their home. We will be using the 50% capacity that we had under hybrid, and planning 15 routes to cover each high school, and they will naturally be dispersed throughout those 15 routes.
- How many students would be the maximum or cap at each of our high schools? Response: It is somewhat based on school's enrollment. On K-8, and 6-8, it is 25% capacity, but does not include potential opt-outs. In secondary, and 6-12 and 9-12, that will be looking at amount and capacity they feel is necessary up to 33% of the student body on a campus. Our messaging has been to be thoughtful in starting small and sustainable and targeted in approaches, and as we get moving and

get more comfortable at on-site support looking at expanding those numbers and capacity, and adjusting as necessary. Our goal is to look at safely expand work but not in manner that is not sustainable, safe, or not able to be managed logistically.

- If we are going to be at capacity given any location, are we putting emphasis on our seniors for additional support? Response: There will be continued emphasis in senior work, and working with them in collaboration to identify a very consistent model that will support identifying seniors that is ongoing. One thing we know is that there will be necessity for graduation piece and constant, recurring things for students and need support to graduate. That will be happened at the secondary sites for seniors. Also, in-person supports added also looking at preventing from seniors to struggle with our underclassman.
- SEAB Member Ali noted questions on when will the on-site support start? Response: Superintendent Gothard provided a recap on the Governor's orders and timeline for Safe Learning Plan. A number of schools in the state and metro had experience for in-person secondary students, and for them to open into the support environments is default for them with preparation. We need to look at a brand new support model, and have the Academic Support Center as a foundation to take it to other schools in the district. We are looking at understanding that we are still using the county case rate to guide decisions and important to note for secondary students. For the youngest students, transmission did not cause mass case surges - but is different for secondary students where it is more easily transmitted, and are being cautious with this model, including PPE and safety precautions. We are looking at the county case rate to ensure it is somewhat flat, and continued downward trend to make a decision. We want it to be sustainable. We are working with secondary teams to ensure the start date, and hoping for February and give change to secondary staff to have similar time to elementary staff. The first is getting staff back in secondary sites for safety protocols and new equipment, and start date for students to be on site and hoping for February and will continue to work with schools and families.
- How are we working to prevent what happened in the first quarter and not let that happen in second quarter? What does the data show from mid-quarter that might be an improvement from the first quarter? Response: Darren Ginther shared updates on the work. It is looking tough, especially for our 12th graders, and three workgroups to ensure those students with Cs and Ds can change those to Pass grades. Mr. Ginther noted in looking at all systems and larger interventions across all schools. He noted credit recovery and module, or project-based segment of credit recovery and implement in 3rd quarter. Engaging with schools to work with their students in this Tier 1 support, to see the pieces of what can be changed in short-term manner to graduate and allow as capacity allows for 9th, 10th, and 11th graders as well. We want to take the learnings from this year to support students and apply to future years, and strength-based for students. Mr. Anderson has also worked to align our courses to understand what is expected. Evening High School is exploring supports as well in credit recovery efforts as it is safe in more in-person support setting. Details were also provide in the Tier 1 of all schools for patterns, interventions, and monitoring of that pattern to ensure those changes are happening. At site levels, there are meetings with leaders regarding data and plans to intervention plans. In addition, as we approach a new grading period, the data received will be used to make informed decisions about continuous work at sites and approaches to use in on-site supports to address future grading periods. Also looking at our freshman, 6th grade data, and where those dips are to develop plans at site levels to support students. While in DL mode, it will not stop us in looking at adjustments to provide more supports at secondary level. We will continue work of intentionality for supports for students. Ms. Kimani also provided details on social-emotional learning supports - including working with lead counselors and social workers to ensure they have the resources for Academic Support Centers, information for leaders when welcoming students back to increase academic success, but also the importance for students to feel connection at school and

develop relationships and feel sense of community; and continuing to use Foundations class in middle school to steady that work; in-person, and providing teachers with first 10 days of running a morning meeting, topics, and focus to build communities. In addition, for some students, we are working to ensure school-based mental health partners are able to come to school and provide supports in person.

- How does mid-quarter data differ, or still seeing the same thing from first quarter? Response: We can prepare that information and bring it back, but are seeing continuation of trends with 12th graders.
- Chair Foster noted clarifying questions around the non-instructional days and clarification about calendar days - these are part of the order, and do not count against students? Response: Correct, within the Safe Learning Plan, the state directs districts when making the transition to have a minimum number of non-instructional days and maximum. Furthermore, if there are multiple transitions, the Department has been supportive in asking for additional days, and are within the guidelines of the Safe Learning Plan.
- About busing, our PreK-5 will be assigned seats. Will secondary students be assigned seats as well? Response: Yes, they will be assigned seats and will be receiving information on bus postcard.
- Superintendent Gothard thanked the team for their thought into this work. Every inch of our organization is impacted by this transition, there is excitement and apprehensiveness. He noted dial-back, and that the numbers used for county case rate - those numbers did increase to correlation of other indicators for not enough staff or showing in a different way, and that was a staffing issue. With contact tracing and guidelines, there are many who may need to be removed which was a challenge for districts. Once a number is high, there may be one place that is not impacted, or the opposite. Our decision making will be guided by the impacts, and case investigation into class, school, and do have dial-back mechanisms built in and will be communicating. Our goal is to suppress cases and respond if positive case or potential exposure and have systems in place to do that. We have also asked Ramsey Health partners to speak again prior to the next board meeting. Thanks to board members for their engagement and sharing concerns and questions to provide that information to our community.

## B. SPPS Online

Next, Superintendent Gothard introduced Hans Ott, Executive Director of Digital and Alternative Education to provide details on SPPS Online. The purpose of SPPS Online School was reviewed, including to meet the needs of our community, supporting ongoing enrollment, addressing opportunity gaps, well-rounded education, and college and career paths. Details on SPPS Online School for 2021-22 were provided. Our approach includes: January 2020 - prioritizing and conversations with MDE; July 2020 - advisory group; July 2020 - core team; Fall 2020 - input from students, families and teachers. Examples of input summary comments were also shown. Next steps will include the Board vote to approve submitting the application, and the Board resolution defining the enrollment area at the January 25 Special Meeting of the Board of Education.

The full presentation can be found in the BoardBook.

### **QUESTION/DISCUSSION:**

- Director Vue noted questions about the cost of this to the District. Curious whether we will run into the same problems as distance learning, including the unknown learning environment for each student and inequities? How does this impact enrollment? Response: On the cost, we are still in our budget cycle, and always cost to opening a new school, and also know given the number of students

with FTE staffing needed, not needed elsewhere, and if new students, growing that staffing. Shifting enrollment within the district, and looking to new students outside the district. The budget is based on new students, retaining current students, and students moving to this option. There are some costs, but part is filling the need of community, opportunities, and support families. In problems with connectivity and student success, and we need to recognize we are in distance learning, which many did not choose. With most online schools with how they are communicated, marketed and clear on what families will get and not get. When we are clear with what it means to choose an online school, and the level of support at the home to be successful, and starting with high schoolers with an hour of direct support outside of school, and elementary students may need support 5-6 hours a day, and where those challenges come in. We want to set it up to be clear to have commitment to the students, and certain supports from the schools and navigators to help students connected and supported. We need to be clear with what is offered and not offered. There are 3 dimensions of enrollment - some students changing to online, other students may have left and can stay with SPPS, and others may be new to SPPS or recapturing students back to SPPS.

- Director Kopp wondered if there are models across the state or country for models to understand what it may look like. Response: We have looked at other online schools across the state and country. Many of the state-approved online schools, so it's not most amicable to have direct conversations, but there is consortium of online models for the state support. Florida requires every student to take at least one online class. Our largest online provider has about 3500 students last year. There are scales of that, and learning from others, as well as being innovative in meeting the needs of our students to be intentional in offerings.
- Will be interesting in DL model to learn what is working well from students and teachers to be truly unique and responsive to the students of Saint Paul. It can become a school choice option. Excited to be a part of this, and exciting to be thinking of this even before we were forced into online learning.
- It needs to be state-approved, and what is the process for that? Thinking about the cost, is the cost including devices and will they continue to be iPads? Response: For state approval, there is an application process, with a long narrative and details on the structure. Upon submission, it takes about 4-5 weeks and may be revisions. We have a foundation and adapting them for the online school scenario and able to build off the past 10 months. For costs, and enrollment will affect that. The primary tool will be an iPad, and for some students in career pathways, some students may need a different device depending on the course and will require a laptop, and looking at options for choice-based program for instructional tool.
- Adjoining districts and defining the area and how we get to determine that? Response: State statute allows definition of enrollment area. We want to create a high-quality program to minimize the challenges, and keeping student local helps us to do that. A lot of students are highly-mobile, and they can continue to be enrolled in SPPS. There are other challenges to enrollment areas outside the metro, such as technology and social-emotional learning.
- Director Foster noted this is not new, and started to talk about students leaving the district and survey them and good portion going to online. This isn't new, but a lot of behind the scenes work to get to this point. Thanks for the presentation and the work.
- Superintendent Gothard noted that discussion began far in advance of a pandemic, with reorganization of departments, and able to pivot to DL and support structure to do this. The idea of creating an online community - is a larger community to serve our students. A lot of time in community understanding events, activities, and partnerships with high student engagement and great opportunities. One of the limiting factors in opportunities are after school, at the same company. Introducing online opportunities could open flexibility for a student's day, forge a new way to work with businesses; students could still stay on track with online learning and do their work anytime. Into the future is how to redefine the community for learning for our students and exciting

opportunities. This fits the larger possibility to serve students that they are sharing with us. Innovative and relevant for students, and partner with community in new ways.

### C. SPPS Achieves: Envision SPPS

Superintendent Gothard then introduced Jackie Turner, Chief Operations Officer, to present information on Envision SPPS. A progress update including refinements to timeline, purpose statement, decision-making process workgroups; the progress of workgroups; external and internal influences; and next steps. A review of the original timeline was presented, as well as a revised timeline with full implementation in 2023-2024. A review of the original statement of purpose was shown, as well as a revised statement of purpose - *Ensure all families have equitable access to viable school programs.*

The alignment with SPPS Achieves was also presented, including Strategic Focus Area Objective 4: Program Evaluation/Resource Allocation with the objective to ensure all families have equitable access to viable school programs through building usage, aligning efforts with Effective and Culturally Relevant Instruction; ensure solutions are equitable, viable, cost-effective, and align with long-term outcomes, and identification of how COVID-19 will have long lasting impacts on learning spaces and school choice.

A diagram of the original high-level project organization chart was shown, as well as a revised version which was updated to reflect the suggestion that the original appeared to be very “top-down.”

Planning workgroups were also reviewed, as well as the leaders of each workgroup. The status of each was also shown. The strategic alignment with parallel initiatives, projects, and events was displayed.

Next steps include the approval of the five-year capital plan on March 23, continue to maintain sites to protect SPPS investments, review and approval of the FY22 District budget, update on Cruz-Guzman settlement, and an Envision SPPS update in late spring/early summer.

The full presentation can be found in the BoardBook.

### **QUESTION/DISCUSSION:**

- Director Brodrick noted questions on the new org chart. How on the planning process side with these important folks with stakeholder involvement and workgroups, and following the arrows, how do we get from the planning process with the stakeholders to the executive decisions? Response: The planning workgroups are the 11 groups where staff are meeting, and work leading will be the actual data and root of information brought forth, and working with members that fall within those work groups and stakeholders within those groups. Examples were provided with PreK and Early Education workgroup. All data will be formulated and come together and information for generation of recommendations. The core planning team is not generating information on their own - but from the workgroups. Details on the work of each workgroup and the formulation of recommendations. It is a dynamic feature, and will be involved throughout. We learned a lot from families within the Superintendent Search, and valuable data to formulate.
  - The original org chart was noted that more than one board member - concerns to be top-down, and the updated org chart has been modified. Response: Yes.
  - On the modified org chart, still don't see the arrows pointing from below up, and don't see arrow connecting directly from core planning team and planning groups over to the project sponsor and executive sponsor. How can we assure the folks on the right hand side of the chart can feel they

have a direct pipeline? Response: The Board will still have the decision on budgetary and governance on Envision SPPS.

- Concerns that the decision of the Board of Education needs to be based on the information from the stakeholders, and want to make decisions based on that information, and difficult to follow on this planning process. How are we going to make sure those involved feel their time is worth it?
- Director Vue emphasized the bullet point that COVID-19 will have long-lasting impacts on this plan. Understanding this plan crafted prior to COVID-19, and there is a pause, and re-evaluating. It sounds ambitious to determine the long-lasting impacts and fit into the plan going forward. Recommend move with caution depending on findings with COVID-19, which hasn't ended yet, and as we find out new things as students and families are learning, and feels this plan will likely change a lot.
- Director Allen appreciated the adjustments and incorporating community, and reporting back on the work.
- Director Kopp noted seeing this update at her first or second meeting at 360, and remember being excited about the work and looking at the list of workgroups and appreciation for them. Heartening to see work moving ahead even if on a brief pause, and excited to talk with community about what we think we can be as SPPS.
- SEAB Member Ali noted questions on language immersion work group - are there plans to add additional language immersion programs in SPPS? Response: Right now, it does include the current programs offered. However, it is dynamic if the work group brings forth data that particular immersion programs may be successful, they may bring forth findings to look at that. In this initial phase, they were asked to look at current programs.
  - How can SEAB work with particular group to find that data they need to encourage or show that within a particular language our district's enrollment is declining, and an immersion program in that language may help to sustain enrollment? Response: We will follow-up with SEAB to reach out and incorporate that information.
- Director Foster thanked staff for the presentation and clarity on the input on this plan, and glad to see direct ties to the strategic plan, and work evolved in process.
- Superintendent Gothard thanked staff for the report, and noted the decision-making process process and with SEAB Member Ali's comment, and the core planning work groups take that into consideration and a series of recommendations, and the Board look at that information for engagement and information - where it comes directly from stakeholders. Another way is to bring ideas to stakeholders and ask them for guidance. See those as two examples of how to engage with stakeholders and what the Board of Education can expect to hear - there is a process to understand the engagement with stakeholders throughout the process.
- Director Brodrick thanked Superintendent Gothard for that reference, because he looked at it more static, and suggesting that it is more fluid throughout the process. The Board will be advised all along the process.

#### D. Human Resource Transactions

**MOTION: Director Foster moved approval of the HR Transactions for the period December 1 through December 31, 2020. Director Allen and Director Ellis seconded the motion.**

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

Director Kopp	Yes
Director Marchese	Absent
Director Ellis	Yes

**VII. CONSENT AGENDA**

**MOTION: Director Foster moved approval of all items within the consent agenda withholding item D6 -- Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Superintendency Members of Independent School district No. 625 (Saint Paul Public Schools) for separate consideration. Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

A. Gifts

**BF 32300** Ecolab Foundation Gift to Humboldt High School 2020-2021

That the Board of Education authorize the Superintendent (designee) to accept the \$17,000 from the Ecolab Foundation and provide a letter expressing appreciation for the gift.

**BF 32301** Timothy Scott Scholarships

That the Board of Education authorize the Superintendent (designee) to accept the \$7,000 from the Timothy Scott and provide a letter of expressing appreciation for the gift.

B. Grants

**BF 32302** Request for Permission to Accept a Grant from Assistance League of Minneapolis and St. Paul

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Assistance League of Minneapolis and St. Paul to provide winter boots to homeless students in SPPS.

**BF 32303** Request for Permission to Accept a Grant from Geronimo Energy

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Geronimo Energy to purchase molecule kits; to accept funds; and, to implement the project as specified in the award documents.

**BF 32304** Request for Permission to Submit a Grant to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds to support school year and summer programs in FY22 funded by 3M Gives, and to support immediate distance learning needs in response to the COVID-19 pandemic; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32305** Request for Permission to Submit a Grant to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds to support Skilled Trades programs, and to support immediate distance learning needs in response to the COVID-19 pandemic; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32306** Request for Permission to Submit a Grant to the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ecolab Foundation for funds to support AVID at Humboldt High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32307** Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to provide an agriculture program over the summer for high school students; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32308** Request for Permission to Submit a Grant to the St. Paul Jaycees Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the St. Paul Jaycees Foundation for funds to support the East African Student Union group; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 32309** Request to Sign Career Pathways Academy PSEO by Contract Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

D. Agreements

**BF 32310** Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law



Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2020 through June 30, 2022.

**BF 32311** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for Operating Engineers in this school district for whom Local 70 is the exclusive representative; duration of said agreement is for the period of June 11, 2020 through June 30, 2021.

**BF 32312** Memorandum of Understanding between Minnesota Alliance with Youth 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 Minnesota Alliance with Youth for the remainder of the 2020-21 school year.

**BF 32313** Playworks: Keep Playing Subscriptions

That the Board of Education authorize the Superintendent (designee) to approve the acceptance of a grant-funded gift from the Playworks Keep Playing (Program).

**BF 32314** Request to Sign Online Tutoring Agreement with TutorMe

That the Board of Education authorize the Superintendent (designee) to sign the Online Tutoring Agreement between TutorMe and Saint Paul Public Schools.

#### E. Administrative Items

**BF 32315** Monthly Operating Authority

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

(a) General Account	#731290-732042	\$54,830,478.00
	#0003906-0003940	
	#7003903-7003930	
	#0005153-0005227	
(b) Debt Service	-0-	\$63,738.00
(c) Construction	-0-	<u>\$6,868,310.45</u>
		<u>\$61,762,526.45</u>

Included in the above disbursements are two payrolls in the amount of \$38,496,443.07 and overtime of \$62,289.18 or 0.16% of payroll.

(d) Collateral Changes

**Released:**

None

**Additions:**

None

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 April 30, 2021.

**BF 32316** Appointment to Civil Service Commission

That the Board of Education approve the appointments of Stephanie McCauley and Karen Francois to the position of Commissioner on the Civil Service Commission as requested by the Office of the Mayor of the City of Saint Paul.

**Resolution Approving Mayor Melvin Carter's Appointment of Stephanie McCauley and Karen Francois to the Civil Service Commission**

WHEREAS, Section 12.02 of the Saint Paul City Charter states that there shall be a Civil Service Commission consisting of three (3) members and two (3) alternates appointed by the Mayor with the consent of the Saint Paul City Council and the Board of Education of Independent School District Number 625; and

WHEREAS, there are currently two vacant seats on the Civil Service Commission; and

WHEREAS, Stephanie McCauley and Karen Francois have applied for appointment to the Civil Service Commission; and

WHEREAS, Mayor Melvin Carter, on the recommendation of staff, wishes to appoint Stephanie McCauley and Karen Francois as members of the Civil Service Commission to a six-year term ending February 01, 2026;

NOW, THEREFORE BE IT RESOLVED, that the Saint Paul Public Schools Board of Education approves the appointment of Stephanie McCauley and Karen Francois to the Civil Service Commission for a term ending February 01, 2026.

## F. Bids

**BF 32317** Phase Gate Approval of Johnson Aerospace & Engineering HS HVAC Project (Project # 1150-19-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A21-1097-A Johnson Aerospace & Engineering HS HVAC project (Project # 1150-19-01) to Market & Johnson, Inc. for a lump sum base bid plus Alternates 1, 3 and 8 of \$12,865,000.

**BF 32318** Request for authorization to award ITB-A220768-A Food Service Equipment

That the Board of Education authorizes the award of ITB-A220768-A Food Service Equipment to Douglas Equipment for the value of \$321,623.44 and Trimark-Hockenberg for the value of \$971,660.00.

## G. Change Orders - None

### **ITEMS PULLED FOR SEPARATE CONSIDERATION**

**BF 32319** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Superintendency Members of Independent School District No. 625 (Saint Paul Public Schools)

Director Brodrick noted he pulled this item because the Board did not have the opportunity to discuss this agreement, and questions to be asked and answered. Why isn't the Superintendent one of the submitters? What is the process for negotiating with the Superintendency and who participates? By what criteria was a small group within a large group selected for special treatment, and what is salary compression? With all of our bargaining units during this last cycle, this Board frugally and courageously and in support of the Superintendent held the line at 1.5 and 2. Most employees responded in good faith. Will this agreement betray that good faith, and will it poison the well in future negotiations?

Superintendent Gothard noted his desire to create a set of guiding values and principles to help us in contract negotiations, with more than 20 individual bargaining groups and process to be guided in that work. We have held tightly on those parameters. This is a bit different and Executive McCarty shared details on the make-up of the group and history. This is one of the only groups not governed by a bargaining unit, but do not have negotiations in same sense of other bargaining groups. This group will provide a proposal, and goes after the largest bargaining groups. The District will bring forth the proposal for the Superintendency contract, and important to remain in 1.5 and 2 parameters. Details on salary compression were also shared, including the ties to assistant superintendents and principals, including the salary range and adjusting, not intended to provide an increase in pay within this proposal. How do we create these contracts and evaluate them? With the group that comes up with the proposal, and 26 staff in the group, and quite a range of job titles and salaries. Details on the process of this MOA were shared, including that there is a contract they work under, and there is a proposal brought forth recommended by the HR team who look at the contract based on previous years and contract. For this one, it was looking at salary schedule and longevity and insurance, and increases in 1.5 and 2. It's typically a recommendation provided to Superintendent and Chief of Staff, and then brought forth to the Board of Education. There is a review of the proposal with the group, but not necessarily negotiations brought forth.

Director Brodrick expressed concerns on the process, including who is involved. Mr. Vollmer also provided details on salary compression - including two different types of compression with other employees or job classifications in relation to another bargaining unit or classification. Typically seen where series for promotions may move from one classification to another, and from one group to another, or one pay group to another as part of promotional ladder. The other type of compression is that there are no steps in Superintendentcy or lanes. There is no opportunity to move through a salary schedule. With the range, as folks get a COLA each year, over time where places within that range, that staff member will eventually get to the top of the range, and even if COLA was applied with a range with fixed top, there would not be an increase because at the top of the range. In an effort to prevent that, that top and bottom of the range need to be increased to avoid compression and allow for folks to obtain the yearly COLA increases they are eligible for.

There was also discussion on if a long-time experienced principal with 20-25 years of service in SPPS at the front line of their job, and if they may be getting more money than an assistant superintendent. Also, challenges if a principal would like to move into administrative role, and viewed as a promotion but may be a salary decrease.

There were also questions on the range of increase of \$5,000 as a "salary compression solution." Chief Baker also highlighted the history of superintendentcy agreement and concerns about compression, and if staff would want to move into the role based on the work and responsibilities, and if a good solid pipeline of staff moving to those roles. These are within the guidelines that were Board-approved at 1.5 and 2. Clear to superintendentcy that this conversation does not take away from their great work and have called upon superintendentcy staff to work around the clock to work to the different transitions during this pandemic, and appreciation for their work. There is nothing agreed to that is different than other bargaining units agreed to.

There were further questions and discussion on the salary range increases, based on the fact that the range has increased. The increase in the range would accommodate the COLA increases that were Board-approved for members of the superintendentcy to take advantage of - there is no additional money outside of the 1.5 and 2 that were Board-approved and within the parameters. Administration has come back to the Board several times, and this would alleviate that, and still stays within the parameters. No one is taking more money from the Superintendentcy outside of the 1.5 and 2. There were also questions if staff would be able to move outside the range, and there is potential in future negotiation cycles to move up within the parameters to receive the increase up to their range. It does not change that this group and small subsection are only receiving the 1.5 and 2. These increases should be applied so they can be planned, and the parameters that remain. Individually, staff would not be able to negotiate, and the ability as the Board dictates what they do. We all agree that this is different, and discussed to make changes to be more streamlined and will be a proposal to mirror and look more so like other contracts.

Director Brodrick noted he cannot understand how we can increase the range of salaries and have folks that are occupying places in that range that will not result in those folks getting a raise in pay. Further explanation was provided and examples. Director Brodrick also noted our staff who received the agreed upon 1.5 and 2.

Director Brodrick also reiterated his fourth question for discussion. Will this proposal betray that good faith, but will it poison the process for the next cycle? It will not poison, and have done it in good faith and all sticking to 1.5 and 2. The rationale that anyone in superintendentcy is getting more than other bargaining units is not true. The superintendentcy is still looking at 1.5 and 2.

Director Vue noted he understand the process, about the compression, and reason for salary increase, and if not approved, it could be a barrier. One of the problems is that it is highly formulaic and numbers-driven. Wondering about members of the superintendency and what they bring to the table and strategic plan. More concerned about how we hold the staff in these positions accountable and how we measure how well they do based on the strategic plan and return on pay increase, instead of formulaic response. Response: There should be performance reviews with these members, and conversations about progress. Also, the difference is that this is not a bargaining unit and more so at-will employees.

Director Allen noted that she also has concerns, not about work ethic or staff, but place of equity and not equality. There are a couple items being addressed including the cap out of a paraprofessional of \$26-27 who are capped out at that amount, and further details around the paraprofessional range. That is a concern on the impact of paras on our school district to value those individuals, and longevity is another main issue and the paraprofessional contract. We need to start to address the disparities that paraprofessionals are valued in the way they are, and the 1.5 and 2 percentages on higher incomes is quite a bit of money. Start to look at it from an equity perspective and not equality until we can value every single employee in our district, because it takes all of us to be successful.

Director Kopp thanked her colleagues for this conversation and demystifying this process. She also noted questions if these salaries are comparable when looking at neighboring districts. She also noted that the size of SPPS is difference, and our needs vary. The salaries are comparable to other districts for similar positions within that range.

SEAB Member Ali noted that educators across the nation are underappreciated and underpaid.

Director Foster reiterated that this is a different process for this group.

Superintendent Gothard thanked the team for presenting and sharing, and this is the second time an item like this has come before the Board during his time in SPPS. There has been a lot of work with other bargaining groups in closed sessions, and this group is difference and looking for ways to be heard and feedback under the direction of HR leaders to find ways to be equitable within the parameters and nuances of the contracts of 20 different bargaining units. He noted the pay equity research being conducted He is devoted to attracting, retaining, and supporting staff and having a diverse workforce at all levels to reflect the racial, cultural, and linguistic diversity of SPPS.

**MOTION: Director Foster moved approval that the Board of Education of Independent School District No. 625 approve the recommended salary and benefits increases for members of the Superintendency; duration of said recommendation is for the period of July 1, 2019 through June 30, 2021. Director Vue seconded the motion.**

The motion failed by roll call vote:

Director Foster	Yes
Director Brodrick	No
Director Vue	No
Director Allen	No
Director Kopp	Yes
Director Marchese	Absent
Director Ellis	Yes

## **IX. OLD BUSINESS**

### A. Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic

This resolution is continuation of one created in August, and reviewed it various times, and language has been added to it.

**BF 32320** Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic

**MOTION: Director Foster moved approval of Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic. Director Brodrick seconded the motion.**

The motion was then opened for discussion.

#### **QUESTION/DISCUSSION:**

- Director Brodrick noted that he is not reluctant to speak his mind to Administration, but tonight and in coming days, feel it is his role as a board member to as supportive as possible as Superintendent Gothard struggles to deal with this terrible calamity that has struck the entire world. He is not oblivious that SPPS community is deeply divided over this, and whichever path we take, it will not satisfy or please everyone. But, at this point in time, he has no questions and in complete support of extending the resolution that we have had in place.
- Director Vue noted questions concerns on Line 1 including sites that will return, and Line 2 for return to in-person for PreK-2, and programs. If we approve this, the Board is authorizing the Superintendent to move forward with the in-person learning plan? Response: Yes, that is correct to continue with the plans outlined in the discussion for return for full-time in person learning for those programs and grades.
- He noted that in the future in terms of changing learning models, that a districtwide learning model change must be a vote by the Board? Response: The Board has the ability to make any revisions or amendments to the resolution. The one feedback is that understanding learning models go in both directions, and a situation may arise where a school or system needs to change back, and would necessitate an emergency meeting by the Board. This resolution is giving the ability to be flexible, and work with the direction of the Board.
- The February 1 date has many parts of the district in motion, but going forward should learning models change there is an opportunity to vote on that, and listening to other board members' feedback, and potential amendments to this resolution. Should there be future changes, amending this resolution to incorporate those changes.
- Director Allen noted similar concerns, and authority to the Superintendent to make changes on a school by school basis, but changes in districtwide model should go to the Board.
- When approve this resolution, then it will move forward? Response: The resolution says to "continue toward", and if things were to change, all that would factor into this. One of the points is to allow the district to be nimble to make immediate changes and circumstances dictate if there should be sudden change.
- Concerned about specific language in 1 and 2 and specifically what will be done. Why would we have that language and do like before where giving authority to make decisions on a school by school basis? Response: This resolution is very similar to the previous resolutions, and rationale for the

change of the language mirrors the stage we are in. The past resolutions mentioned distance learning. The goal is to connect to the state we're in stage we are in.

- Director Kopp noted that if districtwide change, the Board convene and vote on it, but also ensure Superintendent has ability to respond to site-based and school decisions and not lose time in trying to convene a meeting to meet the needs of our sites. Interested in seeing draft language of other districts following a similar path with resolutions to be more precise and provide authority, with space for the Board to make decisions, and to be clear about the language - possibility of drafting amendment, or bring it back at a future meeting, and to ensure we are not losing time when decisions need to be made and precise language. Response: To do what is suggested, it would not do anything different, but with added step with recommendation to vote on. The current process wouldn't change, but it could slow things down, but is completely up to the Board.
- Does not acting on this change our current work and plan for February 1 and February 16? Response: No, don't believe it does.
- We could look at alternative language and consider at the special meeting on January 25th. We would need to amend the notice of the meeting and have time to do that to comply with the Open Meeting Law. Another option could work on amended language now and require a motion to amend, seconded, and discussed. There could also be a motion to change Line 8 in changing the date to amend, rescind, and extend instead of March 23.
- When we say "district wide", very little is actually districtwide, with the exception of nutrition services and meals, and the variety of learning models.
- How we define our terms in important and "district wide" which might look different as we are considering that.
- Director Ellis noted for decisions we have Monday special meetings, and decisions to make as a Board, there are Monday meetings scheduled, and how we have been approaching the work for MOUs and MOAs. Okay with it being moved to Monday. Response: Also important to note the Monday meetings are for purchases especially with PPE and other materials. The learning model was to provide Administration with flexibility in learning model, and will work with the Board, including pushing stop and authority to restart. It has given the opportunity to work collaboratively across the district. This has given us the ability to work openly with the community and support via the resolution has been appreciated.
- General Counsel Long then reviewed the available options again.

**MOTION: Director Allen moved approval that the Board of Education of Independent School District No. 625 postpone action definitely on Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic to the January 25, 2021 Special Meeting of the Board of Education in hopes of other language for Board authority for changing from in-person to distance learning, or distance learning to in-person district wide. Director Ellis seconded the motion.**

Further discussion was conducted.

- Director Brodrick requested clarification on the motion, and because he does support the resolution as is presented. He is concerned about how to prepare for Monday's meeting in the language to be contained in that amendment. He is in favor of extending the current resolution.
- Director Allen requested information if the vote is 3-3. It will not pass in event of a tie.
- General Counsel requested clarification on the motion.
- Chief Baker ensured that the Board is clear on this motion - there was an original motion and second. Then another motion and second. Within the initial motion was to approve the resolution as is. The second motion was to wait until Monday during the special meeting to talk about alternative language and that is clear and broad enough to not limit board members and to have discussion at Monday's

meeting to clear up questions. It could be amended if needed at the meeting on Monday. The motion would allow the Board to lay over this action to vote on it instead at the special meeting.

The motion failed by roll call vote:

Director Foster	No
Director Brodrick	No
Director Vue	Yes
Director Allen	Yes
Director Kopp	No
Director Marchese	Absent
Director Ellis	Yes

The motion failed. The original motion was put back on the table.

**MOTION: Director Foster moved approval of Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic. Director Brodrick seconded the motion.**

The motion passed by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	No
Director Kopp	Yes
Director Marchese	Absent
Director Ellis	No

**X. NEW BUSINESS - None**

**XI. BOARD OF EDUCATION**

A. Information Requests & Responses

B. Items for Future Agendas

- Director Brodrick referred back to the Minutes of the Committee of the Board meeting and that many are interested in the actual, clear description of the content in the proposed course and the impact it may have on existing courses and curriculum
- Director Vue noted questions from the community in how SPPS is partnering with MN Department of Health and MN Department of Education in setting guidelines from the Safe Learning Plan and adapting them to SPPS. He requested information on how the Superintendent is communicating with those agencies and how we are using those guidelines to apply to our plan, and the process for that communication.
- Director Allen reiterated her request for information on data around students who may be gaining a new teacher as a result of shifts or changes.
- SEAB Member Ali reiterated his request for collaboration with SEAB around language immersion programs; as well as the request for data in student grades between first quarter and second quarter
- Director Foster requested more information on the upcoming town hall, including format and priority as we prepare to reopen buildings.

C. Board of Education Reports/Communications



- Director Kopp noted her first meeting as Treasurer of Ramsey County League of Local Governments, and the planning for this year with the City and County and suburban partners.
- She also went on to thank those who have called, emailed, and communicated their thoughts and feelings during this difficult time. We hear you and appreciate your thoughts during this time of big change.
- Director Ellis thanked her colleagues for attending the MSBA Leadership Conference. She noted the first annual Marny Xiong Award presented, with Marny's family in attendance. She noted Marny's continued impact on all of us in SPPS, the state, and across the country.

## XI. FUTURE MEETING SCHEDULE

### 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

Chair Foster also noted an update to the Public Comment process beginning with the February 23, 2021 Regular Meeting. Members of the public may register for public comment by:

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

## XII. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 11:55 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