

**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**

**December 15, 2020  
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: J. Kopp, S. Marchese, Z. Ellis, J. Foster, J. Brodrick, J. Vue, C. Allen

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Marie Schrul, Chief Financial Officer; 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; 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 the Board of Education Reports and Communications to precede the Superintendent's Report . The motion was seconded by Director Marchese.**

The motion was approved by roll call vote:

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

**III. RECOGNITIONS**

**BF 32273** Acknowledgement of Good Work Provided by Outstanding District Employees

**Hannah Chan**, Career Pathways Program Manager in the Office of College and Career Readiness (OCCR), was recently nominated as a Citizens League #MNCivicLeader. Hannah was nominated by Liz Williams, Senior Program Manager for Career Academies at Greater Twin Cities United Way.

This nomination highlights civic leaders who: take action that puts the needs of their community above their own, embody non-traditional ways of being civically engaged, promote equitable solutions, demonstrate honesty, empathy, and accountability, and have not yet been widely recognized for their work and impact.

“Hannah is a critical mentor for youth in Saint Paul Public Schools. This past summer Hannah led programming to quickly pivot to offer students the opportunity to earn wages, engage in career oriented certification programs, and went above and beyond to individualize the experience for students and provide career and college counseling during a very tumultuous time for many.”

The Citizens League is a member-supported nonpartisan nonprofit organization that champions the role of all Minnesotans to govern for the common good and promote democracy.

**Laura Handley**, a first grade teacher at L'Étoile du Nord French Immersion School (LNFI), has been named Minnesota's French Teacher of the Year by the American Association of Teachers of French (AATF), Minnesota chapter.

Laura has been in education for 25 years. She has been with LNFI since the inception of the program. Laura has led countless school committees, demonstrating her seriousness in the development of the program so that its sustainability will never be questioned. From the long-range planning committee to various student support teams, we can see Laura's tireless commitment to students, families, interns, colleagues and the French community at large.

Lourdes Flores-Hanson, principal at LNFI says that “We are very fortunate to have Madame Handley as a dedicated and committed member in our school community. Her love of children and teaching are observed in her daily interactions with her students, her colleagues and our families. Mme. Handley is a true representation of the rich opportunities young learners enjoy as they grow and learn in a language immersion setting.” Laura will be honored in the spring at the annual AATF – Minnesota awards dinner.

**Dr. Yeu Vang**, Assistant Superintendent, Office of Multilingual Learning, has been accepted by the American Association of School Administrators (AASA) “Aspiring Superintendents Academy® for Female Leaders”.

AASA is the national organization for School Superintendents. The academy is a powerful vehicle to put female leaders in the driver's seat of their career. The Academy brings together women who are on the path to the superintendency to build knowledge and confidence in their ability to lead. The goal of this unique opportunity is to create the time and space for learning, connection, and introspection. Directing the Academy are female superintendents with demonstrated expertise leading innovative school districts with a record of improving learning for all students. AASA advocates for equitable access for all students to the highest quality public education, and develops and supports school system leaders.

The Aspiring Superintendents Academy® for Female Leaders kicks off in January, followed by a National Conference in February, virtual meetings in the Spring and a meeting and graduation session in September at California State University, San Marcos, California.

Dr. Vang was nominated to this academy by Superintendent Joe Gothard. Dr. Gothard said that “this would be excellent professional learning experience and would serve you now and in your future. When I look around all the local, statewide and national district leadership spaces that I participate in, the Asian and certainly Hmong perspective has very little presence..”

Dr. Vang has been in the district for 23 years. She has served as a classroom teacher and as principal at Jackson Elementary and at J.J. Hill Montessori. Dr. Vang has been in the role of Assistant Director of Multilingual Learning for the last four years.

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

**MOTION: Director Foster moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Director Marchese.**

The motion was approved by roll call vote:

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

#### **V. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of November 17, 2020
- B. Minutes of the Special Meeting of the Board of Education of November 23, 2020
- C. Minutes of the Special Meeting of the Board of Education of December 8, 2020

**MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of November 17, 2020; Minutes of the Special Meeting of the Board of Education of November 23, 2020; and Minutes of the Special Meeting of the Board of Education of December 8, 2020. The motion was seconded by Director Allen.**

The motion was approved by roll call vote:

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

#### **VI. COMMITTEE REPORTS**

#### A. Committee of the Board Meeting of December 8, 2020

At the Committee of the Board Meeting on December 8, 2020, Superintendent Gothard began the meeting by welcoming everyone, and providing an update on the current state of the COVID-19 pandemic and current case rates, as well a brief update on vaccinations and the plan and process to deliver them to essential employees. He also congratulated SEAB Member Ali on his recent match as part of the Questbridge match program, including an overview of the program. Board members congratulated SEAB Member Ali and wish him well at Macalester College next school year.

Next, an update was provided on the 2021 Legislative Agenda, and included the topics of stabilization of education funding, increase of diversity in the teacher workforce, enhance local control and reduce mandates to improve outcomes, and provide resources for child and family stability and support. Questions from the Board centered around the SUTR program; updates on MDE's school funding task force; alignment with other organizations in lobbying; encouragement to reach out to board members to connect with elected representatives; the formula with pupil counts and compensatory aid; multi-year planning; and thanking Ms. Mary Gilbert, Legislative Liaison, for her work and commitment to championing public education. The Board approved the recommended motion to approve the Legislative Agenda for 2021 Legislative Session.

The next presentation on an update to Distance Learning and Hybrid focused on part 1 of academic work and sharing the work being done to ensure high levels of instruction at equitable levels. This portion focused on unfinished learning, credit recovery, specialized services, and engaging families as partners. Part 2 of the presentation is planned for the Regular Meeting on December 15th. This presentation sparked discussion around the rationale and concerns for switching classroom teachers and special education support staffing; importance of perfecting distance learning as much as possible; questions around enrollment in Virtual Learning School and capacities; clarification and rationale on the proposed return of Stages 2 and 3 together; plans for hybrid at K-8 sites; flexibility for Group A and Group B students and families; and the timeline and opportunities for feedback from families.

Further discussion focused on clarification on the grade levels within the RIT scale presented; request for the data to be disaggregated by demographic groups of students passing or failing; importance for the credit recovery program to allow students to obtain a living wage after graduation; appreciation of the focus on the whole child and whole family; a single place for resources and supports in which families can refer and opportunities to share that information; changes to teaching and curriculum, and adaptations; opportunity for a reset during this time in how we move forward; engagement of parent advisory councils; frustration in the student experience during this time; ways to support students in different ways in distance learning for credit recovery; importance of focus on data and practices within SPPS; data of number of students who may be failing 1 or more courses and supports; discussion of the term "unfinished learning"; and possibility of semester plans to support students in credit recovery. Superintendent Gothard closed the discussion by noting that there will be direction for what we do in new, better, and innovative ways for students; it starts with relationships, connections, and encouragement. Our students are smart and know realness and authenticity, and need us to be consistent, tough but caring, and create a safe environment for them to be their awesome selves and share what they need. We are going to make all learning better for all students now, and be excellent in communication. This effort will require the drive and energy of everyone in SPPS and in the community to ensure we do right by our students and families, right by our staff, and right by our community through this pandemic, and into the future.

**MOTION: Director Foster moved that the Board accept the report on the December 8, 2020 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Ellis and Director Allen seconded the motion.**

The motion was approved by roll call vote:

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

#### B. Equity Committee Meeting of December 14, 2020

At the Equity Committee Meeting held on Monday, December 14, 2020, Tri-Chair Myla Pope began by welcoming committee members and encouraging them to participate in a grounding exercise about how COVID has impacted or changed their lives 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.

Our personal work was also reviewed, and noted that each member needs to be grounded and connected to the ongoing work of creating equitable systems. Questions for self-reflection were also shared.

Individually, members then examined an assigned list of submitted inequities, and included their ranking of each inequity, and thoughts/notes/comments on each. Members then joined small groups to discuss their identified top two inequities, determine the group's top two inequities and draft proposed recommendations for each.

Considerations when determining the top two inequities included the possibility of combining inequalities, and ensuring that the top two inequalities were not similar. There will then be a review of the final eight Equity Committee District inequities, ensuring they are varied.

As the discussion continues in small groups, the committee will determine the eight inequities to present at upcoming Committee of the Board meetings. Members were also informed of the upcoming nomination process for the next iteration of the Equity Committee.

In closing, members were wished peace, good health, and encouraged to take care of selves in midst of so much and thanks for the time.

**MOTION: Director Foster moved that the Board accept the report on the December 14, 2020 Equity Committee meeting and approve the recommended motions and minutes of that meeting as published. Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

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

### A. Distance Learning and Hybrid Update

Superintendent Gothard to provide an update on Distance Learning and Hybrid in SPPS. Tonight is Part 2 of what began at the Committee of the Board. We know distance learning is challenging. COVID-19 continues to disrupt lives across the country and world. He noted feedback from students who desperately want to be back in person interactions and support - we all want this. COVID has presented us with experiences and challenges that we have never before seen. The one central to our core work is to provide instruction and equitable learning to all students in grades PreK-12. He noted the strategic plan and Envision SPPS. We have worked to improve long-term outcomes, while providing meals and monitoring the pandemic. Our plans have been weeks in the making following the earlier check in and address students and their success. We are asking all to dig deep and support students. What are our students, staff, families and community going to say about us when we look back? Expect all to continue to search ways to support students to keep them on track for future success.

The guiding principles were reviewed, as well as the dial in hybrid stages. Part 1 included a hybrid update was provided, including health and safety protocol, hybrid scheduling and workload, and specialized services/special education. Part 2 included secondary on-site support was also reviewed, including the needs of secondary students and the importance of student focus groups led by REA and findings from the groups, with the conclusion to find more ways for teachers to connect with students. Secondary on-site support design was also reviewed, including in-person opportunities for identified student groups; working with County and State health officials in determining when to implement; supports differentiated for secondary bands; creation of SEL in-person support opportunities; non-athletics extracurricular MSHSL opportunities; intensive in-person special education services based on IEP needs. Other supports include DL on-site support at all secondary schools, and a review of the design work underway. Part 3 included ensuring high levels of instructional and learning during COVID-19 (part 2 - as a continuation from the Committee of the Board meeting). Topics within this portion include Fall 2020 data, strengthening the academic core, social/emotional support, and Academic Support Centers. Fall 2020 data included a review of the pre-kindergarten IGD suite, pre-kindergarten math, literacy and earlyReading, literacy and aReading, math and STMath, Q1 grades, and Q1 students failing 1+ courses. Within the topic of strengthening the academic core, a lesson repository was shown, PreK data and master file examples, strengths and next steps within literacy, math, and science. Within social/emotional support, learning supports were shared, including connection and relationships, mental health team supports, professional development, mental health partnerships. Within the Academic

Support Center portion, information was provided on in-person supports, homework help, assignments and projects completion, tutoring, SEL support, college/post secondary applications, same-day walk-in supports for seniors, and Saturday Senior Blitz.

The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION PART 1:**

- Director Kopp noted questions about the secondary on-site services, and thanks to Director McCarty and representatives from SPFE on the detailed work on the MOA and appreciate the thoughtfulness and goodwill for our students and staff. She noted procrastination during this time, and raising this issue - less of a student's ability and more psychological, and mental block. Acknowledge that happens. Appreciate attention to different configurations in secondary - both academic support, and developmentally. And meeting students where they are at and what they need, and appreciate expanding those opportunities of non-athletic opportunities.
- Interested and excited to see the move towards kids becoming independent learners and what that might look like in middle school or high school? Response: One of the things in growing older is developing a skill set needed to be an independent learner and one opportunity in SPPS is the Foundations course that is not only academic but also a social piece of developing skills to make a student more effective for their dreams. Through this work, one of the things we realized is to look at an opportunity to be more intentional about independent work and the module to support our learners. With Foundations and middle school leaders to leverage to help to grow and develop students as independent learners and thinkers is that progression and intentional focus of the meaning for our middle school students through Foundations. Principals also have ideas with what the data is showing at their schools with their students.
- Will this be information shared with families? Will there be opportunities for parents to learn how to support their children to be independent learners? Response: One of the things we know is the intent of communication and so parents are aware of the work happening. As we progress through this work, one of ways is partnering with Communications and what it will look like based on site, and on-site support for the configuration, and partnership and work happening, in addition to site principles to take ownership of the work happening at their sites in developing and growing independent learners and thinkers, and high part of exposing middle school students to that skill prior to high school which is needed in academics and beyond.
  - Middle school is a fruitful time to do that and become responsible for learning and advocate for themselves. Our education system is very teacher-led and this will be a big adjustment. Wanting kids to start from an asset-based place and what they may already know and see where an independent thinker and learner in different settings. We are asking students to shift their perspective, and to ensure they feel confident and honoring what they already know and building from that.
- For secondary on-site supports, will we be partnering with community partners - like libraries, rec centers, and other ethnic and cultural connections? Response: We are really looking at partnerships to help support us in this work, because this is an onsite support, and not a traditional school day, and creative autonomy done in this design. We also have our health and wellness folks involved, and looking at how we can partners with those in our community for more support.
- Board members appreciated the presentation.
- Director Marchese noted questions about the MOU. About the scheduling and numbers of days of instruction, particularly around Friday instruction and clarification of expectations for staff, and what parents should expect to see during hybrid, different from distance learning. Response: Currently in the distance learning, Fridays are used for office hours for students. In the hybrid MOU, it is more for

teacher prep time, and prep time that Executive Order identified as additional 30 minutes per day for educators. Students in a hybrid would still have the 4 days of instruction and 2 days in person, and 2 in distance learning, and 1 for teacher prep.

- What would students experience on that teacher prep day? It sounded like it might be a specialist? Or any office hour time? So families know what to expect on Fridays. Response: The specialist time would be devoted to distance learning days on Monday-Thursday.
- Contrasting to what is happening now - if a student needed to meet with a teacher, would they be able to on a Friday? Response: Yes. Fridays could be available for teachers to meet with students, or may be teacher-led PD. Office hours are not an expectation per the MOU.
- As we thinking about the difference of hybrid and distance learning, what was the justification for taking that Friday out of student contact and focusing on preparation? Response: Because hybrid does take into account both an in-person model and distance learning model, and teachers would be supporting students during those 4 days, it would allow preparation time to manage both synchronous and asynchronous time in a hybrid model. Right now, they are focused on teaching students in distance learning, but since hybrid brings in an in-person component, that Friday is meant to be an opportunity to do additional planning and prep for the next full week for in-person and distance learning situation.
- Is their preparation time also built into the other 4 days? Response: There is, and it is slightly different. In K-8 mentioned with specialists, that hour less does account for prep time. This does honor the far outside of the day hours and contacts teachers are making. An experience in talking with a parent was provided, where the weekends are catching up and working with their teacher at that time. One day to focus the priorities and planning done. Many teachers are reaching out to students on that day as well.
- It's helpful to show what that day will look like and set expectations for how hybrid will look different. There is access on Friday, but taking off the table for instruction, parents and families may wonder what their child's day will look like. If it will be an asynchronous day, there are concrete tasks going on for students to accomplish, so it doesn't seem like we go from 5 days of instruction to 4, and losing a day of instruction. Understand the workload issue with hybrid for teachers and staff, but also think that when folks think of tradeoff between distance learning and hybrid and what it will look like and choices around VLS or hybrid, and know the differences instructionally.
- Concerns about loss of time for students on a a Friday during this period of time, and understand trying to strike a balance. Little concerned that does strike a balance that works for instructional staff, but does it work well for families and students, and needs to be made clear and why this may result in a better experience. Do think the remainder of the MOU really speaks to helping our teaching staff engage in planning and having their voice in the process, and allowing building level leaders how to implement his model going forward based on students at the building.
- About the high school secondary supports, and looks like the information was from focus groups from REA. More information on the students who participated, how they were selected, how they were conducted? More background in this aspect in the planning. Response: The focus groups were designed and took place in the last 3 weeks. There are administrators on the larger core planning team and asked to give names of affinity student groups, and groups already formed and relationships. We will get the exact numbers, but upwards of 10 focus groups. We have not identified the demographics, but have not completed the final report. They were about an hour long and scripted, and they focused on the experiences of students in distance learning, both selves and colleagues and peers.
- It's helpful if to see the details of specifics about participants.
- Curious in thinking about the planning with the working group, are any students participating in the planning process or student voice in those plans? Response: We have not gotten to that level yet,



and still at the district and site level. We do know what we gathered data from student voice and where it may come into in the design and configuration of identified bands. At the present, no, but something to appreciate sharing and bring back to the team to continue to work in the design.

- Students to also provide guidance for what could work for them at the secondary level, and seems whole purpose to address learning and SEL concerns about student well-being.
- Comment about wanting to have connection with teachers and teaching staff, and the touchstone for this. In non-athletic activities, part of what students are missing are student-to-student opportunities to participate in activities together, or work together, or community together that might be difficult to facilitate in DL environment. Will there be opportunities to community build, because that has suffered, and opportunities for students to interact with instructional staff, and also students.  
Response: Yes, that is a discussion of the task force - not just connection from teacher to student, but also peer to peer, and looking at how that would look and determine how and ways to approach that. It was shared in the steering committee, and will circle back to give opportunity to give interactions with peers.
- Like the idea of on site support at secondary schools and working on that and at that building level, and more organic, and allows for students to relate to staff they have worked with or know. In thinking about the supports for students, what are the on-ramps for families, and expect? Are they able to self-report? Are students going to be identified by teachers? Response: One of the things we are going to be doing in design is messaging of specifics for these supports, and also recognizing that sites would identify targeted groups of students. There could be a span of students who come on board for a week or two, and another starting, but keeping number minimal to provide support. It's an exciting design for a number of different supports happening simultaneously. Calendaring and online platform details were also shared, such as the plan for calendaring is to create blocks of time where students can choose to register or staff will register students for support in instruction, and may differ. Transportation routes will be based on students attending, and it sets up a Google calendar reminder.
  - Use the mechanisms and text alerts. What will be necessary for students and parents to understand, who will be identified, what criteria. When do you anticipate being able to roll it out or make parents and students aware of that when the time comes? Response: Looking at consultation between State and County when safe to roll on site opportunity for students. Right now it is tricky to say what date it would start, but looking at what it will look like after Winter Break, and with the goal of trying to get kids on site. Aiming to look at as soon as we have clearance and design is finalized, and plan and communication needed.
  - Curious would this be part of hybrid Stage 2 or 3 - where is it seen during staging process? Would this come online with Academic Support Centers come back online? Response: Onsite support and the design and approach is that it is stand alone in Stage 2 and 3 and with secondary and use this design to accelerate before based on Stage 2 and 3, and then from there, looking at home and when a good time to roll out. The partnership with ACS and been in collaboration together about how to continue to collaborate and have both happening, but knowing about capacity and CDC guidelines. We are looking at how to do support simultaneously, but ensuring we are not getting into capacity issues, and staffing capacities. As we progress, we have control of internal dial to rollout and when we may need to ease back. We need to create a middle of the road choice, and a way to individualize and intensify support virtually and limited in person. It could be where this takes the place Stage 4 or intermediary step before Stage 4. We need to do something and prioritize students who need the support most.
  - It's important given the findings, and this intervention and opportunity precede the Stage 4 efforts, and the urgency to support students is growing. Hope this can roll out sooner than Stage 4.
- Director Vue noted questions on the 10 day prior notice for the SPFE MOU. On the onset of the 10 days and hybrid transition announced, are teachers expected to maintain distance learning while

preparing for hybrid? Response: There is a transition period for teachers when move to hybrid, and for elementary it is 4 days and allows time to set up classrooms and prepare. There would be 1 principal directed day with protocol and training. Secondary is 3 days and opportunity to prepare. They are identified as non-instructional days and provided to us by MDE.

- In practicality, at the onset of 10 days to begin to hybrid, they are not doing distance learning? Response: Correct. They would be notified in advance of first day of reporting to work, and lead up time prior to students returning, and within the 10 days, there would be notification to families as well. The prep or transition days, would be non-instructional and for the transition to hybrid. It would be the transition from distance learning to hybrid. There would not be distance learning during those transition days.
- Within those 10 days, who is responsible to report to the community that SPPS and teachers are on target to making the hybrid day happen? Response: There would be district-wide communication and plan for communications to staff and families and community members to communicate when moving to hybrid. We have built that in for future stages as well, and a communication plan for those movements and transitions. It's an important part to ensure we do this, and a number of changes, but changing transportation and days, it is precise schedule to communicate and execute, and lead up time is important, and communication is critical and allow families to ask questions.
- What is something out of the control of SPPS or SPFE happens and we need to dial back that opening day, does the 10 day reset once another decision is made to go back? Response: It is intended for the first transition to hybrid, and know there may be situations where we may need to quarantine a grade level or department or school and not necessarily have the transition time. It is intended for initial movement from distance learning to hybrid model and take into account the initial movement to hybrid. Subsequent needs or to dial back or grade level or school would not require another 10 day lead up time.
- 10 days is a long time in COVID and a lot can change; want to ensure there are plans and stipulations for in case things don't go as planned. Response: The transition period, there is a 10 day lead up time for planning, but non-instructional days are only 4 days for elementary for initial transition and 3 for secondary. There would still be distance learning support happening. In the hybrid schedule, distance learning also remains until we are full back in person. We are adept at pulling together decision, such as like snow days, that sometimes on short notice need to make a decision and have a team to spot those items, like meals, transportation and health and wellness, and have communication go out instantaneously if we need to pull back.
- The 10 day lead up to hybrid, ensure families are communicated to ensure on that date we open; ensure families have time to make arrangements in own lives.

## **QUESTIONS/DISCUSSION PART 2:**

- Director Kopp thanked staff for the comprehensive presentation and information.
- With the data, with the percentage of students with failing grades, have we looking at overlap with attendance or online engagement? Are these students who are coming to classes and struggling, or not connecting or other barriers? Response: We have not done that yet and looked at the overlap with engagement or assignments completed. We are now able to look at that data and Schoology assignments, and now pulling that data to look at the connections.
- Interested when that is available what it looks like.
- How have things in Q1, and how have things changed in Q2 - can we make any predictions based on strategies we've tried or trends? Response: There are strong indications that if we are willing to do the things set forth and stick with and fully implement, such as earning back credit for 9-12, and 6-12, and keep with individuals plans of schools where student is identified, action plan of why, and action plan to address, and see plan after plan for HS and ALCs to address the students. The concern is

the capacity and workload and moving resources to those teachers and schools, and examining where it is, including deployment of administrative staff, or partial credit for potential waivers, to look at grades from the light they are meant to be looked at, and moving towards a standard-based grading system. Those are some of the things we will need to do, with others on board, and pathways and other supports which are also taxed due to COVID. It is regrouping, getting courageous, pushing back on systems and asking why, and figure out in a healthy, collaborative way to challenge systems that were set up for adults.

- When talking standards-based, are we thinking mastery of skills, and more concerned with getting what students know how to do, and helping students to get there, and appreciation of “not yet” in PreK. Response: This is about identifying essential standards and demonstrating mastery, and moving on without redundant assignments, seat time, or participation in a DL environment. That conversation about grading needs to happen and started in March, and researchers are still talking about the importance of this and we need to prioritize and show the importance of this as well. That is the kind of activism that the disaggregated scores are calling for.
- That’s work that can start now and will take time for communication and change of practice, but exciting to move to mastery and competencies as a model of assessment.
- About the mental health supports, and am so grateful for mental health partnerships, talking about PD in warning signs and self care - is information like that shared with families too? Is there a way to support families in what they might see or where to go for support? Response: We do have information for families through the schools, and can think of better ways to do that, as well as information on the COVID SPPS webpage, and links to virtual calming room and information. We also sent information in meal delivery boxes. We have to do it many times in many ways. We have been using the mental health teams and sending it to staff to distribute at their buildings, but can continue to bring awareness, and the importance of multiple ways and being available and as simple and user-friendly as possible.
- Director Marchese appreciated the information and detail.
- Questions with the data we have and to keep coming back to grading and patterns in who is failing courses, and what we see in those numbers. Think we need to acknowledge this disturbing rates by which students are impacted in DL and in pandemic. Recognize to want to provide interventions and appreciate competencies as mode for grading. Is this data also telling us something basic about DL as adequate mode for instruction for families? Is it giving us a highlight of the inequities in our city and seen displayed in this data, particularly now when students are not in school where we could provide hope of equity? Aren’t we just seeing inequities clearly manifested in this data, and what can we do about that in a DL rubric? Is there something inherent there? What will be different in the interventions? Response: Yes, that’s exactly the source of consternation and sadness and fuel for urgency. Without any interruption of predictable outcomes, the disparities persist across the system in every space. We talk about bravery and action, it requires we resolve problem at its source, and know we suffer great inconsistencies, and a variety of schedules. We are unique in our ability and willingness to provide autonomy for schedules. Courses - over 2000, at high school over 6000. In order to get to target of equity, need ot know those essential standards, tasks, and evaluation. This is a level of intense scrutiny. Finally, the grading practices, and know variety needs to be decreased and condensed. Some of the instructional practices are getting fewer no passes, and what is happening there and core instruction to study, apply and implement. Grading practices that are more closely aligned to standards. An article from Education Week was also referenced about a simple took to curtail racial bias in grading, and names of students. We have schools and teachers who have started to address inequities.
- He also noted that if we recognize grading practices have been leading to these inequitable outcomes, how will the District to level up the teaching staff to change the teaching practices, and it’s

what we do, and level up everyone to set that as the standard and enforce it to address the inequities?

- Do have concern about our response to the data around failing grades and moving the goalpost and having students emerge without the necessary skills. Know we are in a cycle to laser in on current circumstances to change the outcome, particularly when we have 10,000 different learning environments, and get through to passing and graduation, but does that ensure we get students to understanding and competencies to be successful? Concern we will want to make it possible for students to get by because we want them to graduate, but enabling not to be successful beyond school. Response: Yes, this pandemic has been cruel and magnified the issues historically challenged and manifesting themselves in acute and very intense way in terms of the data increases. Will speak out about concerns and have done so and not hide from realities. Many times, there is aggregate data and disaggregated, and patterns emerge, and first place our schools dug into in the patterns at their school and target to address those patterns and through PLC work. We are talking credit recovery and ensuring students are prepared for their futures and one to remain focused on. There is great wealth in earning a high school diploma, and ensuring the hand of is filled with success. Our strategic plan focuses on that and build PreK-12+. We have been derailed a bit and focus on crisis on pandemic, but getting back on track. For some of our students, this is their senior year and need credit accumulation to live their dreams, and a lot of the work to do and analyze, and individualized supports and starting to recognize patterns that exist to provide those supports. If we notice it, what are we doing to disrupt it?
- In leading this District going forward, this is the opportunity to enforce and push forth that agenda and recognize ways of operating and expectation levels to be changed and reformed. This is an opportunity for radical change, and need to make those bold changes in light of this. We are in a disrupted state and no normal to go back to, and move forward to new normal. Encourage to be as bold as need to be to push forward toward outcomes we need to have. This is not long term situation to accept. We collectively want this, and to be as bold as we need to be to serve our students for the world that is moving forward. That is front and center in this conversation, and make changes we need to do to make that happen. Appreciate other parts of presentations in supports for students because SEL supports, for families, assist instructional staff to be more attentive to realities of students will also be helpful in making these changes.
- Director Ellis noted about the pandemic isn't students' fault and we are trying to navigate. Struggling and still angry. She noted that we have not changed schedules in her personal experience. Distance learning wasn't designed for the schedule we currently have, and this is what students are working with. We know they are struggling, and done nothing to change schedules, and expectations to still figure it out and add folks to help for something we know to be dysfunctional and not working. It is hard to see our students struggle and data. We shouldn't be thinking it's drastically going to get better, even with more support. The information we have and discussed in this way has been good, but still didn't tell me what we are going to do and fundamentally be different. Really frustrated and information that isn't telling exactly what it means to be an SPPS student in elementary school with 10,000 different classrooms. What is it going to mean going forward for our District? What will happen when we are all back in January? Understanding proceeding with safety, but not understanding fundamentally what we are doing to help students, such as scheduling. What is the core academics right now that are the most important? What keeps students coming back? If it's not core academics, what are we doing? Response: We are with the MOU and priority is to get youngest learners back to some in-person, and haven't been since March. That is a huge change with in person support, and learn more moving forward, and information in changes to learning plans. Our middle and high school student are prioritizing by empowering buildings. Full schedule changes are not likely in this point of the semester, but how to support students in those schedules both in

person and differently in distance learning. We are hearing there are too many assignments and lack of structure. If we can combine in person with distance learning, do think that is different, and students at ACS did show improvement, completion and re-engagement and need to get more students involved. Data shows that not enough of our students have the support necessary. We will need to be creative if we do feel schedules are a barrier, and to have 6-7 independent courses is a lot to maintain and structure and handle. We do need to look for different ways, and partner in different ways, and in-person supports can go a long way. This concept of creativity, supporting teachers and administrators to identify adults not assigned to the classroom and able to provide support, and commitment in our MOU to bring more resources to our classrooms and students. In terms of time, we will all be judged in how we help our students navigate these next several months and whatever it takes. Our schools and staff have responded and developed plans, and it's a collective with the District to remove barriers for the schools to take these efforts, identify schedules, teachers making interpersonal connections, and our human resources and understanding licensed individual equipped to sit in on classes to add additional time for students - those are a few of the creative solutions, and happy to share level of detail for high school, ALC and to dig into plans for each student and navigators for each student. Folks have been busy working in early signs that our original plan to return to the grading practices with an eye on equity, and to bring team together to analyze those practices and ensure equity and counselor role for students, and all pieces agreed to. Our plan is highly regarded in CGCS in a standard-based approach and to do something radically different, because we may lose future students and their assets that they bring to our district.

- Director Vue noted two questions: With baseline data now available with disaggregated data, what are the plans and plans to strengthen the academic core, what are the next steps to match support for students to demonstrate growth by the end of the year? There was intentionality of the presentation, and think there should be third phase to show our community the steps are to help our students and what can we expect by a certain time? Response: There is "unfinished" work to be done and needs specificity of a timeline and work group work and coming together to collaborate. There are multiple work groups and principals and leaders, and assistant superintendents. Darren Ginther provided information on direct interventions and contract to add Promise Fellows for 1-1 supports, social workers, home visits, and seen re-engagement from that. Schedules and thinking of a wider range of high schools, and different schedules, and a way to not have too many courses and stay afloat and not too many assignments. In looking at the data, to CASS, looking at their daily connect and correlations between number of times students engage and success/lack of success, and Tier 1 and connecting with students, and finding out concerns about completing work and pinpointing data. At Washington Tech, talking about students receiving failing grades, and working with teachers with students with the most failing grades and supporting teachers for course structure, supports for when not engaging. We know teachers will be core support, and provide supports there. Morning meetings are especially helpful at the elementary level. Many young people are going to school because of staff in buildings. Craig Anderson provided more details and one of the things systemwide in Zaretta Hammond's book and foundation for creating spaces that are safe for students and ready for rigor and independent learning, and the students having a list of 100 assignments, and doing in that order and achieve that grade is a dependant system, and instead have a project to design, engage in, and ask questions, and productive struggle is the epitome of independent learning, and build those spaces to have that working simultaneously, and talking about the learning partnership - a place to draw in and hold accountable, and can struggle and learn, and give wise feedback, but feel affirmed and validated and good wise feedback and academic conversations. Safe spaces are our ultimate goal. Data and the antecedents to the data are in the 150,000 different opinions and difficult to have a one-size-fits-all plan. All of the different piles of information will help us get to those different antecedents, and replicate the ones that work across the system.

- Need to see it in a plan, particularly by the end of this year, to demonstrate what was gained from the data we know. What do we want to be remembered for 6 months from now, and want students to be successful. Want to see in a plan to discuss those much further.
- In regards to SEL support, partnerships are supplementing students' learning? Response: Correct, that would not be replacing learning, but in addition to any learning.
- In the state of COVID, the data we learned is a symptom of the struggle and demonstrates their struggle. Is there a way to integrate their SE health in curriculum, such as a capstone about how others are dealing with COVID? Response: We do think that there are some things like that going on in Foundations at middle school with second step and SEL, and that's what they are talking about and doing. That is where we are integrating SEL supports with academics and led by the teacher, and some supports integrated with learning for all students. Our school based mental health partnerships are for a smaller amount of students who may need additional support on top of that. ANother place where it can happen is in our health classes and high schools where they are more integrating and talking about with friends and breaking down stigma and talking about the SE skills and how to support one another.
- The mental health partnerships partner with a smaller group of students - which students are included in that group? Response: We have different partners, and 10-12 different community mental health agencies with agreements, and it is like having agency come into our schools and in 55 schools where it's a voluntary service and like a clinic. It's voluntary, requires parent/guardian permission and referral and family involvement. It's voluntary with parent input and approval. That also supplements, first line of teacher, and school counselors in all schools who can support a students, and then work with a family for a referral to our community partners.
- Think that sometimes asking students to do a lot. Like to see more natural accommodation of both.
- Director Allen thanked her colleagues for their questions. In looking at this data and number of students failed one or more classes, and the disparities shown. What are we fundamentally doing to address this? Going back into the schools is not the answer with this gap prior to COVID. Also talked about the cultural bias in grading, and supports we are providing, such as extra people to support 1-1, or creating small groups, think about those same cultural biases and assumptions based on name. How are we starting to address those cultural biases? Response: The recommendations and work of the Equity Committee were noted. That is one way even before DL and pandemic, and will continue to do with short term and long term changes with a presentation at an upcoming meeting. We need to go back to getting to our buildings and ensure they know where problems exist. If we have successes in buildings, and ensure continue to do that, but also focus on which students, staff, classes is there not success, and getting to the bigger question of what are other causes of students not engaging in material. There are many things factoring in, since the world is currently different and not in person. The path is a little different because of where we are. We are not stopping, but do think we believe once we are back in person that we will have better plans to apply SPPS Achieves and those efforts. We need to reveal to our staff the data disparities, and lead to confrontation that leads to changes and need to empower them to change this.
- The building has been on fire for quite a few years, and it can't be that teachers have not seen the disparities. Excited for work of Equity Team, but waiting for more answers - the building is on fire and need to get them out now. We need to make that a priority while we have the opportunity to make real changes to serve our students. We keep asking the same questions. We can talk about the barriers now, but have had parents talking about the same problem for years now. When are we going to make this a priority for equity for students? We cannot wait until March. It will take great intention.

- It does feel different for different folks, but from a personal experience, this is on fire, and these demographics make up over 80% of our population in SPPS. We are talking about the majority of students are not successful because we are not focus in on why and that's what we need to do.
- We need to address mental health, but looks like addressing from same clinical direction, and issues are not clinical. Suggestions for competitions for students, such as virtual spelling bees, read-a-thons, and need to do them districtwide. This is a problem across the district and nation. We could do virtual dance classes, yoga, guided meditation, and more holistic approaches to mental health. Response: These are part of the SEL initiatives and have available for all teachers, but since it is not mandated, but is available. We have worked with different partners for teachers to use in their classes to allow for movement, and up to 6 elementary schools that are piloting IGF kids. We don't want to refer too many students to a clinical response, especially during this collective trauma.
- SEAB Member Ali expressed that almost half of ELL students in SPPS are failing 1+ class in SPPS? Response: That data is referring to the grades, and that the grades of ELL students, and percentage of failing grades of ELL students was 42%, roughly 2 out of 5 of the grades. The percentage of ELL students that failed 1 or more courses, and that number is 61%.
- For the 42% of ELL students who are failing, are those middle and high school students? Response: They are all secondary students grades 6-12.
- What percentage of ELL students' parents know about the failing grades? Response: We can have some anecdotal information. Darren Ginther also provided details on the progress reports sent to families. Buildings and communication does go out. We can get specific information back. The translations go out and counselors doing their best to connect as well as teachers. We don't have the exact data, and our Communications team does send out translated information. Data for engagement with families will be more anecdotal. Hans Ott also provided details on progress reports and report cards - they are available digitally and pushed notifications on iPads and created translated website with a video. Additionally, teachers connect with families to support them and guide through the progress reports. We have seen increases in family engagement in conferences, but are not at 100% and working to find more rich ways to connect families to their students' work through their progress reports.
- SEAB Member Ali noted that he mentioned this would happen and immigrant students will be impacted by this work, and it's really hard to see that 61% of students are failing, and sure that 75% of parents don't know, and if they knew, this would be different. He expressed frustration and sadness that this is happening. Response: We agree and on the level of concern and we knew this would be coming. Last March, we experienced the hardships of our EL families and immigrant families. There are some things that will take time, and this was predictable, and our EL students and families were going to struggle particularly with the education system. That is predictable and had these disparities and there are newer and greater barriers to our vulnerable populations. We have heard you and appreciate the perspective in how to be proactive for our students. We are invested in supporting our families in MLL with our bilingual EAs. We hear about the fear and challenges. We fought in our MOU discussions to bring our EL students back in one of our first groups. Our bilingual EAs have worked with our teachers, and challenges to connect with parents and students. It is not only academics that is now a demand in their life, but many other things. It has been a difficult journey and to see the struggles of our EA students. We need to do more and better for our EA students and use every resource to support our students and families. We want to enhance that our bilingual EAs have very good connections with our families and trust and relationships built. We have the resources and will look at ways of improving and hearing from families and talking to students, and the focus groups through REA and OCCR for student voice and will listen to that and be proactive to bring focus back to academics. We are reaching out with each resource and to our ability to reach out to families and keeping communications open. There are new challenges

students are navigating, and all staff are working to reach out to parents and to let them know how their student is doing. We know this added a new layer for families - it was hard enough before, and this presented a new set of challenges. The pressure of our EL students and families need to be alleviated by supports, and will continue to work to ensure students voices are in the space.

- Why wasn't relationship built before school started? It will be difficult to build that relationship now. It seems like it's not doing enough to support and telling our community that we care about their education and how to move forward with SPPS. It's not something that should be taken lightly, and will put us back generations and working on to improve our SPPS community for ELL students. It's bothersome that many are failing and not on track to graduate. This should be something on everyone's minds.
- Director Foster echoed her colleagues, and this is nothing new and the old norm of the numbers still lining, but still showing white students are failing as well. This is not how kids learn, and seeing schedules and continue to wonder about the opportunities for students to have other face to face time in DL environment or other that is helping them to connect. Struggling as a grandparent and wanting to help, and to the EL families who may not know their student is struggling. Public education is not set up, and one moment in history to change what public education looks like for all students, and the strategic plan alignment with SPPS Achieves. How that alignment looks, in curriculum, and talking about work happening. We know curriculum is a huge issue. Kids learn by engagement and need multiple contacts. Older students are disengaging and losing drive for motivation to be in classes. It is the adults that need to feel sense of responsibility and urgency of the state of what is happening. Folks are working as hard as possible, and need to hear "yes, and..." and action items, and what are we seeing, and 80% of students who need a curriculum that works for them and is culturally responsive. We are so focused on COVID, and also talking equity and social justice in our schools and access. She recounted a conversation in the Equity Committee and a mindset gap that the adults in the room are creating or not challenging to remove the barriers that are causing students to fail. There is an urgency. Board members are responsible for challenging the system. She acknowledged the work of the Superintendent, but will continue to challenge of the critical work and what is necessary and the work of the Board and guidance and governance and policy to change that.
- Superintendent Gothard shared that he doesn't want to do this temporary work poorly - he does have high expectations. We came 3.5 weeks in, and looking at progress reports, and need to improve. We will bring back plans and demonstrated progress for our students. We aren't going to come back in person and start over either - it will start at a high level and achieve at a high level. We need to get to work. We can't wait - it's too important. Our students are hurting, and want to do better with high expectations for themselves. Our students need to be thought of in this work, and we need to continue to remind each other of that. Appreciation of commitment of the Board to our kids and the community.

#### B. District Wide School Climate and Safety Update

Next, Superintendent Gothard introduced staff to present information on district wide school climate and safety update. Objectives included to provide an update regarding the Board adopted School Climate and Safety motion from June, and to provide preliminary recommendation from the District Wide School Climate and Safety Implementation Committee (SCSC). Data and discussion from the SCSC included the recommendation to increase mental health support, and a review of staff, including counselors, intervention specialists, nurses, psychologists, and social workers. The purpose of the committee was reviewed, which is to develop recommendations for the improvement of school climate and safety that focus on the elimination of disparities observed in discipline data. Context and challenges were also



reviewed, including the unique considerations due to the pandemic and distance learning. Current efforts as a foundation were also reviewed, and acknowledgement of a solid foundation exists, and future efforts should build upon that including scaling up and integrating SEL, RP, PBIS, and intentional connections to culturally responsive teaching and equity. Procedures that exist to engage law enforcement were also discussed. An update was provided on School Support Liaisons (SSL), who are highly trained security professional who will focus on building a sense of community and trust with our students by working to understand the “pulse” of the building, initiate early interventions, and seek out supports on behalf of students, as well as RP, PBIS, and SEL, non-violent crisis intervention, racial equity and diversity training. The timeline for the hiring of SSLs was also reviewed, including Phase 1 interviews in January. The staff to support school climate within SEM was also reviewed, including SEM staff, RP, CSLs, SSLs, and security guards. Input to date included information from committee members, listening sessions with students, staff groups, and community partners. Emerging themes include visuals, communication, listening and understanding, racial equity, student voice, and relationships. Principals also shared a school perspective, including developing robust relationships with community partners, and funding for creative solutions. Recommendations were also shared which included:

- Office of School Support and SEM collaborate to gather additional feedback from stakeholders
- Develop communications plan/campaign to identify what positive culture and safety looks and feels like in the SPPS community
- Develop engagement plan for sites to utilize to gather feedback
- Review existing procedures for engaging law enforcement with staff
- Update Rights & Responsibilities handbook to focus on engagement and restoration
- Gather feedback from schools
- Pilot a School Climate Survey in SY 2021-22

The full presentation can be found in the BoardBook.

#### **QUESTIONS/DISCUSSION:**

- Director Kopp thanked the Committee facilitators. She found the Committee to be thoughtful, honest, and creative about where to go next, which gave her a lot of hope and optimism. She also recognizes the work is hard. It will take all of us together.
- She shared a few observations. This is an ongoing conversations, and folks we haven't heard from yet and there is still listening and learning we need to do. We have to consider how to define school climate and safety especially noting emerging needs after this pandemic. We need to continually refine, reflect and observe. We will need to determine how to measure our progress with new and current ways, and favors quantitative and qualitative data. The stories matter, and data matters. We need to consider investments that are sustainable. As we proceed, we need to remain reflective and agile. Remain aware, reflective, and prepared to pivot as needed.
- Director Marchese is pleased for the opportunity. He appreciates the approach of the committee to study what is going on and to figure out ways forward grounded in building on what exists, and intentional in seeking and obtaining input from students, buildings, and stakeholders. We are talking about a shift in culture in the district. In looking at the emerging themes, and these all make sense - curious if in conversations things identified as surprises or places where there was ambiguity and wished to learn more? Student voice is critical to the success of any outcome. What is the planning process to incorporate student voice into the work at the district level and building level? Response: Plans for additional focus groups that will be set up at a high school and reaching out to additional groups of students. The other is when students are tired of talking on screens, and some will need to happen when we do come back in person and beginning to think about how to incorporate that into the in person learning opportunities that might start later this spring. There were other focus groups

on that work and plan and work together to integrate. Additionally, some of the students we spoke to that were maybe speaking particularly about their voice and perspective and decision to remove SROs - they weren't sure if current students from their school were asked about that decision, and that was their perspective.

- It would be helpful going forward to think about multiple different groups and ways to incorporate student voice and leadership in this conversation and will be necessary at the building level and sharing of information between buildings. Something that is harder than usual to accomplish right now, but every valuable because what is working may not be exactly appropriate for another building, but a nugget that might be helpful to another building and adaptations will be helpful.
- Curious in thinking about community partners, and the SPPD, and also referred to SPFD, are we also seeking out from other engaged in that space - such as Saint Paul Youth Services who are already partnering with us, and also community partners with expertise from the community with skills to be part of this conversation? Response: Absolutely - we have talked about widening the net and wanting to be inclusive of all groups. There are pockets happening in our buildings all over and collect information from buildings, while we might not be maximizing that right now. Not formal groups, but into groups who already meet or are brought together with community members. We are going to continue to maximize that going forward. We have a great path and need to continue moving.
- How do you see the role around staff behavior or perceptions as part of this conversation? In looking at the drivers for student interactions, it's driven in part by staff referrals or perception. Where does that fit into the role of this working group and over time? It's important that be incorporated - not only about good process, but also staff mindset, belief, perceptions. Response: Staff are convince by changes in student behavior and engagement in classrooms. One of the biggest changes happen when students take over, and teachers can rely on students to take care of each other. Action that shows a difference in the climate and way the schools feel, and interactions between teachers and students. They need to see the changes and students more engaged, and pull in who we need to and partner with adults, and tell teachers to trust students. Principal Thompson recounted the piano in the lunch room experience and changing the environment. We need to have students step up, and it's a two-way street, with courage to let some things go. Teachers are convinced by data.
- Important to reflect on experience. Important to remember students can set different norms in ways they work together and adults to help guide, but adults in authority and need to set norms for expectations for ways they will behave. Students take cues from teachers, and adults need to start looking at students in ways that assume trust is something they can do. Our job is to think about shift thinking so not only based on fear, but on different premises, and could also change conversation.
- Director Ellis clarified on the positions and the hiring timeline, and posting in January and training in February? Response: The postings have occurred, and since it is a civil service, the process takes a little longer. We are at the stage to start interviews after the holiday, and goal is to onboard and start training late-January and early-February.
- How many positions? Response: The hiring is two-fold with mobile priority and goal for 5, and 7 for traditional high schools. We will probably repost for middle school. This process will take slightly longer with a hybrid and working contract security in tandem with SSL until they are completely hired.
- Going forward, are they part of the group to give input and recommendations as they are in this position? And how do we have student voice and ways to incorporate that? Response: Our vision is that the new SSL positions, and all is relationships to drive everything and SSLs will build relationships and pivotal piece of in-building discussions with students in their own building, and maybe take 1-2 and embed into the committee to represent all SSLs. We need to earn the trust of our students, and we need to take time to get to know them and have conversations and a way to bridge school wide committees, as well as bridge to district level.

- The vision and what to see, and will also need to be shared, because our students will have suggestions, but also limits to that but not hold everything in that space, but for them to also be heard and see themselves in work of the district and work created to support them differently than we have before. When will the group meet again? Response: We don't have a meeting scheduled yet, but in the last meeting, will update group after this and to look for a meeting invite after January and winter break.
- Director Brodrick stated that he cannot say enough in praise of this committee for the past 3-4 months. This group of folks really showed a combination of professionalism and humanness as they talked about continued school climate, welcoming, safe, and conducive to rigorous education. That is a real trick for any school. However, he does believe and acknowledges that they were given an almost impossible task and made more difficult in this pandemic. These preliminary recommendations, certainly not criticize for preliminary because at this time, don't think we can have absolute strategies that we know we can put in place. Another difficulty is really believe that this Board was asking the committee to come up with a plan to ensure the children of this district would be just as safe with this place to create as they would be with SROs still in place. Quite honestly, not yet heard anyone to state that assurance. Ask the co-chairs to suggest when they think we will be able to make that assurance? Combination of welcoming, safe, and conducive learning environment. Response: All district staff will continue to follow our safety practices and protocols. We will continue to engage law enforcement when necessary. The officer will be coming from the street versus down the hall. The work of the committee is to look at systems in the buildings, and what is happening, relationships, referrals and what is driving that. There is still work to do be done. The district has a strong backbone in schools safety planning and are still in palace, and conversation with 7 principles about how to bolster that work, and looking at internal systems. We will still engage with law enforcement for certain issues, and continue to work with partners as well.
- Without this added safety device, that we will be as safe as when there was an SRO in the building? Response: We do 7,000 folks charged with keeping students safe and ensure we are coming together to do that. Also think the committee is looking at broadly school climate and safety and we have many schools who never had an SRO and were safe, and talking small number of schools experienced that change. There are a lot of schools that will be unchanged by this change, and also looking at that we don't have any real data to share for 1st semester with DL, and will continue to keep data in calls to law enforcement and incidents and able to compare to last year. We will be looking at and monitoring that closely.
- Question about added safety about presence of SROs when we do re-open and asked by own staff, and by some students who felt the presence of the SROs was a good thing for safety and for relationships.
- Director Vue noted he is looking at this as a new board member, and that the committee has been talking about a good climate and safe schools, and hearing good work in partnering with students and community partners. Want to urge the committee to continue to think about how school climate is in practice, and actual practice, such as preventative measures, mechanisms to intervene, and mechanisms to reframe safety incidents after they have occurred. All opportunities to build school climate we want, and not leaving it as an idea.
- Director Allen noted that we all have very different experiences, and until we accept everyone's experiences are valid we will not move anywhere. She recounted her personal experiences. We can't have certain things in the vicinity in general, and everyone has a different experience with police officers, and need to honor and respect the experience of everyone using the space to create a conducive learning environment for all.
- Clear with why meeting SPPD and may need them and do need to build relationships. Wondering why still meeting with AALC safety, and moving on the downstream, and why not focus on meeting

with community ambassadors to determine what we are doing in community to resolve conflicts and building relationships in community to understand what is being brought into the buildings? How are we responding to those conflicts? We have solid resources in the community. Response: In meeting with the public safety committee is not exclusive to meeting with other community groups, and talking about community ambassadors and committed to working with all resources we need, and work of the committee to bring forward. One of the things we don't have access to is more happenings in the community, and we would have information on that and talking about the impact and what we are hearing, and the emotional toll. Not necessarily have access because SROs were the catalyst of that information from hears from street officers - we have kind of lost that. Listen to what they are hearing and seeing and have the ground information and communication avenues with the Chief is open. It's a catalyst to better support students.

- It's clear these are individuals connected to community and need to value individuals because they know what we need to do to solve some of these problems.
- Challenge with the problem in the hands of the student - and expect teachers to teach and need them to step to the plate and come first as they are paid to do so. Students are children and will always make mistakes, and why adults and 7,000 are there to support them to the path. Adults need to step up first. Response: Expectations, a lot of conversations with students, and not high enough expectations with academics and the community of our schools.
- SEAB Member Ali noted in learning more about this issue. The past couple months and positive are that students are not in the buildings, and gives us time to build on what we are working on to have a better safety system within our schools. Building communications with community leaders is important, and every school has an alum of community leader to be that next step for us to build trust with students and a safe and more community within SPPS. Additionally, one question is how to work with teachers to indicate it will be safer without SROs. How far are they willing to go to support this, and need to find alternatives that is good for students and community and development with teachers and principals?
- Director Foster added acknowledgement to Principal Thompson, and expectations of our students and all should have them, but they are children who do what they see and need to be taught in order to grow. The reason so embedded at Johnson is leading by example, and respect of students and teachers, and when folks show up as themselves and belief in staff and student and sharing of power with students, that sets a different tone in spaces and places. Globally in thinking district wide, and perspectives around safety in buildings is different. Think about biggest concern is the discipline - beliefs, practices, values, cultural aspects, and home. We need to talk about expectations for both staff and students to show up to be their best every day.
- Superintendent Gothard thanked Principal Thompson and noted the stories from board members and experiences. He has worked with a number of good SROs over the years, and removing the badge and car and mystique, the excellent SROs have been those who can form deep and trustworthy relationships with students. The beauty is seen same with building staff if that staff can come together to embody the same perspectives - know students, believe in students, and being someone they can trust. All of us can re-invest and learn how to continue to form those excellent relationships with out students and that is our lifeline in this work. Appreciate work of the committee and look forward to learning more.

### C. Human Resource Transactions

**MOTION: Director Foster moved approval of the HR Transactions for the period November 1 through November 30, 2020. Director Marchese seconded the motion.**

The motion was approved by roll call vote:

Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Absent (technology)
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

## VII. CONSENT AGENDA

**MOTION:** Director Foster moved approval of all items within the consent agenda withholding no items for separate consideration. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

### A. Gifts

### B. Grants

**BF 32274** Request for Permission to Accept a Donation from the Highland Park High School Parent Teacher Student Association

That the Board of Education authorize the Superintendent (designee) to accept the donation from the Highland Park High School PTSA to purchase a sound system.

**BF 32275** Request for Permission to Accept Two Grants from the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to accept two grants from the Hiway Credit Union Foundation for projects at Johnson High; to accept funds; and to implement the projects as specified in the award documents.

### C. Contracts

### D. Agreements

**BF 32276** Request to Sign Joint Powers Agreement with the City of Saint Paul and Board of Water Commissioners

That the Board of Education authorizes the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools, the City of Saint Paul and the Board of Water Commissioners for FY21.

**BF 32277** Memorandum of Understanding between Raymond W. Cannon Education Foundation 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 Raymond W. Cannon Education Foundation for the 2020-21 school year.

**BF 32278** Memorandum of Understanding between Breakthrough Twin Cities (BTC) 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 Breakthrough Twin Cities.

**BF 32279** Memorandum of Understanding between Educational Talent Search Program – Century College (ETS-CC) 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 Educational Talent Search Program – Century College.

**BF 32280** Memorandum of Understanding between Century College TRIO Upward Bound 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 Century College TRIO Upward Bound.

**BF 32281** Memorandum of Understanding between Metro State Upward Bound 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 Metro State Upward Bound.

**BF 32282** Memorandum of Understanding between the Chartered Financial Analyst (CFA) Society 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 CFA Society for the 2020-21 school year.

**BF 32283** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teachers,  
Educational Assistants and School and Community Service Professionals

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 Federation of Educators representing Teachers, Educational Assistants and School and Community Service Professionals; duration of said agreement is for the period of December 15, 2020 through June 11, 2021.

E. Administrative Items

**BF 32284** Monthly Operating Authority

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

(a) General Account	#730406-731289	\$67,458,700.47
	#0003893-00003905	
	#7003874-7003902	
	#0005046-0005152	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$5,870,553.93</u>
		\$73,329,254.40

Included in the above disbursements are two payrolls in the amount of \$39,131,591.56 and overtime of \$52,014.27 or 0.13% 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 March 30, 2021.

**BF 32285** Purchase supplies from School Health totaling \$225,992.80 via Coronavirus Funding

That the Board of Education authorize the Superintendent to purchase supplies from School Health to address student health needs during the pandemic totaling \$225,992.80 via Coronavirus funding.

**BF 32286** Settlement of Partially Insured Claim

That the Board of Education approve the settlement of the above-referenced claim and authorize School District administration to direct its insurer to issue payment in the amount of \$200,000, which includes the School District's \$5,000 deductible.

F. Bids

**BF 32287** Phase Gate Approval of the Window Replacement Project at Saint Paul Music Academy (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize the award of Bid No. A21-1201-A Window Replacement Project at Saint Paul Music Academy to S & J Glass, Inc., Inc. for a lump sum base bid plus Alternates 1 & 3 of \$339,700.

G. Change Orders - None

**IX. OLD BUSINESS**

A. Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election

**BF 32288** Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election

Chair Foster provided more details on this item. The Board did canvass the return of votes at the special meeting of November 12, 2020. After the canvassing, Ramsey County elections discovered an error and that 318 absentee ballots had not been processed. After a hearing, a Ramsey County judge ordered that the ballots be opened, accepted if valid, and counted with the results transmitted to the Ramsey County Canvassing Board. 307 ballots were accepted and counted. The Board then submitted an addendum to its regular report to reflect the updated totals.

With this process concluded, Ramsey County, which oversees the School District elections, directed the Board to reconvass the updated totals at this meeting. It should be noted that these additional ballots in no way impacted the outcome of our election.

**QUESTIONS/DISCUSSION:** None

**MOTION:** Director Foster moved approval of the Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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



Director Allen

Yes

**B. Proposed Pay21 Levy**

Superintendent Gothard then welcomed Marie Schrul, Chief Financial Officer, to present the proposed Pay21 levy to the Board of Education for final certification.

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay21 school levy funds the 2021-22 school year. Levies are approximately 22% of the SPPS budget. The Levy can only move down after October 1. Pay21 final levy data is from the MDE's levy limitation and certification report as on 11/17/2020.

Finally, the Pay21 Levy calendar was also reviewed, with the upcoming certification of the Pay21 levy at the December 15, 2020 Regular Meeting, and the certification to Ramsey County on December 28, 2020.

Detailed figures on the proposed levy were shared, with the certified Pay20 Levy, SPPS Proposed Pay21 Levy, and the difference within each of the levy categories. The percent change is proposed at 4.77%.

The estimated annual property tax impacts on a home from 2020 to 2021, assuming a 8% increase in market value were reviewed, with the change at \$56.05 on a \$215,800 median home market value. The estimated property tax impacts on a commercial/industrial property from 2020 to 2021, assuming a 4.9% increase in market value, with the change at \$161.67 on a \$486,600 median commercial/industrial market value.

**QUESTIONS/DISCUSSION:**

- Board members and the Superintendent thanked Chief Schrul and her team for their dedicated work. Appreciation of the team's work and know it takes a lot. Thanks to the Finance department. This a process each year, and appreciation for attention to detail and for sharing with the community and community feedback.

**BF 32289** Certification of the Proposed Pay21 Levy

**MOTION: Director Foster moved approval of the recommendation to certify the Pay21 Levy in the amount of \$196,588,254.26. Director Brodrick seconded the motion.**

The motion was approved by roll call vote:

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

**X. NEW BUSINESS - None**

**XI. BOARD OF EDUCATION**

#### A. Information Requests & Responses

#### B. Items for Future Agendas

- Director Ellis requested information on FlipSide, as they are reaching out to families in the community, including how many students are connected.
- Director Vue reiterated his request to begin to demonstrate to identify what students need and support in the courses they are behind in, and steps to demonstrate that, and timeframe for students to demonstrate what they have learned.
- Director Allen echoed Director Vue's request on Ethnic Studies, which is on the agenda for January.

#### C. Board of Education Reports/Communications

- Director Kopp noted reflecting on a year of losses and gains in our community, and as we are on the cusp of a new year of 2021, and reflecting on that and how hard our community has worked to get this far. She shared that it is easy to feel alone, and questioning if we are doing enough as parents, teachers, district administration and community. She shared to all that you are enough and you are doing enough. We care about you and love you, and encourage all to take good care of themselves and to care for others. Together we will make it to the other side and be together again. She also shared that she is the representative on RCLLG and contributing as part of their collective group action centered on mental health and will serve as the Treasurer in the coming year.
- Director Marchese thanked all staff members, leaders, building administrators, families, students, community members for being part of our community and SPPS family this year. This has been a year like no other with deep tragedy and loss. We can't undo what we have had to deal with and losses - but also speak to the resilience of the community and be able to weather these traumas and begin to emerge at a different place. Recognize despite all of this, commitment to children, and their best interests, and making our city a better place is strong. All evidence of a resilient community and none taken for granted. Thanks for being here and part of the community. Honored to be in space and look forward to a new year to thrive, and looking forward to thriving together. He also noted the MSBA delegate assembly. It's always a great experience to be with other other board members and set the agenda for that organization, and important to remain in conversations and dialogue with colleagues across the state. Odd to do it in a virtual setting, but was productive and pleased with outcome.
- Director Ellis noted that she misses Marny - every day, as well as the Xiong Family. In gratitude and thanks and recognition for those in our district, she noted Nutrition Services and Director Stacy Koppen. Nothing has kept them from ensuring our families have meals and they have been the most consistent since March. Transportation was also recognized to ensure our families have meals, and to see the transition of the meals. It's been an amazing district accomplishment. She also thanked her colleagues, and noted the MSBA delegate assembly, and proud of representation of Saint Paul. She also noted concerns and talking about the ability to support our students and appreciate the hard work everyone has been doing for our new board members. This is not the way onboarding should be or feel, and they have been doing well in a difficult time and continue to be here for all. A special recognition to Chair Foster - thanks for leading us. She also acknowledged the work with the Council of Great City Schools and checking in with colleagues across the country, and the experiences of our students right now. She acknowledged that we have a colleague who is no longer with us, and thanks to Chair Foster for stepping into that seat, and to her colleagues who have been able to lean on each other and continue to lead, support, and figure this out for our students. Thanks to Superintendent Gothard as well - continue to show his brilliance and appreciate his support and leadership in SPPS. She also noted Chair Foster and her time on the KMOJ program Urban Agenda, with other colleagues across the metro and what district are doing in a pandemic to support students

and families, and it was amazing and emotional. Listening to a radio broadcast with 3 Black women and their leadership in education was very powerful. Chair Foster represents us all very well, especially out students.

- Director Brodrick noted he has lived longer than anyone at the meeting, and he has never experienced anything like 2020. The words for the community are pretty simple - want to applaud everyone in the community for their endurance and their acts of love he has seen during these times of sadness, uncertainty, mental and emotional and financial stress, and the loss of loved ones. He wishes each and every one a happy holidays and prayers for all to have a better new year - 2021 brings us all kinds of normality we have learned and missed so much now. Thanks to all in the community.
- Director Vue thanked the Superintendent and teachers, and especially our families in making this work with their students. If not for our families, we would not be here today - we have asked for many accommodations and continue to recognize it is the love for families and kids that keeps our district moving. Appreciate our families and thanks and wishes for a safe holiday. He also noted that as of December 9, MDE and Economic Development is encouraging students workers to apply for unemployment, and encouraged all student workers to apply.
- Director Allen noted that this year has been interesting, different, and unprecedented and uncomfortable. Applaud community, parents and students who have helped their peers in this process; parents helping their children. Applaud for helping neighbors and others in community in this financial crisis and fearful time of being outside, and those who ran errands for neighbors to be safe. It's been difficult, and while she only knew Chair Xiong a short time, she made an impact on her life. To the Xiong Family, hope to find peace this season, and that everyone who lost a loved one finds peace. Collectively, we can weather any storm. In uncomfortability comes change, and a lot of folks are asking for change, and the death of George Floyd brought a different mindset across the nation on governance and how we can act towards one another and change policies to include everybody. Look forward to 2021 to start to make changes in the world and make changes for the next generation so when they graduate to step out into a different place. We were uncomfortable for 12 months and sacrificed, but those sacrifices will bring about great change that will be huge for our country. Thanks to everyone in the community and colleagues. We figured this out, and are on the downhill. Find peace this season and thanks to all.
- SEAB Member Ali echoed the previous comments. We want to erase this year from the history book, but also to those who have lost their loved ones, we all mourn with you. Hopefully the new year will bring joy and hope for our future and the future we have. He thanked the Superintendent and his team for their work over the past months with everything that has happened - it takes a lot of hard work. Thanks also to board members for staying on top of things with uncertainty, and through sometimes negative feedback. Thanks to the Board for staying engaged and helping the community and SPPS. Most importantly, thanks to the teachers, counselors and parents - for all they have done to help students achieve and to stay engaged in school, and for the emotional support provided by counselors to students to ensure they stay motivated in school. He noted his personal experiences with teachers and counselors who have helped him. It's been a tough year, but we got through it, and will continue to get through it. Hopefully next few weeks bring joy with families, and safely. New year, new hope, and something to look forward to in 2021. He also echoed Director Vue's note about student unemployment, and encouraged the District to share this information for students to get back what they lost during this time.
- Chair Foster noted she is ready for 2020 to go. We began the year with Chair Xiong and cannot leave this year without bringing her name forward and her spirit and what she brought to the team and city. She was a firecracker and bright shining light and she is missed. Thanks for the graciousness about stepping into the seat and navigating it. She noted the support of all board

members as she stepped into the Chair role. She shared her loss of family members throughout this difficult year, and the support of her colleagues. Thanks to staff, students, and families because we are all in this together. Our staff, our students, and our families - we are all in this together. We do better together and Saint Paul has showcased that. In listening to the CGCS calls and MSBA conference, truly believe SPPS is unique, and is a special place with folks and individuals who make this place great, and we need to tap into each other and continue to elevate each other. We may not always agree, but find value in individuals. As we move into the holiday spirit, and a new year is coming. Her wish is for every staff, student, family, and community member to move into the new year in mind and spirit, and find joy in life.

- Superintendent Gothard noted it was impactful to listen to board members and experiences. He does have a virtual meeting with staff and community this week and will share comments there as well. We started in a very difficult challenging palace and it never stopped. As a leader there are two things certain - one is that you don't always know the answers and especially spontaneously. Second is that sometimes we have to deliver information and answers folks don't want to hear. But never for a sustained period like this with uncertainty. There are 150,000 correct answers. disappointed, and 15,000 right answers, and want all those answers to be successful which is a crossroads as an educator. He thanked the members of the Board, and can see that they also want to do so much more during this time. He appreciates the support and advocacy. He noted a post he saw of beautiful photos of cities over 300,000, with Saint Paul as one of them. The caption stated that with the 300,000 deaths due to COVID, one of those cities would be completely gone within a 9 month timeframe. He noted the somberness of that realization and photo. We are continuing to work really hard, and do not know what the future will bring. We know there will be difficult decisions to make. He thanked the community, staff, and parents. He noted his experience as a parent of a senior, but also the experiences of a kindergartener and kindergarten families who may be experiencing SPPS for the first time and how important those experiences are. He thanked our parents so much - encouraged everyone to stick with us - we haven't gone away. Schools are open and teachers are working diligently. He thanked our principals for navigating complex challenges, and challenging others, and the culture to do that. Principals have also been working together in amazing ways. He noted Technology Services, Transportation, Essential Kids Care and Nutrition Services for their impact during this time. He continues to be proud of the District. He acknowledges the heartache that 2020 brought us, and continue to look forward to 2021 and the many things ot learn from and grow, and reflect upon. He encouraged all to take pause and come back stronger than ever to face COVID, learning, and better support, embrace our parents and stakeholders. He continues to be proud of the SPPS community. We have new work, new hope, and new dreams to be done.

## **XI. FUTURE MEETING SCHEDULE**

**MOTION: Director Foster moved to reschedule the Annual Meeting of January 5, 2021 to begin at 4:30pm, with the Committee of the Board to commence immediately following. Director Kopp seconded the motion.**

The motion was approved by roll call vote:

Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes

Director Vue	Yes
Director Allen	Yes

**MOTION:** Director Foster moved to approve the Committee of the Board and Regular Meeting of the Board of Education schedule for the 2021-2022 school year with the schedule of:

**Committee of the Board meetings, which commence on Tuesday at 4:30pm unless otherwise noted:**

- September 7, 2021
- October 5, 2021
- November 9, 2021
- December 7, 2021
- January 4, 2022 immediately following the Annual Meeting
- February 8, 2022
- March 8, 2022
- April 5, 2022
- May 10, 2022
- June 7, 2022
- Wednesday, August 10, 2022 (due to primary elections that day)

**Regular Meetings, which commence on Tuesday at 6:05pm unless otherwise noted, are:**

- September 21, 2021
- October 19, 2021
- November 16, 2021
- December 14, 2021
- January 4, 2022 with the Annual Meeting
- January 18, 2022
- February 22, 2022
- March 22, 2022
- April 19, 2022
- May 24, 2022
- June 7, 2022 Special meeting regarding Non-renewals at 4:00pm
- June 21, 2022
- July 19, 2022
- August 23, 2022

**Director Ellis seconded the motion.**

The motion was approved by roll call vote:

Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	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 Ellis seconded the motion.**

The motion was approved by roll call vote:

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

The meeting adjourned at 12:59 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