

**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**

**October 20, 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; Kaying Thao, Board Administrator; 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 two changes - to move Old Business items 1 and 2 regarding bond sales to follow Recognitions, and be prior to the Superintendent's Report; and to move Old Business item 3 regarding the Review of the COVID-19 Response Resolution dated August 5, 2020 and Vote whether to Renew, Amend, or Rescind It to follow the update from the Office of Digital and Alternative Education & Technology Services within the Superintendent's Report. The motion was seconded by Director Ellis and 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 32220** Acknowledgement of Good Work Provided by Outstanding District Employees

1. Saint Paul Public Schools (SPPS) was awarded a federal grant from the U.S. Department of Education to enhance the K-8 Dakota language program at American Indian Magnet School. The grant is worth approximately \$1.1 million and SPPS was one of only nine awards made nationally. This project was guided by input from the SPPS American Indian Parent Advisory Council and families of students at American Indian Magnet School. The project also benefits from the passion and commitment of SPPS staff at American Indian Magnet School and the American Indian Education Program to revitalize the Dakota and Ojibwe languages, under the leadership of **John Bobolink**, Supervisor, American Indian Education Program and **Dr. Tim Brown**, Principal, American Indian Magnet School. Finally, the project would not have been possible without a strong network of partners, including The Language Conservancy, Dakhóta lápi Okhódakičhiye, the Lakota Language Consortium and Concordia College.

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

**MOTION:** Director Foster moved approval of the Order of the Consent Agenda with items E2, E3, E4, E5, E6, and E7, and E8, the memorandums of agreement with various bargaining units, to be 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

General Counsel then noted the error that actually items D2, D3, D4, D5, D6, D7, and D8 should be pulled for separate consideration, as those are the memorandums of agreement with various bargaining units.

**MOTION:** Director Foster moved to rescind the approval of the Order of the Consent Agenda with items E2, E3, E4, E5, E6, E7, and E8, memorandums of agreement with various bargaining units, to be 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

**MOTION:** Director Foster moved the approval of the Order of the Consent Agenda with these items pulled for separate consideration:

- D2 - 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;
- D3 - 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;
- D4 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320 representing Teaching Assistants, Nutrition Services and Bus Drivers;
- D5 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and AFSCME Local 822;
- D6 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers;
- D7 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants; and
- D8 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services.

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 September 22, 2020
- B. Minutes of the Special Meeting of the Board of Education of September 28, 2020

**MOTION:** Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of September 22, 2020 and the Minutes of the Special Meeting of the Board of Education of September 28, 2020. 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

## VI. COMMITTEE REPORTS

- A. Committee of the Board Meeting of October 6, 2020

At the Committee of the Board Meeting on October 6, Superintendent Gothard began by reviewing the timeline of the past few months, including the decision to start the 20-21 school year in distance learning, a review of the 14-day case rates for Ramsey County, SPPS metrics for learning models, importance of feedback from stakeholders, and a brief recap of readiness indicators and timeline as we work towards a successful reopening for Stage 1 schools on October 19th. He noted the collaboration with governmental agencies, as well as neighboring districts. A video from our Facilities Team was then shared to give our community a perspective of the work done for the return to eventual return to in-person teaching and learning, including facilities updates and safety protocols.

Next, the Reopen SPPS Plan Update included the five main categories of Distance Learning 2.0: Access, Bilingual Support, Hybrid Stage 1 Preparations Update, Workforce Updates, Hybrid Instructional Model, and Survey Results.

Within Distance Learning 2.0: Access, Bilingual Support, board members requested further information on the filter systems in buildings and water temperatures for handwashing sinks, sanitization chemicals and information available to parents and families, and methods for contact tracing. There was also discussion on students who may be residing in the encampments across the city and supports from Project REACH, including engagement and connection with families, and ways for board members to support this work. Board members appreciated the sharing from our bilingual EAs, and requested more information on their work in the next stages. Further clarification was requested on the learning environments for our Stage 1 schools, as well as Stage 2 and 3, and special education sites. Board members also noted questions about further support for families, including our bilingual EAs and collaborations across departments, as well as encouragement of participation and engagement from parents and families. Another area of discussion was the use of data from MDE, other districts currently in the hybrid model, and neighboring higher education institutions.

Within the Hybrid Stage 1 Preparations Update, board members noted appreciation for the intention and thoughtfulness around social stories and emotions of the return to buildings, as well as academics. Clarification was requested on the percentage and numbers of students returning to Stage 1 sites, as well as that families are able to choose what is best for their family and as they are most comfortable. Staffing in classrooms at the Stage 1 sites was also mentioned, and numbers of staff within each classroom.

Within the Workforce Update portion of the presentation, board members requested clarification on the schedule, calendar, and target dates; as well as notification for staff who may have moved to a different role, and now changing back to their original role; and clarification on surveys sent to staff members. Further information was also requested on guidance provided to principals and leaders for accommodations and the pool of substitute teachers and staff available.

Within the Hybrid Stage 1 Preparations Update portion, board members noted the intentionality and thoughtfulness of schedules, and concerns about the sustained consistency for students and teachers if we do move to a more restrictive model. More information was also requested on the process and timing for families in moving in and out of Virtual Learning School, and information given to families in advance to help them make choices. Clarification was also requested on the cascade effects of changes, and steps to prepare for those effects, and indicators to use in the decision making process.

Within Survey Results, board members requested clarification and concerns on the response rate for Stage 1 families, including further information on ways to engage and solicit feedback from families. They also requested more information on the numbers of surveys that had been sent to families and languages of the

surveys sent; as well as how the results of the survey will be publicized, and evidence to the decisions by the District. Information was also requested on the clarity for families taking the surveys who may have received a survey for Stage 2 and Stage 3, and the communications and visual strategy.

The Board then read aloud a statement in support of the work of the Superintendent and his team, and the direction of the District.

The next presentation on Construction Projects and Facilities Maintenance Improvements provided the Board with an update on the progress of current projects and maintenance throughout the District, sharing of the great work of the maintenance and custodial teams, and a brief update on the launch of the next capital plan. Board members appreciated the deep cleaning during this time, as well as their personal experience in talking with building engineers and their pride in their profession, and the impact of all staff to our learning environments, and the value of our buildings to our students, staff, families, and community. More information was requested on the timeframe and process of the future capital planning with the Board. The importance of the long-range facilities master plan, sustainability of the district, levy, and enrollment was also noted. Overall pride and appreciation in our maintenance staff for their great work and pride in our buildings was also expressed.

Superintendent Gothard then shared the recommendation to hold our first limited in-person Board of Education meeting on October 20th, in conjunction with the return of our Stage 1 students and staff on October 19th.

Superintendent Gothard also thanked the community for their continued feedback, which is important and valued. We will continue to act with grace and patience. We owe it to each other to work hard together for our students and for each other, and looks forward to our future successful transitions.

**MOTION: Director Foster moved that the Board accept the report on the October 6, 2020 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Brodrick seconded the motion.**

The motion was approved by roll call vote:

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

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

Superintendent Gothard then shared the incredible difficulty in our planning, and the delay of the air filter order. He also noted the difficulties in staffing and schedules for both students and staff, and accommodations for staff. We believe in person is the most effective way to meet the academic and SEL needs of our students. Our families are being asked to choose between VLS and hybrid, and this requires changes of staffing and routines. He recognized our district leaders and staff working on how to best implement our transition plans. He also shared that he has growing concerns about COVID-19 data, with cases increasing, and the cases in Minnesota and Ramsey County and the City are increasing. We are using Ramsey County's previous 14-day case rate per 10,000 residents. Our previous case rate was 21.48,

and we are watching these numbers very carefully and transition with increasing numbers and breaks. We want to avoid a “false start” where we may move and then move back based on case rates. He also noted the natural breaks in our school calendar that may serve as transition dates for the future. We come back from Winter Break on January 4, and may place January 11 as a transition date if we can meet our targets. He noted the planning around these dates and staffing. He noted the important feedback from stakeholders and the responses with details and information and understanding. We have transition to hybrid plan and are continuing to follow, and a lot is working together with student experiences in mind.

#### A. Reopen SPPS Update

Superintendent Gothard then welcomed Dave Watkins, Chief of Schools, to lead the presentation on the Reopen SPPS Update. The five main topics within the presentation included:

- Hybrid Stage 1 Update
- Hybrid Stage 2: Transportation, Nutrition Services
- Hybrid Stage 3: Timeline
- Workforce Update
- Financial Update

The full presentation can be found in the BoardBook.

The Guiding Principles were reviewed, as well as the key dates and status of SPPS’ transition to hybrid planning, including the October 14th hold decision to determine a November 16th transition, and the upcoming October 23rd decision to determine a November 16th transition or hold. The hybrid stages were also reviewed, including the current Stage 1 implementation.

#### **Hybrid Stage 1 Update**

Topics within this portion of the presentation included an update on Stage 1 staff and students on-site, at the Stage 1 schools of the Downtown School (JDC), Care and Treatment, Hospital, Bridge View, Focus Beyond Pathway 1 and 2, River East, and Journeys. Principal Lisa Carrigan provided more insight and details to the transition at Bridge View and Focus Beyond. Mary Langworthy also provided additional details on the monitoring of cases and SPPS COVID-19 guidelines and contact tracing procedures and system.

#### **Hybrid Stage 2**

Topics within this portion of the presentation included a Stage 2 Nutrition Services Update, as well as a Transportation Update.

#### **Hybrid Stage 3 Timeline**

The timeline for Stage 3 was then shared, including November 4 as the Stage 3 (Grades 3-5) enrollment in Virtual Learning School deadline for prioritized spot in current school’s VLS; November 30 as the determination date for Stage 3 January 19 transition or hold; and January 19 as the Stage 3 hybrid transition date.

#### **Workforce Update**

Topics within this portion of the presentation included a readiness indicator of 95% of instructional staff was met as of 10/14/20, with ADA/Executive Order accommodations requests under review, and hybrid/VLS assignments under review. Workforce challenges were also identified, including sub contingency planning, staff quarantines, accommodation requests continuation.

#### **Finance Update**

Within this portion, the CARES Act funding was reviewed. SPPS received three separate allocations under the CARES Act, including Governor's Emergency Education Relief Fund (GEER), Elementary and Secondary School Emergency Relief Fund (ESSER), and Coronavirus Relief Funds (CRF). A CARES Act funding summary and allocations were also shown.

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

- Director Kopp thanked everyone for the presentations, especially Principal Carrigan for the picture of the start of the school year, and feeling emotional about it and imagining our students showing up and thanks for painting that picture and acknowledging challenges, but new memories are being created. Thanks for calling that to us and helping to see both the challenges and successes experiencing in Stage 1.
- Regarding meal service and in schools, that students will be eating in the cafeteria, and questions in community, and why students will be eating together in the cafeteria instead of classrooms? Response: We did look at whether to provide meal service in the classrooms, and were excited to explore. The reasons we decided to provide meals in the classroom was the financial impact and staffing. The cost for the equipment would have been about \$5.5M in expenses, and equipment not able to use in the future post-pandemic. The other part is the staffing and had to transition and onboard 300 new staff members for classroom dining. That would increase our payroll by 400,000 every pay period, and lead to \$8.5M shortfall in labor alone. Those two items and safety led to the safe, effective and cost efficient to provide meals in the cafeteria, as long as we can ensure social distancing, and all staff to ensure students could safely participate in meal service in the cafeteria and in a healthy manner. We have also been in discussion with principals and some students not able to eat in the cafeteria, and working in school-by-school plans for fine details.
- The Stage 3 decision would be made on November 20th, with implementation date almost 7-8 weeks in the future, and confirm those dates. Response: Yes, November 30th would be the readiness confirmation, and it does seem early with seven week plus on January 19th. First, we continue to monitor after we make those confirmation targets, and some metrics are static, with many dynamic and may change and give time to plan and make changes in between those times. We do not want to transition and go back a week later and avoid that. Also, around the holidays, there are many breaks and not a great time for transition. We do want to ensure there is enough lead-up time with transitions and ensure we can do it safely and effectively.
- With the funding, appreciate the setting aside of funding and knowing to continue to adjust, and refine and monitor to meet needs as they arise is really important.
- Regarding hybrid Stage 2, nutrition services will continue to have meals, but there won't be a disruption that our community has relied on. This is what a large district with talent and expertise is able to do to leverage our services for all kids of the district. Response: There will be no disruption, and looking at the needs of the community. For Stage 1 we have continued meal service at full service and delivery, including the snow today, and committed to ensure we do not have a disruption in service. Same for Stage 2, with the younger students, and hoping to transition to a point where students can take home their meal boxes, which is more at Stage 3 with older students, and pilot that before any major changes, and happy to report progress on that.
- Also interested in transition to Stage 2 will affect capacity at Discovery Club and Essential Kids Care. Response: We recently sent a survey to participating families to seek their interest and thoughts if move to hybrid Stage 2 and beyond, about the type of child care services. We also encouraged them to inform us regarding if their children would be on A day or B day. Also anticipating, there will be some staffing impacts as staff supporting those programs may need to transition back to supporting students in schools. The other impact is there will likely be need to relocate to secondary schools as hybrid move and children come back to elementary schools and need space to be prioritised, We have been

working with Facilities and staff and families on the school that may used and communication, and aligned with particular programs with Academic Support Centers.

- More clarity about Virtual Learning School, including when to opt-in or out, and teachers, and still getting feedback from staff. Response: In terms of timelines to opt in or out, we have posted that and reiterated that to families knowing its a tenuous item. We announced the October 9th deadline for the Stage 2 transition, and families will have the opportunity to make transitions in or out once we move into natural breaks at quarters and semesters, so there will be opportunities to move in and out throughout the stages. We did make the deadline of October 9 to support our timeline to open in Stage 2 for schedules and staffing.
  - In communications, there is sometimes the note of “the rest of the year” and that sometimes created confusion - like through the remained of the school year. Is it possible to make the language more precise to reflex that, and may be causing confusion. There may be reluctance to sign up, if there is hope that schools may reopen and the confusion of feeling settled on one option for the remainder of the school year. Response: One of the reasons for that language was because families were wondering if they would need to submit a form for each stage change, and we will look at the language to be more adjusted and balanced.
- Director Marchese thanked the team for the presentation and information. He noted that in looking at the guiding principles, and feel like he doesn't want to slide over these, with concerns from families and it is clear that the best we can do is make someone unhappy and the reality we are dealing with - and one of the guiding principles around equity and making progress toward students' learning goals and one that is most difficult to be on point. Knowing offering safe option in the how and timing, but now have options we have for every family in distance except in Stage 1, but if families who want to do more, and need to do more. It is something to think about because there are inequities in distance learning despite all efforts that we cannot account for, and the longer we keep distance learning as the exclusive eoption for students, we raise up the question of one size not fitting for all. Pleased that we are thinking about the stages, but also hone that message that part of what we are trying to do is offer an equitable model for families and giving families the option to choose. Appreciated comments about opening for Stage 1 and heard that families appreciated and reduced dstress to choose an in-person option. He noted that the staging and the importance and hearing how and why what we're doing and the equity imperative around moving to additional instructional options in addition to distance learning. We know distance learning creates some serious issues for some students, and baked into how DL is delivered, but the fact that DL places a real burden on students, families and caregivers. We can't assume every family and household will be able to do that, and appreciate deliberateness with Stage 2, and in the discussion around Stage 1 how items are working and talking about the reduction of stress for families, especially for families who are dealing with stress of distance learning, COVID, and financial impacts during this time. The other part is that it is important to reiterate we will be assessing how well our students are learning in distance learning, and the more incumbent on the district that we are progressing on educational outcomes, and unlike the spring, and this is the method of educational delivery. Hope to see detail about how to see the progress of our students. Appreciate the questions about Virtual Learning School, because those questions have come up repeatedly and communications.
- Questions around the staffing, and meeting the indicator for 95% of instructional staff, and accommodation requests and assignments. What is included in the 95%? Response: That 95% is based on the total number of instructional teachers in Stage 2. There is a secondary point on a building by building case to determine if we have staff to provide teaching positions or available for virtual learning needs at that building and hybrid needs. We look at the total amount of staff at that stage and that is the basis of that number.
  - There is a certain portion of staff who will be asking for an accommodation.



- When saying 95% of instructional staff, what does that mean? Response: We are looking at a couple indicators - one is not requesting an accommodation, and we do look at the accommodations request. At the moment of readiness, it is a snapshot. We are looking at the amount of staff available to work in hybrid, and the number of accommodations by the ADA or Executive Order. An example of a building and sections were then discussed. We are looking building by building to determine if there enough teachers for virtual learning, and that indicates that school is set and supporting principals for VLS assignments and hybrid. It is trickier if there are no virtual learning needs, but there are staff with accommodations, and may need to reassign staff for virtual or remote work based on the accommodation. We are required to look at each ADA request and specifications for that need. The most common is teachers working remotely based on requests.
- If there is a request for teachers based on a member of their household who could be affected, is that included within the ADA? Response: A family member or other member of the household would not be included in the ADA because that is specific to the person, but it would be considered within the Executive Order 20-82 and our Tier 2, and also looking at those and making them where able.
- The percentage of what? The pool? The example of 12 teachers, and 2 who need accommodations, are we using the 10/12 or the 10? One of the concerns from families is concern for changing instructors, and questions around Virtual Learning. Want to help folks understand, which is a complex calculation. Response: We look at the total number of teachers needed at that stage, and then look at the ADA or Executive order accommodations requests. The second stage too, while it was a little less complex in Stage 1, and now to look at the school level. Ideally we won't need to make reassignments, but may need to based on accommodations. It's not guaranteed to keep the same teacher in virtual learning, because we may need to meet accommodations for staff. If we don't need to in schools to adjust teachers, we can work with principles to make assignments based on students' needs.
- It's a question to make clear of the complexity of this issue. We have families that want to remain in distance learning but keep their same teacher, or families who want distance learning and go to VLS and their same teacher, or hybrid and have the same teacher. There are choices about who to assign due to accommodations and the educational needs of the building. It's important to communicate that with families and for them to understand the why - we are doing something never been done before or fit our staffing patterns and different educational models, and something that all parents should be aware of. We want every family to have what is best for thei child, but there are limitations, and way to provide that information to understand why these staffing questions play a role in who their child has for a teacher, and to communicate that out to families.
- Question about sub planning - what realistically could we say would be available for sub options? Is it just hoping Teachers on Call would be able to make that happen, or creative work for groups? Response: We may need to look at creative options. We've put out guidance for schools in securing subs that if there is a need for 1-2 subs, that they have ways to provide synchronous learning opportunities and to let families know their teacher is out. For 3+, we would work with Teachers on Call and follow our procedures for long term sub assignments. We recognize the substitute process will be a challenge, as it has been a challenge. We believe we can fill some of those positions, and in past years we would have lower fill rates anytime we had 200 absences. We may not have high fill rates on those days, and planning with Teachers on Call and added building level subs to help with day to day sub assignments, and another support for traveling subs, and work with a subset of a group of schools. We also have permanent subs. Those are 3 ways to fill the day to day assignments, but also talk about contingency plans and ways to support if a large section is out.
- Where is the conversation in our MOU regarding hybrid status with SPFE bargaining unit? Response: We have had a number of conversations and moving along with the items. We are covering are things

such as hybrid schedule and workload, health and safety protocols, and a section around special education. We are still having conversations around the work schedule and hybrid workload. We have provided a counter for SPFE to look at to combine language in MOU for distance learning and new language for hybrid. Talks and discussion around health and safety around PPE and other similar items, and the facilities and set up of buildings. The biggest piece is around hybrid workload and schedule conversation.

- Appreciate trying to navigate this with collaboration with union - two concerns the extent to which we are talking about teaching load and parents expectations of both synchronous and asynchronous learning and parents now aware of where conversations are at, and commitment the district is making to families about what their children will receive. Communicate how that will look and ways it will impact that and their teacher in situation of making choices some families express level of synchronous or asynchronous they may choose to make different choice, and need that information. If making commitments as a district, families need to know that directly implicated choices, and planning based on those choices. Encourage to communicate relevant portions to families so aware of status.
- Are we committed to answering and coming to agreement on every point in MOU, or is there a point where we make choices about how to move forward, and into the next stage? Are we negotiating to all 41, or negotiating to a date? Response: We are taking those factors into consideration, and our goal is not necessarily say yes to all 41, but we are able to come to agreement on pieces and working through them, and may be items for both parties not able to adhere to because it may change what we have told families in terms of instructions. Those are items we are definitely working through, and if not able to commit, provided justifications. There are members from OTL and Academics and Schools in those conversations as well and experts in those areas to support and help. This is a collaborative effort across the District to ensure we are making commitments that support our students and families and continue to provide our students with rigor.
- Suggestion that one of stressful aspects for families is waiting for day of decision to hear if there will be a change of mode and creating anxiety, because that decision is formed by a variety of things they cannot see. Questions about expectation to do something on a certain date, and this is necessary for us to continue to move forward, as opposed that something magical will happen. Response: Also think that we have seen the reaction when do something unilaterally and truly work together to establish culture for working together for better experience for students, and multiple timelines at play. It is frustrating and understand. Safely and soundly in situation to provide more options. With very good intentions created this process to do it together, and will continually get better, and feedback is helpful.
- About the funding options, and concerns raised by SPFE is funding to delay and not move forward. Are we dealing with an issue for insufficiency of funding to accomplish what we need to to make schools safe for hybrid and transitions? Response: We are not in a position where hiring staff permanently - not in a good position to do that. Enrollment is down, and projected to be down and due to the pandemic, and would not be sustainable for the future. Some of the one-time funds were used for custodial employment, and the muscle we need to get into the transitions safety, and directed to think carefully for one-time fund and not continue in perpetuity, and the future is cloudy at best.
- Appreciate that, because we saw, and went through the allocations and funding available to cope with the COVID crisis, and can't make a commitment we cannot afford, but that our spaces will be safe and that we have the funding to do that to make that happen. Around that funding the CARES funding, the \$12M needed to be spent and approved and accounted for and spent. The remaining pool needs to get us through 2022 - there may be various stimulus packages, but need to ensure we are setting up for unexpected costs with a pandemic.

- Director Ellis noted that students at Bridge View and Focus Beyond, from Principal Carrigan, were able to connect to students at home and at the building, and that connection will be very important.
- Mary Langworthy mentioned the thing planned for in paper, and talking about MOUs and staff back in buildings, and plans made - any concerns from a building with staff, or corrections to items to addressed, and clarification and communication. In the monitoring of information health-related, is that the responsibility of our nursing staff, principals? In the age of our buildings, communications to families and staff, everything seems to be district communications, or building communications, and teacher communications, which may not be aligned, but need to be clear that it is making things confusing for families. In thinking about the plan for paper and application, and messaging to stay home with symptoms, and if those communications are from principals or district communications? Response: For the plan on paper to where we are - we have learned a lot since March and programs on site and be flexible and adapt and adjust. We have hopes or plans to be perfect, but they may not be. Our staff and district has been great to make adjustment sand be flexible and adaptable because things may not be as we had planned to make them better. We have made adjustments to protocols to make it better and more clear are health assistants that have been on site, and new ones, to do the practice of isolating students or excluding students who are sick. We need to learn from and work though those experience to learn, and have a solid plan and seen in action in our Stage 1, and the plans are working with continued reinforcement with staff. To the health monitoring, we have urged our families and staff take ownership of their health and monitoring and paying attention to their bodies and asking questions regarding their health. We want to ensure and ask that folks ask themselves questions about their health and their actions. We have sent communications to encourage good, active decisions in coming to school and work and consistency in messages, and reinforcing key education items throughout the year as we continue to transition in our plans.
- Director Ellis also asked in working with Communications to send to staff and families, and is that communication from school sites? Response: Sometimes messages will come from principals and building level, and sometimes from the District, and work through the language and edits and ensuring communication is clear, but the consistency is clear and helpful, and on the same page of the right facts at the time is important. Principal Carrigan also provided a perspective on communication to parents and families from Bridge View and Focus Beyond.
- Director Brodrick noted that as he was listening his colleagues and their questions, he was preparing his questions, and think that as he listened to the questions and Superintendent's response, he really learned to appreciate what an immense logistical challenge this is, and really talking about getting teachers and students in the right place, at the right time together for education. It's a tremendous challenge. He thanked his colleagues for their questions.
- He noted the introductory remarks of the Superintendent. Could he broadly speak to board members and to the public to give them more assurance that ultimately we will be able to get kids in a place where they will be learning in a very effective and efficient manner. Word of calmness and assurance that we all need to hear right now. Response: It is calm and chaos. This has bene far more chaotic any of us have been through. To communication, we have communicated with folks about school, but COVID is something no one has done and is brand new and hitting each of us in an individual way, and to organize and be thoughtful for all individuals in the SPPS community, and 150,000 people who are all right and individual way this time is impacting them. The weight of that is tremendous. It is moving quickly and to attend to all the different needs. Our community needs us and how meaningful it was to open the Academic Support centers and Stage 1 schools. Very few are in the middle of the calm. The third point in all of this is COVID-19, a pandemic that has impacted the entire world for the past months, no vaccine, and impacted us throughout the community. One of the things shared is data pulls, and none align perfectly, but all give information and show a picture of what we're facing. The prediction is breaking truth with increase in positive cases. He reported 4500 cases in his home state of Wisconsin, with 1600 a month ago, and how rapid things can change. Think all of us trying to do our best in

predicting day by day. The most difficult as a leader and parent, it's difficult not to have the ability to say it will be okay. We are trying to do the very best we can safely and listening. We understand the bargaining concerns. It is not conventional to teach through an iPad, and hybrid is a common word. He takes pride in the grit of Saint Paul, and do hard things and do them well and plow through challenges and come through for kids and the community. We get the job done, and we are being tested at that.

- Director Vue noted questions about distance learning and the current model, and first stage of hybrid.
- In regards how is the CRF funding being used in professional development and how it is being deployed to support distance learning? Response: The funds allocated so far have done several things in OTL. First, it was to stand up the DL 2.0 structure, and in the summer worked with a large group of teachers and they researched best practice around course design and building course design, and in the process also decided to use culturally responsive teaching in the brain to teach both simultaneously. They designed courses and was available for all educators in SPPS and all allotted 3 additional hours at their contractual PD rate. We had over 84% of teachers take the course, and that cost about \$400,000. That was the initial impact of the PD funds, and are continuing that work and building modules for a book study to learn about culturally responsive teaching in the brain and extend ability to understand DL and teach the teachers about DL as a model moving forward. We are also purchasing several items that are helpful for students in the realm of Razkids for guided reading, and digital books, and ability to do small group instruction using those digital books, and also ongoing PD that will help with hybrid and designing that right now to be ready when needed.
- This training is mostly designed by teachers from SPPS.
- Chief Schrul also added an update on additional PD from Health and Wellness and Special Education. In SPED, we did training before school regarding compliance and due process in three stages. The special education teachers did plans to support students in all 3 models. Also partnered with OTL to develop instructional rubrics in literacy and math to support supplemental services, monitor progress, and adjust if needed. There were also health and safety trainings for staff like nurses and health assistants, for key information in changes to guidelines around safety and know they will be key resources on recommendations, questions from students and staff, and provided a number of short videos, tools, guides, handbooks for ongoing information.
- There was a slide about COVID-19 reporting system. Curious as to how sophisticated that system is and how information will be used to address health and safety in hybrid. A recap of the reporting system was shared. It is an online reporting system in partnership with REA, and a detailed tool, and unlike any other district's in the state with many questions. The great part is an immediate recommendation. It has been working well and REA has continued to recommend modifications. We want folks to report so that guidance can be offered.
- Right now, we don't have a testing system in place, but are relying on adults or parents of students to self-assess? Response: The system will provide a recommendation, and details on when to contact their healthcare provider. It is a screening tool, to ensure that folks do get tested if needed. There are so many symptoms with COVID, and want to encourage to make a report and follow recommendations and contact healthcare provider. We are looking at the data and working how to use that data to inform decisions about future closures, or decisions around hybrid and transition planning.
- The way we use this information is evolving, and want to stay engaged. It is one picture, with the District, County, and State, and they all help to inform our good decisions.
- Director Allen noted questions about the decision tree. Response: The decision tree is a one page flow chart that breaks down the number of symptoms with COVID, and more common and less common, and depending on the symptoms, there are different tracks to follow, and utilize the flow chart when to exclude staff or students, as well as students or staff identified as close contact, or live with a family member who has tested positive. Every situation is complex, and use as the main guiding document, and decision to send home or stay on site, and contact MDH to talk through additional

exclusions. That's our main guiding tool, with regular calls with MDH to talk through changes in guidelines or different tools and resources available.

- Director Allen requested more information on an example situation, including teachers and paras and students, when one person experiences symptoms. Our nurses analyze each situation, including timing, closeness, PPE, face coverings. The critical part is to ensure the person experiencing symptoms goes home, and then the investigation that follows to ask those critical questions.
- Because we are dealing with so many different things in community, stability is so important. A lot of decisions are based on stability of our students because we are in such a critical space. Concerns about the instability for students and academic achievement. Feeling like we need to make a decision, and know students to be back to school, but know the impact of having a lot of folks to come together to be exposed. This is concerning.
- She also requested more information about training with CRF funds, and are we looking at trying to support community around DL as well? Are we providing training for parents or care providers? Response: Families and community are critical always, and particularly now. We are exploring partnerships in support of the Academic Support Centers. None have come to needing CARES Act allocation, but we are close. In terms of parent training, we are working with current staff to provide that, and recent direction to expand on that. We also have a new exciting partner for our Oromo and Amharic-speaking communities to provide parent training in support of DL. We are working in that direction and seeking new opportunities and welcome more. We are also in the process of hiring the additional 10 EAs, which is a slightly different role, and the role of the MLL bilingual EAs is to focus on academic support, and has had to shift, and the task and role that is so critical and has shifted to focus on parents as well. We have provided PD in order to serve our parents in navigating these platforms. We are shifting to meet the current needs of our families. We train with our EAs, and they then work with our families to stay engaged, connect with the school, and the platforms. Our EAs are doing a wonderful job of helping parents to navigate, and nice to have the resources we currently have. We are proud and continue to monitor that work to meet our parents where they are and provide guidance to support their student.
  - Out of the 10 EAs, how many languages are we adding to our repertoire to support? Response: We typically hire our top 4 languages - Hmong, Somali, Spanish, and Karen, however with our additional 10 EAs, the priority is Somali, Karen, and Spanish.
    - We definitely need some Oromo language, and West African languages support also. We should try to cover as many languages and provide supports to the students and families as much as possible. Response: We do try to recruit those languages based on our families in our system right now and very mindful of that.
- SEAB Member Ali noted a question, that as a student, he is losing hope of going back to school this year. Not losing hope on the district, but the country as a whole. He feels that we should be doing more to improve the DL goals and supporting students through DL as we manage hybrid, and important to focus on what we have in front of us and build upon and improve on that. On the language aspect, as an Oromo-speaker and labeled as a Somali-speaker, it's important to separate families on their language and give them the support they need. He noted his experience as an Oromo community member, but being contacted as a Somali community member, and feels not recognized as an Oromo community member. It something to consider that Oromo is also one of the largest communities in SPPS and be mindful of actions that hurt his community as a whole.
- Superintendent Gothard noted that we are on this journey together, and in uncharted work. He appreciated the questions and insights and continue to work together. The feedback is used by Administration to try and unpack what was heard in areas, and make the commitment to provide clarification or choose the direction to go based on feedback.

## B. Office of Digital and Alternative Education & Technology Services

Superintendent Gothard then introduced Hans Ott, Executive Director of Digital and Alternative Education, and Idrissa Davis, Executive Director of Technology Services to provide an update on their work.

With the Office of Technology Services, the overview of the responsibility of the team was shared and staff numbers, as well as highlights of the department. Family support and curbside operations were reviewed, as well as production services, and data security.

Within the Office of Digital and Alternative Education, the overview included the mission statement of “innovating and supporting inclusive and culturally relevant approaches for digital-age learning”, and roles of the department including personalized learning, library partnerships, digital curriculum and materials, online learning, student information systems, and alternative education. Access and connection was reviewed, as well as professional development, and staff, student and family support. Next steps and pivot towards hybrid details were also shared.

### **QUESTIONS/DISCUSSION:**

- Director Kopp thanked staff for the presentation - gratitude is abundant and can be used freely. She thanked them for the efforts to support students, families, and staff and adapting to meet changing needs. She also acknowledged the way this was done because of relationships built over the years, and results in investment in foundational work that when called upon to do something big and great, we are ready to meet the challenge.
- Director Marchese echoed the appreciation for the work, and the backbone of our work right now. We have been working towards this, and pleased to see the results. This work is necessary and important.
- Director Ellis noted questions on rough numbers of how many teachers are using hot spots, and how many different apps across the district are we using? Response: We have about 200 staff that have hot spots right now. We have about 350 apps in our app store, and those are things physically have an app where it's needed, and multiple other accounts, like RazzKids where it's a web-based platform, and resources available - some to elementary and some for high schools to make accessibility easier, and a process for staff to recommend apps for the app store, and all possible through Personalized Learning and the referendum by our community that this is possible.
- When using apps, is there any student information that others have access to? Response: There is a robust security process and do not allow third parties to have access to data we haven't already shared that is public. We really don't provide that information, and also with the other subscriptions such as SeeSaw and Schoology and Campus, where the data sharing is a big piece of those contracts. With the amount of student information to make those programs work, that is a propriety relationship with those vendors that we ensure in contract the data cannot be shared, nor market to our students.
- Director Ellis noted that she does not like Schoology, and it is not family-friendly. Our students have an easier time navigating it. Are there ideas for another platform that is easier for families to navigate? And perhaps an app for families who speak multiple languages? Response: In terms of Schoology, one of the items with OTL and culturally responsive teaching is to create more commonality and one piece trying to adjust, and creating organizational structure, but input how to make the tool better is helpful. In terms of finding a new system, and looking to take a core tool, it's a hefty lift to re-educate teachers and students, and a roadmap for review and always reviewing and the benefits of challenges of switches. It's always in the system with the Tech Governance Committee to look at major projects and changes. In terms of the translations tool, and working with Communications and OFECP, and they are not robust and often miscommunication can happen. There are almost no tools for Hmong, Somali and Karen. The Hmong automated tool is not an adequate tool at this time. Google is

introducing Karen font into Google environment, because right now it is through special software and installed on a single machine.

- Director Brodrick thanked staff for the presentation.
- Director Allen noted the roll out was impressive. In working with youth across the Twin Cities, and see a student from SPPS, it was an easy note to call the school and pick up the iPad. There were other schools in other districts and charters that had issues, and connectivity issues. We did a really good job and the work already set up. There is still work to do, but give us a lot of hope.
- Chair Foster congratulated Executive Director Idrissa Davis and his team, deserving of the praise. We were positions to be in this place by work that had been done and continues to be elevated by this team.
- Superintendent Gothard thankful for the leadership of the teams and ready to improve time and time again, and thanks to their teams as well.

#### B. Human Resource Transactions

**MOTION:** Director Foster moved approval of the HR Transactions for the period September 1 through September 30, 2020. 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. **CONSENT AGENDA**

**MOTION:** Director Foster moved approval of all items within the consent agenda withholding these items for separate consideration:

- **D2 - 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,**
- **D3 - 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,**
- **D4 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320 representing Teaching Assistants, Nutrition Services and Bus Drivers,**
- **D5 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and AFSCME Local 822,**
- **D6 - ,Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers,**
- **D7 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants, and**
- **D8 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services**

**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

**BF 32221** Gift Acceptance from Trillium Family Foundation

That the Board of Education authorize the Superintendent to allow Murray Middle School to accept a monetary gift from Trillium Family Foundation in the amount of \$8,000.00. The money will be deposited into the Murray Middle School Pilot 1-on-1 Tutoring Program account, 19-342-291-000-5096-U001.

B. Grants

**BF 32222** Request for Permission to Submit a Grant to the Hiway Credit Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Hiway Credit Union Foundation to support athletic training and academic success for student athletes at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32223** Request for Permission to Accept a Grant from the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education for funds to support a pilot for the Agricultural Diversity and Leadership/Technical Skill Challenge Program; to accept funds; and to implement the project as specified in the award documents.

**BF 32224** Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs at Harding High; to accept funds; and to implement the project as specified in the award documents.

**BF 32225** Request for Permission to Accept a Donation from a Private Donor

That the Board of Education authorize the Superintendent (designee) to accept the donation of children's books to be distributed to multiple school libraries.

**BF 32226** Request for Permission to Accept a Donation from the Pursley Foundation



That the Board of Education authorize the Superintendent (designee) to accept a grant from the Pursley Foundation to support suicide prevention in SPPS; to accept funds; and to implement the project as specified in the award documents.

**BF 32227** Request for Permission to Accept a Grant Application from Ramsey County Public Health

That the Board of Education authorize the Superintendent (designee) to accept a grant from Ramsey County Public Health for funds to create a lactation space at L'Etoile du Nord French Immersion; to accept funds; and to implement the project as specified in the award documents.

**BF 32228** Request for Permission to Accept a Grant from Ramsey County Public Health – Statewide Health Improvement Partnership

That the Board of Education authorize the Superintendent (designee) to accept a grant from Ramsey County Public Health for funds to create a lactation space at Harding High School; to accept funds; and to implement the project as specified in the award documents.

**BF 32229** Request for Permission to Accept a Grant from TKDA

That the Board of Education authorize the Superintendent (designee) to accept a grant from TKDA to fund STEM activities at Farnsworth Lower School; to accept funds; and to implement the project as specified in the award documents.

**BF 32230** Request for Permission to Submit a Grant to the Hiway Credit Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Hiway Credit Union Foundation to support human biology curriculum at Washington Technology Magnet School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32231** Request for Permission to Submit a Grant Application to the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Hiway Credit Union Foundation to create a book club at Harding High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 32232** ITB #A220292-A | Red Lentils for Nutrition Services COVID-19 Home Delivery Meal Boxes

That the Board of Education authorize to establish a contract with Aaran Express LLC for furnishing and delivery of red lentils for the period of November 1, 2020 through June 30, 2021, for an estimated value of \$837,900.

**BF 32233** ITB #A220293-A | Basmati Rice for Nutrition Services COVID-19 Home Delivery Meal Boxes

That the Board of Education authorize to establish a contract with Aaran Express LLC for furnishing and delivery of basmati rice for the period of October 1, 2020 through June 30, 2021, for an estimated value of \$837,900.

D. Agreements

**BF 32234** Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for principals' in this school district for whom the Saint Paul Principals' Association is the exclusive representative; duration of said agreement is for the period of July 1, 2019 through June 30, 2021.

E. Administrative Items

**BF 32235** Monthly Operating Authority

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

(a) General Account	#728919-729525	\$49,654,152.46
#0003837-0003875		
#7003815-7003842		
#0004888-0004966		
(b) Debt Service	-0-	\$337,862.00
(c) Construction	-0-	<u>\$3,655,023.89</u>
		<u>\$53,647,038.35</u>

Included in the above disbursements are two payrolls in the amount of \$8,872,093.34 and overtime of \$14,881.39 or 0.17% 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 January 31, 2021.

**BF 32236** Building Name Change for District Service Facility

That the Board of Education authorize the Superintendent (or designee) to accept and declare the new name of the District Service Center as Education and Operations Services.

**BF 32237** Facilities Department FY21 Purchases over \$175,000 Adjustment

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

**BF 32238** Phase Gate Approval of Johnson Aerospace & Engineering HS HVAC Project (Project # 1150-19-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update.

That the Board of Education approve the Johnson Aerospace & Engineering HS HVAC project (Project # 1150-19-01) at Phase Gate Check #3 – Project Budget; Gate #3A – Finance Plan Update.

**BF 32239** Settlement of Claim

That the Board of Education approve the settlement agreement in the above referenced matter and authorize its Superintendent, or his designee, to sign the settlement agreement.

F. Bids

G. Change Orders

**ITEMS PULLED FOR SEPARATE CONSIDERATION:**

Director Brodrick pulled these items to highlight them. As he reviewed the conversation, it's absolutely clear that this next year will call on us to have a immensely, totally team effort. He noted interest and questions in negotiations on the MOAs, and think that that teamwork required for us to accomplish this enormous task ahead of us is being created and has been created with these MOAs. He requested that the Superintendent elaborate about the work in negotiations to maintain a spirit of trust and cooperation amongst all in this work - and trust.

Superintendent noted that the contract is a document that doesn't take into account everyone's individual circumstance and one thing to agree to the terms, and another to interpret it and flexibility. There are times where it puts both the bargaining unit and the District to look for new ways to support and clarification on language. He is grateful for the historical knowledge of the contracts, and always willing to view them with the best intentions in mind to achieve the goals of the District.

Executive Director Kenyatta McCarty then provided an overview of these agreements. She summarized the essences of the MOUs - contracts are about terms and conditions of employment for our staff, and that is what we tried to focus on in contracts and MOUs. She also recapped the timeline and key areas for hourly staff, including premium pay and advancement of sick leave, as well as voluntarily layoff language. They went from March to December 31, 2020. In addition to the spring DL MOUs, there is also one specifically for SPFE member and all 3 groups within that unit, and looking at benefits, and the workday based on distance learning. We also made commitments to maintain specific language, such as staff meetings for teachers, and also language around improvement plans and evaluations. She also noted the

Teamsters MOU with specifying for the three groups, and continuation of language from the spring, including premium pay, advancement of sick leave, and exploring language of voluntary layoff.

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

- Director Kopp thanked the ongoing work of Executive Director McCarty and her team.
- Director Marchese also thanked the team, and working collaboratively with the bargaining units, and the spirit of working together. He noted his past concerns around MOUs explain publicly what we are committing to and that impacts the choices of folks, and appreciate that and the work being done.
- Director Brodrick requested assurance in the spirit of calmness, that we as a District are coming together as management and employees, and because of the MOAs to work together because of this school year, but the task ahead of us is immense, and how the Superintendent feels we came from negotiations in a spirit of unit between our bargaining units and the District. He noted his employment with the District for 34 years, and was a proud member of SPFE, and now on the school board, and proud of his membership on both. Did these MOAs result in us being a more unified team? Response: Unity may be a difficult goal right now because there are 150,000 correct answers. Negotiate things very personal, and things very professional - it makes for a difficult situation. We created our transition plan and following it, and seen clearly, what we're struggling to agree with, and staff struggling to achieve is a pattern throughout the country. We have heard the challenges of hybrid, and also our students being behind or not served the way they need to. We are trying, the best we can make sure we can all do our part, and those MOAs and MOUs guide us in that. There are many on both sides of the issue. The task is to make sure we can share with our community and send a unified message about the expectations. The real challenge is in a such a new place together, that some staff deliver far outside MOU/MOA and becomes norm in that area and sets comparison. There's a real difficulty in doing this in a new time. We are trying to set the guidelines, and develop to provide autonomy within those guidelines, and that is what we can reasonably expect, and the agreement has flexibility and autonomy in some areas. Unity in a message is one thing, but unity in the decision is different. There are a lot of moving pieces that impact people differently, and many times, that comes to the bargaining table. Members want to ensure they are heard, supported, and can do that job in the safest, most effective way, but in this process, we may not all agree with the many different passions for SPPS. He shared his guiding values to assume positive intent, maintain a sense of decorum and respect in conversations, and a team knows the expectations, and do good work on behalf of all stakeholders and the Board of Education in all conversations.
  - Director Brodrick thanked the team for their words, and hopes that all listening to the meeting is understanding of what was said, and is willing to work together, as cooperatively as possible knowing that this is personal for many, but if we work together, we will not only endure, but will prevail. Heard that sounds like the Administration of SPPS is on the absolutely right track to do what's best for our kids, and hope all folks apprehensive about things doing, will be able to buy-in to the extent to get this job done. Thanks to the Superintendent and Executive Director McCarty and fellow board members. His heart is calling out for us to win over this pandemic.
- Director Allen thanked staff for the information, and the complexity of HR, and for the dedication because this work has shifted tremendously and stepped into the role.
- SEAB Member Ali encouraged staff to keep up the good work.
- Director Foster thanked Ms. McCarty and her team in HR. It has been a year.
- Superintendent Gothard appreciated the discussion.

- BF 32240** 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
- BF 32241** 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
- BF 32242** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320 representing Teaching Assistants, Nutrition Services and Bus Drivers
- BF 32243** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and AFSCME Local 822
- BF 32244** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers
- BF 32245** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants
- BF 32246** Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services

**MOTION: Director Foster moved, respectively:**

- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for Teachers, Educational Assistants and School and Community Service Professionals in this school district for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said agreement is for the period of March 18, 2020 through December 31, 2020.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for Teachers, Educational Assistants and School and Community Service Professionals in this school district for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said agreement is for the period of March 13, 2020 through December 31, 2020.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for Teaching Assistants, Nutrition Services and Bus Drivers in this school district for whom the Teamsters Local 320 is the exclusive representative; duration of said agreement is for the period of March 13, 2020 through December 31, 2020.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for members of the bargaining unit while performing duties at Essential Kid Care sites in this school district for whom AFSCME is the exclusive representative; duration of said agreement is for the period of March 13, 2020 through December 31, 2020.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for bus drivers in this school district for whom the Teamsters Local 320 is the exclusive representative; duration of said agreement is for the period of August 1, 2020 through June 11, 2021.

- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for teaching assistants in this school district for whom the Teamsters Local 320 is the exclusive representative; duration of said agreement is for the period of August 1, 2020 through June 11, 2021.
- That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for nutrition services in this school district for whom the Teamsters Local 320 is the exclusive representative; duration of said agreement is for the period of August 1, 2020 through June 11, 2021.

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	Absent
Director Allen	Yes

## IX. OLD BUSINESS

Superintendent Gothard then introduced Chief Schrul to present the resolutions to accept the bids on two general obligations refunding bonds. She shared the great news about our bond calls and the results of those - as a district, it is important to maintain or improve a better bond rating call with both agencies - Moody's and Standard & Poor's, which gives both better results on bond sales and keeps the interest rates low, and offers a more competitive sale. She announced that both agencies gave us stable ratings, with AA2 and AAA. We maintained our great bond ratings with both agencies.

She then introduced Kelly Smith from Baker Tilly to provide the results of the sales, and the savings to the taxpayers of Saint Paul.

Mr. Smith then reported two very good sales for SPPS and the taxpayers. He commended the district on maintaining the high credit rating through difficult financial times, and thanks to the Finance team for their work in preparing information and for the bond sales, and to Dr. Gothard for his participation.

There are two sales presented, with three bids on each of the bond sales. The first sale was 2020D refunding bonds, and are called current refundings, and savings will impact Pay21 levy. We had projected in September a savings of just under \$2.6M, and interest rate came in identical to projections, and savings ended up \$2,640,314 on this first refunding bond. Over 8% savings, with our industry savings of 3% or greater is considered to be desirable. The first year savings will impact Pay21, with savings of \$384,000 in the first year. There were three competitive bids, and the low bidder was FHN Financial Capital Markets.

He also noted the second refunding, the 2020E, which is an advanced refunding, and required to issue taxable bonds for a tax-exempt bond when refunding. The savings were estimated to be \$916,000 in September; we had great results with three bids, Robert W. Barron Company was the low bidder, and with a true interest cost of 1.5%, and savings of \$1,493,715, over \$500,000 more than projected a month ago, and a great sale by the District. As a taxable refunding, these savings will not be reflected to the taxpayers until Pay23, and will sit in ESCROW until levy year, and will then be saved and distributed back to the taxpayers.

**QUESTIONS/DISCUSSION:**

- Board members thanked everyone for the unglamorous, but important underpinnings of the financial health of the district, and appreciate everyone's time and efforts, and Financial staff and Mr. Smith. It's great to see us save money for taxpayers, and take advantage of the lower interest rates.
- Director Brodrick noted this is such good news, and we have this wonderful rating from Moody's and Standard & Poor's, and that is important, and the bond sales taking place will generate funds to save money for our taxpayers. This is all very good news, and thanks for the work. He also added that even though we see these financial reports, and it's dry, factual information, when these things go well for the District, it translates to more things we can do for the students. Thanks to all.
- Director Allen thanked everyone. Our society is in a crisis right now, and to get good news for the district and taxpayers, and feels like all working together. Thanks for hard work.
- Director Foster thanked Mr. Smith and Baker Tilly and the Finance Team and Chief Schrul. Everyone plays a role in this district, and the work into getting this done for the health and sustainability of the future, and deep appreciation to everyone.
- Superintendent Gothard thanked the team and was glad to be able to be a part of the bond calls, and the importance of these opportunities.

A. Resolution Accepting Bid on Sale of \$24,895,000 General Obligation Refunding Bonds. Series 2020D, Providing for their Issuance and Levying a Tax for the Payment Thereof

**BF 32218** Resolution Accepting Bid on Sale of \$24,895,000 General Obligation Refunding Bonds. Series 2020D, Providing for their Issuance and Levying a Tax for the Payment Thereof

**MOTION:** Director Foster moved approval of the Resolution Accepting Bid on Sale of \$24,895,000 General Obligation Refunding Bonds. Series 2020D, Providing for their Issuance and Levying a Tax for the Payment Thereof. Director Marchese 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. Resolution Accepting Bid on Sale of \$15,585,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E, Providing for their Issuance and Levying a Tax for the Payment Thereof

**BF 32219** Resolution Accepting Bid on Sale of \$15,585,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E, Providing for their Issuance and Levying a Tax for the Payment Thereof

**MOTION:** Director Foster moved approval of the Resolution Accepting Bid on Sale of \$15,585,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E, Providing for their Issuance and Levying a Tax for the Payment Thereof. Director Marchese 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

C. Review of the COVID-19 Response Resolution dated August 5, 2020 and Vote Whether to Renew, Amend, or Rescind It

Superintendent Gothard noted the copy of the resolution, initially drafted from conversations. He provided a brief recap, including on July 31 shared a leading recommendation in distance learning, and the Governor's plans. For many reasons shared at that time, and moving through, understand the work on the system for us to do this in a less restrictive learning environment. The resolution was to allow the Superintendent to have the authority to make decisions as it pertains to many things encountered from August 5th and beyond, including purchases, but also to allow to transition learning models. The extension of this resolution with the added language, he asked to extend this resolution to continue to support this work in these difficult times. He is in regular contact with the board members in small groups and individually and special meetings with updates to know what working on, priorities and challenges, and predictions for dates. He would appreciate the continued support of him and his team to do this important work in these unprecedented times.

Director Foster then provided the below statement:

*We realize that this pandemic has left many people in quarantine isolated from friends, family, loved ones and, for some, ourselves. It has also generated a lot of fear, confusion, and frustration in our district as we have all worked tirelessly to be creative to resolve matters in a way we have never imagined doing. In the past 8 months we have witnessed the measured, thoughtful, and flexible manner in which Dr. Gothard has led his team and our district while making difficult decisions. The Board is grateful for his leadership and close partnership and happily extends this COVID Response Resolution. We support and have confidence in Dr. Gothard, and trust him to continue to lead our district to a safe return to our beloved school buildings.*

**QUESTIONS/DISCUSSION:**

- Director Kopp requested clarification on the next review date of the resolution, which is January 19, 2021 regular meeting.
- Director Marchese acknowledged the Superintendent has worked very hard to include board members in the planning process and pleased with the information shared and the consultation. That was something raised early in August, and seeing that work in the last several months, and appreciated that, and thinks that allows feedback to be conduits of information to Administration, and also to the community to share. This resolution works in spirit of partnership that has been working over this period of time. He noted his individual concerns about how we were starting, and ways, and recognize we started with DL and necessity, and appreciated the deliberate approach on how to move this district forward, and appreciated that and continued movement.
- Director Ellis noted she supports the resolution, and the Board has been involved and in regular contact with the Superintendent and Team, who is clearing up concerns in the community. Know communication is something continually working on, and continue to want us to do that better especially



as we move further into phases or have data to change direction, and to be clear in communication to the community, and appreciate all the work of the Superintendent.

- Director Vue echoed his colleagues with reservations about this resolution, and seen firsthand how Superintendent works with the Board and has called him, answered questions in a very timely manner, and second the Superintendent that he does work with the Board as a team, keeps them informed, and will accept this resolution.
- Director Allen thanked the Superintendent for all his work.
- SEAB Member Ali thanked everyone for their work, and encouraged them to keep up the good work.
- Director Kopp echoed her colleagues, that it is important for the community to know the Board is in contact with the Superintendent and Team, and we share the burden of the decisions. She reflected in driving her car at night for the first time, and observing that collectively, drivers had to go slow, and make decisions together to keep everyone safe and metaphor in this work - to look out for each other, make good decisions, and get to our destination safely. She thanked everyone in this effort.
- Director Foster noted that the Board and Superintendent do talk and work together, and sometimes tough conversations, and appreciated to go back to the Team to think creatively and adapt to asks from community and staff. Appreciate his collaborative work and intentionally, and the self-reflection of the Superintendent in doing this work for students and staff and families.
- Superintendent Gothard noted that he, and the team, appreciates that. This strange time has brought us together as well, and represents folks doing great work, and thanks for the support.

**BF 32247** Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic

**WHEREAS**, on March 13, 2020, the Governor of the State of Minnesota declared a statewide emergency regarding COVID-19; and

**WHEREAS**, the Board of Directors (“Board”) of Independent School District No. 625, Saint Paul Public Schools (“SPPS”), recognizes that COVID-19 is an unforeseen and unavoidable emergency of urgent public necessity, that the World Health Organization has declared COVID-19 a pandemic, and that information, data, recommendations, and best practices in responding to this pandemic are continually changing; and

**WHEREAS**, the Board has a substantial public interest in effectuating the School District’s mission to “inspire students to think critically, pursue their dreams, and change the world” and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to meet the educational needs of all of its students in light of COVID19; and

**WHEREAS**, the Board has a substantial public interest in protecting the health and safety of its students staff, and community and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19; and

**WHEREAS**, the Board seeks to retain its employees, reduce turnover, increase morale, help employees focus on work-related matters while at work, and facilitate the opening and operating of SPPS schools during the 2020-21 school year; and

**WHEREAS**, the Board believes the public purposes described above are fulfilled by efficiently and effectively making certain delegations, as described herein, to the Superintendent to address this ever-

changing emergency situation in the best interests of the education, health, safety, and well-being of its students, staff, community, and the general public.

**BE IT RESOLVED**, that Independent School District No. 625, Saint Paul Public Schools, is committed to implementing educational models during the 2020-21 school year in the manner that best serve the education, health, safety, and well-being of SPPS students, staff, and community, and the general public and to continuing to operate throughout the 2020-21 school year in the manner that best serves those interests. In furtherance of these purposes, the Board makes the following delegations to the Superintendent and designee(s) to include but not be limited to:

1. Implement Stage 1 of Reopen SPPS consisting of Special Education Federal IV Programs and Special Sites: The Downtown School (JDC); Care and Treatment Hospital; Bridge View School; Focus Beyond Pathway 1 and, River East Secondary; and, Journeys Secondary. In Hybrid learning, student return on-site two days per week while continuing distance learning 3 days per week.
2. Continue toward implementing Stage 2 of Reopen SPPS that involves all students in PreK-2 including special education as well as third graders in multiage Montessori E1 classrooms. Stage 2 also includes Early Childhood Special Education programs, BirthPreK Special Education and Federal III K-12 Autism & DCD Specialized Classrooms.
3. Adjust, alter, amend, revise, increase, change, or discontinue the educational model referenced in Paragraphs 1 and 2 during the 2020-21 school year in response to current or subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. District leadership, in consultation with the appropriate stakeholders, may recommend changes that are less restrictive and those changes will be communicated to the Board. Prior to the start of the 3rd Quarter of the school year, specifically at the regular meeting of the Board of Education on January 19, 2021, the Superintendent will provide a status report on the educational model being implemented and plans for transitioning to other educational models.
4. Implement, adjust, alter, amend, revise, increase, change, or discontinue health and safety standards for staff, students, and visitors consistent with current or subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. Prior to the start of the 3rd Quarter of the school year, specifically at the regular meeting of the Board of Education on January 19, 2021, the Superintendent will provide a status report on any changes to the health and safety standards being implemented.
5. Temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District. The Superintendent will advise the Board within 24 hours in advance of any such actions or as soon as practicable thereafter.
6. Temporarily assign and reassign personnel as needed consistent with applicable federal or state statutes, collective bargaining agreements, and memoranda of understanding or agreement.
7. The Board will review this Resolution and vote to renew, amend, or rescind it at the regular meeting of the Board of Education on January 19, 2021.

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

**X. NEW BUSINESS - None**

**XI. BOARD OF EDUCATION**

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp noted she is at 360 for the first time in a long time, and marked the moment. She recounted her experience in feeling of nervous energy before the meeting, and the last time was with Chair Xiong smiling and laughing, and it hit her that it would be the first time, and don't always know how it will feel, and that place matters, and be transported back in feeling and emotion to be in a space. When thinking about eventual and safe return to hybrid, remembering that place does matter in our hearts and feelings in many different ways. Grateful to be at 360, even with sadness, to see colleagues and staff for the first time in a long time, and made her miss everyone and look forward to the time when all together. Thanks for the chance to share that, and nice to be in the same building.
- Director Marchese echoed his colleague. It is surreal to be at 360, and also to be in familiarity, and to share space in the room over due to technology issues. He does long for the day when we can all be in the same space. That day will come, and to stay focused. Those not with us are in our hearts and consciousness and looks forward to seeing everyone.
- Director Ellis noted the different places in the District she has visited, including buildings, such as AIMS and the playground. She also saw the Washington athletic fields, and the investments. She also visited Frost Lake, and noted the different items left behind from the spring, and artwork on the walls from students. Also, the work at Phalen Lake, and the isolation rooms built into spaces that are adaptive, and the intentional work happening. She noted to walk through Como Senior, was another amazing experience, as well as work at 1930 Como and Humboldt. Beautiful work in facilities, and it will be great to see students in those spaces as well. She noted the MSBA board meetings and resolutions for upcoming delegate assembly, and the JPTAC meeting with legislative agenda items and also CARES funding that are interconnected. She also had an opportunity to listen to the distinguished Carlson Lecture and listen to Ibram X. Kendi, who was also a speaker at the Council of the Great City Schools Conference. She also recapped the CGCS conference and ways to support students and staff, and growing and learning, and we're all doing this for the first time and no guidebook, but determine as we go, and good to share space and hear from others in their own communities. She also noted as board members returned to 360 and that Chair Xiong is not with us, and it's hard not to feel that in ways that hurts and remember that we are moving forward.

- Director Brodrick did thank everyone who attended this meeting - board members, staff, other participants and viewers. Compliments on attention and endurance.
- Director Vue appreciated the work of Administration to keep the schools going during DL and Stage 1. He provided testimony to the community that we have a group of board members who do put students first and proud to be a member of the team and contribute.
- SEAB Member Ali encouraged folks at 360 to drive safely with the snow.
- Director Foster added a heartfelt thanks and reminder that SPPS leads because of the deviation and commitment. We all have a role and part to play. We have strengths and work to do, but we will do it together.

**XI. FUTURE MEETING SCHEDULE**

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

- November 17
- December 15
- 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)

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

**XII. ADJOURNMENT**

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

The motion was approved by roll call vote:

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

The meeting adjourned at 11:21 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