

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

**REGULAR MEETING OF THE BOARD OF EDUCATION  
Via Telephonic Phone and Video Conference  
Available Streaming Online at [www.spps.org/boe](http://www.spps.org/boe) and Saint Paul Cable Channel 16**

**September 22, 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. Brodrick, J. Vue, C. Allen, J. Kopp, S. Marchese, Z. Ellis, J. Foster

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; Sarah Dahlke, Secretary to the Board

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

**MOTION: Director Foster moved approval of the Order of the Main Agenda with one change - to move New Business items 1 and 2 regarding bond sales to follow Recognitions, and be prior to the Superintendent's Report. The motion was seconded by Director Allen.**

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

**III. RECOGNITIONS**

**BF 32188** Acknowledgement of Good Work Provided by Outstanding District Employees

1. **Becky McCammon**, Office of School Support, has received the 2020 Human Rights Award from Education Minnesota. Becky is the program coordinator for Restorative Practices in the Office of School Support. In SPPS, 12 schools received funds for three years to implement Restorative Practices school-wide. Restorative Practices are ways for a school community to build relationships, problem solve and learn with one another. In this approach, relationships are the most important way we learn about the world and ourselves.

This is Becky's 5th year in this role and she has gone from supporting a few schools to 20 schools implementing or exploring implementation of school wide Restorative Practices.

The district won a federal grant to expand RP beyond the original 12 pilot sites. Becky's belief in relationships and shared power have helped her be successful in collaborations with the site based restorative practice coordinators and administrators and multiple valuable community partners. Becky is quick to recognize members of her team and she always emphasizes that there are many people involved in this important work.

2. Welcoming new leaders to the district:

**Sarah Lightner**, Principal, Groveland Park Elementary  
**Lee Thao**, Principal, Battle Creek Elementary  
**Christine Vang**, Principal, Central Senior High School  
**Maura Brink**, Principal, Chelsea Heights Elementary  
**Abdirizak Abdi**, Principal, Humboldt High School  
**Marcus Freeman**, Principal, Galtier Community School  
**Barbara Evangelist**, Principal, Como Park Elementary  
**Andrew Beard**, Principal, JJ Hill Montessori  
**Kirk Morris**, Principal, Como Park Senior High School  
**Bee Lee**, Principal, Saint Paul Music Academy  
**Kenneth Turner**, Principal, Benjamin E. Mays IB World School  
**Veu Thor**, Principal, Jackson Elementary School  
**Heidi Dunlap**, Assistant Principal, Humboldt High School  
**Alonzo Parks**, Assistant Principal, Battle Creek Elementary  
**Kortney Hill**, Assistant Principal, Maxfield Elementary  
**Ma'Lene Walker**, Assistant Principal, Hazel Park Preparatory  
**Gene Ward**, Assistant Principal, Central Senior High School  
**Daria Caldwell**, Assistant Principal, Ramsey Middle School  
**Jackie Smith**, Assistant Principal, Crossroads Elementary  
**Evelyn Nordquist**, Assistant Principal, Harding Senior High School  
**Gina Hass**, Assistant Principal, The Heights Community School  
**Jeff Rissman**, Assistant Principal, Central Senior High School  
**Alyssa Gardner**, Assistant Principal, Battle Creek Middle  
**Hibaq Mohamed**, Assistant Principal, Highland Park Middle  
**Salma Hussein**, Assistant Principal, Central Senior High School  
**Xong Moua**, Assistant Principal, Harding Senior High School  
**Michelle Quintana**, Assistant Principal, Humboldt High School  
**Amy Poitra**, Assistant Principal, American Indian Magnet  
**Hsajune Dyan**, Assistant Principal, Washington Technology Magnet

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

**MOTION:** Director Foster moved approval of the Order of the Consent Agenda with item C5 - Open Enrollment Software Services with The Jellyvision Lab, Inc. pulled for separate consideration. The motion was seconded by Director Ellis.

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

#### V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Board of Education Meeting of August 18, 2020
- B. Minutes of the Special Meeting of the Board of Education of August 24, 2020
- C. Minutes of the Special Closed Meeting of the Board of Education of August 31, 2020
- D. Minutes of the Special Meeting of the Board of Education of August 31, 2020
- E. Minutes of the Special Meeting of the Board of Education of September 14, 2020
- F. Minutes of the Special (Closed) Meeting of the Board of Education of September 15, 2020

**MOTION:** Director Foster moved approval of the Minutes of the Regular Board of Education Meeting of August 18, 2020; Minutes of the Special Meeting of the Board of Education of August 24, 2020; Minutes of the Special Closed Meeting of the Board of Education of August 31, 2020; Minutes of the Special Meeting of the Board of Education of August 31, 2020; Minutes of the Special Meeting of the Board of Education of September 14, 2020; and Minutes of the Special (Closed) Meeting of the Board of Education of September 15, 2020. The motion was seconded by Director Ellis.

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

#### VI. COMMITTEE REPORTS

- A. Committee of the Board Meeting of September 8, 2020

At the Committee of the Board Meeting on September 8, the Board began the meeting with the swearing-in ceremony for Director Jim Vue. Both he and board members expressed their appreciation for this important work and look forward to working together for the Saint Paul Public Schools community.

Next, Superintendent Gothard welcomed everyone to the first day of the 2020-2021 school year. He shared the importance of connections these first few weeks of school, and his pride in our students and staff, and appreciation of the support of the Board. Board members then shared their experiences with their families on this first day of the school year, excitement for the use of technology this year, engagement with students, families, and staff, and encouraged continued feedback, as well as appreciation for the flexibility and communication during this time.

SEAB Member Ali then provided an update on the work of SEAB and their continuation of engagement with the Board, and look forward to making real change. Board members shared that they look forward to working with SEAB, potential connections with middle school student councils, ways for board members to support their work, and acknowledgement of the service and dedication of SEAB throughout the year.

Next, the Reopen SPPS Plan Update included four main categories of updates - Distance Learning 2.0 Return to School, Transition to Hybrid: Readiness Metrics, Workforce Updates, and Operations Updates.

Questions and discussion centering around Distance Learning 2.0 Return to School included appreciation for engagement and collaboration opportunities between staff members to discuss best practices, opportunities for town hall discussions in all school communities, supports for translation services, continued work of Envision SPPS, supports for families and caregivers for information on best practices in ways to support their students at home, support services in Montessori and Dual Language Immersion and outreach, the importance of the partnership between the teacher, student and family during distance learning and feedback to the District, communication and data for families within the dual language pathways, supports for students in post-secondary programs and transitions, further information on Academic Support Centers, and paraprofessional support.

Within Transition to Hybrid: Readiness Metrics, board members requested more information regarding communication for families who would like to continue in virtual learning, representative sampling of families for feedback on their comfort levels within the pulse surveys, specificity of survey data to groups within each transition level and concerns of data, plan for events or changes that may happen within the year, availability of information on the metrics for the community, outreach for feedback around pulse survey data, distinction of communication from District or schools, clarity in surveys about groups that may transition within each phase, metrics for assessment, and clarity on metrics regarding health and wellness.

Within Workforce Updates, board members requested further information on learnings to improve negotiations with bargaining units, funding of additional FTEs in custodial staff, expectations and clarification for synchronous and asynchronous learning, flexibility for movement within job titles or licensures, staff reassignments, parameters of the memorandums, feedback from students, families, and staff on schedules, staffing numbers for hybrid and distance learning, staff accommodations, and contracted hours and benefits for staff.

Within the Operations Update, the information sparked questions and discussion involving the appreciation of learning hubs for families, proactive steps to prepare for the potential labor shortage in transportation, meal delivery in the hybrid scenario, possibility of modeling a site for students and families to see what it will look like in hybrid environment and engagement around that, the milestone of 8 million meals served to the families of Saint Paul, clarification on the waiver from the Department of Agriculture, safety protocols, transportation funding, vendors and routes, building capacities, and facilities updates.

Board members and the Superintendent thanked the team for their dedication and commitment as we begin this school year. We continue to re-assess, ask important questions, and push ourselves to examine all items, be prepared and be the very best. Our students, staff, and families deserve that. Board members thanked the Administration team for the informative presentation and the opportunity to learn and ask questions, and that the community continues to learn as well, and that board members bring questions brought forth by the community and encouraged all to continue to learn and be informed, and continue to engage with and submit feedback.

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

The motion was approved by roll call vote:

Director 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 began by saying that it's important to recognize an unfortunate milestone of 200,000 deaths in the country related to COVID-19, and in Minnesota it was 1,969. We get lost so many times in the incredible work and attempting to do, that we forget about the loss communities are facing, families are facing, school community is facing, and with the loss of Chair Xiong and the suffering of her family and families. We come to this work with a heavy heart, and know the impact of this virus on each of us.

### A. Reopen SPPS Update

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

- Distance Learning 2.0 Return to School
- Hybrid Stage 1 Transition
- Workforce Updates

The full presentation can be found in the BoardBook.

The Guiding Principles were reviewed, as well as the Recommendation: Stages of Return to In-Person Learning and the corresponding stages and dial ranging from Distance Learning 2.0 to Hybrid Model to Return to In-Person Learning, with the dial currently at Distance Learning 2.0.

**Distance Learning 2.0 Return to School:** Prioritizing the Needs of Students

Topics within this portion included an enrollment update, with 34,179 verified enrollments, and of those,

4,038 are enrolled for the Virtual Learning School. The main points for the first weeks of school were reviewed. Examples of schedules at schools across the District were also shown - including OWL, Battle Creek Middle, and Jackson HDLI Elementary.

### **QUESTIONS/DISCUSSION:**

- Director Vue noted questions that he has heard from families about concerns from families on how to properly utilize the iPad and navigate the apps. How do we support students and families on how to navigate those? Response: We have an amazing admin team that does feedback daily, for those families who have a difficult time, there are videos in multiple languages uploaded, and sent home to families. For the families who reach out via email, we send the slides or videos home and walk through each step of the way. Some teachers also post on their website how to log in asynchronous or an activity and in multiple languages for families.
  - He also requested more information on the feedback from families from Jackson Elementary.. Response: We have feedback from our younger learners's families, and their students, who cannot explain the assignment, and when parents return home, they are confused about what the child learned. After the first week, we got together with teachers, and asked to record videos in both languages about the assignments for today and expectations for students asynchronously. There are links and instructions in English and Hmong about the assignment, so families have a better idea on how to assist at home. We also have feedback on young learners not able to take attendance, and staff have uploaded videos and instructions for attendance on website for families to follow directions and check students in either at work, at home, or on mobile phones or work tech - whenever they are. We haven't received a lot of feedback from 3rd graders and above - mainly 2nd and below. We also spoke with our leadership and supports from MLL and OFCEP and bilingual EAs and TAs, and there will be a presentation with more information on this topic as well.
- Director Allen noted clarification of the enrollment numbers, with the number of students enrolled in Virtual Learning School is included in the total overall enrollment figure.
- Board members thanks the team for the presentation and information for the community, especially to see a class schedule across different grade levels.
- Director Kopp appreciated the lunch time and valuing time and space to make connections, and group and club time for students to find opportunities to be leaders and socialize.
- She also noted questions on the "flipped schedule", where students are beginning the background work, and then coming back together to ask questions, and wondering if it is a change from the regular classroom, and its effectiveness. Response: Principal Gundale mentioned that our students are comfortable with asynchronous learning, and they are proficient in finding information and work. We think about how asynchronous time drives the synchronous time. We don't want to necessarily have synchronous time as the primary instructional time, because not all students may be able to access that learning, and want to ensure what we do in synchronous time can be captured. He also noted the technology tools, and prerecording instructions and lessons. Also using the synchronous time to connect tin small groups, formative assessments to hone in on instructions. Synchronous time is not an hour on iPad watching a teacher, it is with Ignite, Chunk, Chew, and Review. The first few weeks were routines for iPads because we don't want our students to be on their iPads for 6 hours a day.
- Interested if building leaders and others reflecting on the effectiveness, and different way of teaching, and see benefits, but also reflecting on practice and if it is working for students.
- Director Marchese noted question about enrollment, and more follow-up and the process going forward to formalize the October 1 count and what we hope to see be different, because the numbers presented in this presentation are not final. Response: Between now and formalizing the October 1

count, schools will continue to verify enrollment numbers, and following-up with families for verification needed by the State. It is a continual process, and schools also getting requests from others where students have enrolled, and giving students schedules to be verified, and have a team in Finance focused on cleaning students enrollment records for clean data. At that time, we will also be sending it to MDE for our preliminary count. We are also cleaning demographic enrollment flags and applying other demographic information to their records. It is cleaning, verifying and cross-checking. Schools are doing amazing work to connect with students. We expect that we will be close to the projected enrollment of 35,090 students, and generally come in + or - 3% of that number. The enrollment numbers at other CGCS districts also note they are down in enrollment, and other items were shared, including students registered for homeschool which are up a bit, and some families stating that they are doing homeschool until it is safe to come back, and other families have made other choices if remote learning will not work for them and their families. It is no surprise that we are below projection, but also have a great distance learning program in place, and our numbers may be closer to the projection.

- Do we have a sense, anecdotally, from neighboring districts, and sense of change or decrease or increase in enrollment, and what they are learning and seeing during this time? Response: It is still pretty early for enrollment, so we haven't heard from the local calls yet. In the data from CGCS, we are learning that families are making choices in kindergarten spaces, and suggestions that is happening in SPPS, and in Distance Learning, that some families are choosing to wait a year, which seems to be a pattern occurring. A lot does depend on the model the District has chosen to implement.
- Some of what we are tracking is if the student has logged in. If the student logs in once, and not again, is that tracked differently? There may be disengagement or connectivity, and household questions, and who is following-up? Response: Enrollment verification is typically a first stop, and the definition is that a student is marking themselves, or parent, or teacher, attended at least 2 days, and using iPad and/or submitting work in Schoology, and then working to put together data to release to buildings, and then looking at who is participating and how they are participating. Outreach is happening at the building level.
- There is concern about enrollment and child and family well-being. It's great and important for building or teacher for outreach. It's difficult to do an in-person check, and difficult to depend on the checking-in of the student on their device and that outreach is important.
- Director Marchese also requested more information on the standardization of classes across the District, and how the same class may look in different schools and communities, to see with differences, where the teachers with approaching asynchronous or synchronous learning or approaching the materials. Response: We are hearing from our buildings, and thinking of a number of ways to continue to gather feedback and grow. We are looking at review of the schedules with assistant superintendents and principals, and also virtual classroom walks with Academics and building leaders.
- A concern is that with our MOU that sets a particular standard, and know individual instructors will approach it in a variety of ways, and concern of variability in terms of synchronous time during classes. We have discretion for teachers to decide what works best, but also common curriculum elements. It would be helpful to know that we are not finding situations where it is looking completely different across secondary schools, because it is so course based at the secondary level, and helpful to know a similar level of rigor and expectations. Response: Yes, that is something that will take time and working towards to reviewing and having available.
- Director Ellis thanked staff who presented to hear from schools what is happening, and experience as a middle school parent.

- In the presentation, there was a picture of the schedule. Is that schedule going to change, or is it going to stay the same? What are the variations in the schedules and the timeframe for each? Response: Principal Paddock provided information on the middle school schedule, including that they have created a schedule that is consistent through the DL model, and allows to transition to a model that is more consistent with hybrid in middle school and sustain the A-day and B-day schedule, with Friday as an opportunity to connect with teachers. At Battle Creek, they mapped out an entire semester schedule for families. It does go by week. The schedule does not change except for a couple weeks where providing equitable time with each instructor with 19 contact points.
- Director Ellis also noted the similarities in the schedules, and staffing for hybrid, and understand that we are still updating in what works within the schedule, is there going to be variations in the schedules, as heard in community, and comparing of schedules between schools. There are 19 contact points with teachers - is the 19 for the entire middle school and high school, it does look and feel different for our families, down to the schedule that looks slightly different for her student. What makes all this the same, because the schedules are all different? Knowing the schools have a variety of ways, what can families expect that is consistent in this DL model across schools? Response: One of the considerations is to look at the degree of variation based on the MOU and specific to the school community. In addition, when scheduling the master schedule and core classes, be mindful of the current reality we are in with COVID and demonstrate compassion through that for time allocated to synchronous time and time dedicated to asynchronous modules for students. As we personalize our service to our students and families, it becomes difficult to be in uniform state of scheduling, and there will be variations between buildings. It's important to point out that each of our schools is different, and schedules vary and programs vary. Each is how to provide the very best experience with different constraints based on those factors. We wanted to provide an MOU for each building to plan how to deliver DL 2.0 - there are instructional minutes and courses to provide, with well-rounded education, but will look a little different. There may be two schedules that look different, with the same experience. In our asynchronous times, we are empowering our students to find the resources and information and connect in ways. There will be a lot of difference and balance in schedules, but important to have communication to continue to develop and grow the schedule. DL will be part of SPPS for the distant future, even in a hybrid schedule, and how to deliver that in new and better ways.
- Director Ellis noted her conversations with community about how it looks and feels in schools, each of which is different, and how to communicate that information. Encourage to provide feedback to schools for they are looking for ways to improve as well.
- Director Foster recognized the Project REACH team.
- Going back to what our students and teachers can expect in DL, do families know that there will be a teacher in every class, will there be a teacher for a student to reach out to everyday, or do they know there is another they can reach out to? How does office hours work or other connection opportunities? Response: At OWL, we have office hours everyday, with Friday as a block time for staff identify those who may need additional supports, and an OWL support team with 7 staff members to look at attendance data and reach out to families, which may lead to home visits to help. We have structures in place to know who is and who is not engaging, and those who may need additional support, with staff to support them.
- Director Foster encouraged families to reach out if they are needing support.
- We know that we are learning things in this process and problem solving, and to hear from staff what have the hiccups been and how have we worked to break down those barriers, and work we are doing for families, and also talking about struggles and how we are responding. Response: In the observations, hiccups have gone back to how to support our EL families with the language barriers, and in collaboration with OFECP and MLL team, they have done extensive work supporting our

parents and students. One of the biggest issues was the technology piece, and continuing to work through those with Director Hans Ott and his office to ensure we identify those who do not have an iPad and a system in place to support them, with principals and building leaders also supporting families. Mr. Ott also provided more details on the technology piece of DL with the impressive effort by school staff and administration staff to wrap their arms around students to ensure students have iPads and support. At this point, we are 98% of students have iPads, 95% connected to wifi, and cleaning data and records. We feel relative to where we are in 1.0 that we are ahead, and working with partners, with special recognition to our Indian Education office to connect with families, as well as our Project REACH team and their amazing work to ensure students have what they need.

- Superintendent Gothard noted he hears more around how do we know what our kids are learning, staying with it and completing work, and measuring their progress. The team will bring evidence of that, and maybe other teachers as well to share their experiences.
- Director Foster also noted that in 3 weeks in, and understanding the disaggregated demographics on that same token and tone in helping those students who aren't getting what they need, and how it is showing up and what we can do. That is an expectation in this work to disaggregate data.
- Superintendent Gothard thanked the Schools team and principals and teachers, and encouraged them to keep up the great work and is very proud of the team.

### **Hybrid Stage 1 Transition**

The hybrid stages were then reviewed, with HS1 for select special education sites; HS2 for PreK-2, Montessori E1, ECSE, K-12 Autism, DCD Program, and Focus Beyond; HS3 for grades 3-5; and HS4 for grades 6-12 within the hybrid model.

Hybrid Stage 1 sites and programs were also reviewed, with further information on the specific sites within Special Education and Federal IV programs, as well as considerations. Sites include the Downtown School (JDC), Care and Treatment, Hospital, Bridge View, Focus Beyond Pathway 1 & 2, River East, and Journeys.

The SPPS Transition to Hybrid Planning was also reviewed, with September 25 as the determining date for an October 19 transition or hold, and October 14 as the determining date for the November 16 transition or hold.

Stage 1 hybrid readiness target statuses (as of 9/22/20) were also reviewed, within the areas of Access and Connection, Community, Facilities, Health and Wellness, Instruction, Meals, Schools, Staffing, and Transportation.

### **QUESTIONS/DISCUSSION:**

- Director Vue requested more information on disaggregated data from Ramsey County around the infection rate and 14-day case rate, and separated by race, and how as a Board, decide how that impacts how to determine the move from DL to HS1, and metrics. Response: We do not yet have Ramsey County specific information disaggregated by race, but have been able to do some informal data in terms of Saint Paul data received that is disaggregated by race, and it is rather disproportional and relative percentages of positive cases, but disproportional in overall population. We continue to work with City and County partners.
- It is ongoing right now, but seems to be getting close to October 14th day, and am concerned this pandemic is disproportionately affecting communities of color. If we cannot use a metric that is reliable, is there another way to determine for our population in SPPS in the comfortability in moving forward? Response: Yes, and we also need to look at the other 23 metrics; each is based directly on measures to put in place to mitigate transmission of COVID-19. Superintendent Gothard also shared

his conversations with superintendents across the country, and there are also cases outside of school, so it's not only classroom transmission, but recognized. We are possibly one of the only districts in the state with an internal contact tracing. Right now, we especially want to focus on those other measures to keep COVID-19 out of our schools, and away from children and families.

- How did we decide to do such frequent check-ins, on the numbers, and COVID is a situation that can go up and down based on situations and scenarios. It may create inconsistency for the teachers wondering if they are going back, and when can we give them the roll and let them flow without back and forth and wondering? Response: Superintendent Gothard noted he has been charged by the Board to transition our district to a less restrictive learning model recommended by the County and State, and evidence provided to delay and start in remote learning, and charged to provide readiness indicators. Clear with community, that we could get into hybrid, and then have to go back to 100% distance learning which could vary. These are real things happening across the country, and this disease does not see demographics or locations. We need to be ready at all times to move our dials, and regular status checks will be important and regular cadence for the district for important items to monitor and demonstrate to the community that we are meeting and support our rationale for our place on the dial. We currently have two dates of September 25 and October 14. We need to look at staffing as well to give readiness marks.
- We've come a far way from last Spring, but if had consistent knowledge about moving forward, guarantee teachers can hit perfection, and inconsistencies may be causing some discomfort and barrier for teachers to move forward if they are unsure. Response: We have built in lead-up time, so that when we make a decision, there is time to implement. MDE also has built in additional no student contact days for teachers and staff to plan for those changes, and will build in additional time for staff to adjust.
- Director Kopp thanked staff for the presentation, and requested more information on the communication plan. The plan is for Friday, to look at and check in on the readiness marks. Then the communication picks up from there if there is a move to hybrid, and share additional information on Monday at the special meeting. We need to prepare District communication, school and building communication, and teacher communication as it pertains to Stage 1 and the very specific IEP minutes and supports and provisions to have ready. Stage 1 communication may look similar to further communications, but also very different. Communication will be ongoing. FOur work doesn't stop - the charge was to get all students back to hybrid based on the recommendations. We are laying the groundwork for future stages, and will set subsequent days, while also planning future stages at the same time. Director Kevin Burns also provided additional details. We are ensuring our staff and families have background for the various stages of hybrid, 24 critical indicators, and how they will be weighed and benchmark data. We ant to ensure folks know the process, methodology and strategy, so that when we come to the decision point, the Superintendent and his team have enough information and our students, families and staff have the background to understand what that means at that time.
  - That's helpful because hybrid is yet, another different plan, and that communication is very important to reducing anxiety so families feel they understand. Appreciate the lead time to prepare and onboard, and translated.
- Will there be a way to verify families have received information, so there can be specific outreach? Response: Yes, and we rely on passive approval or sign-up, and that has change and need precision, and more engagement that verifies from the beginning. The other piece with translations, is that we are using a whole new vocabulary that may not translate into our many languages, and think carefully and be okay that it might be explained a little differently, but provide time to do that. There are no excuses and will do the best we can and deliver for our community.

- The Board wants to be able to carry that message too, and user-friendly communications to share for good and accurate information.
- Appreciate point of the translation team, and believe in “8 times, 8 ways” so it’s not a single point of information. We are also producing videos that may show what hybrid looks like, so all families have equitable access in expectations and make that available for comfort in going into these various stages.
- Director Marchese noted questions that as we move to these decision dates, a concern is that folks may expect something to happen on that date. How are we going to prepare people, and people understand what to expect on the day of the decision. It really does put a fair amount of pressure to deliver on the date committed. If we’re going to not move forward with hybrid, it should be clear to the lead-to date and allow folks to expect what to see. We don’t want to surprise anyone either way. How are you going to manage expectations, and is there pressure to move forward unless there is a really good reason, and that reason needs to be flagged in preparation, or a message on the status? Response: We have the baseline and foundation of distance learning. A snow day process was noted, and we have the ability to say we are not ready. There are two indicators most concerned - some are fixed, such as PPE - the case count with record cases in the state and county spread in rural communities and college towns, and where the different hotspots have been, but if that would increase, our decision would be made and monitor them closely. The other item is staffing, and hearing that is challenging, and with substitutes. If staff needs increase, that could change, and we need to be open and transparent with our community if it is due to staffing, and continue to communicate. We need to remain transparent.
- If the date comes and it doesn’t change the next time may be sooner than 3 weeks so folks know it is a continuing review. Appreciate point made about the back and forth for staff and families that will put them on edge. The 3 week lead time helps, but there will need to be some time to recognize of where we are at - this suspension, and no one is holding back on information or play with the data, but get the job done, that our staff, families, and students are all doing.
- If we have the opportunity to move forward, there is value to move forward and use that as an opportunity to see how this works. Once we have the opportunity to see how hybrid can work, we will learn things, and be done in a way that doesn’t put folks at risk and aligns with protocols, and see how that works and learn as we scale up. Response: This is a new routine we are establishing about to transition a school from DL to hybrid. We are building that muscle memory as well, and gone through the leg work of knowing how to implement, share and communicate, and have that routine base with how we work and communicate and make those decisions.
- Superintendent reiterated that on the 25th, there will be a communication with the recommendation about the 19th related to Stage 1. It will give time with a meeting on Monday for a brief update with communication out and feedback, and share additional plans, and go through the data. Also noted that based on the resolution until October 20th, the ability for the Superintendent to make changes in learning plans, and address that in the future to provide a resort for the resolution to either end or be extended. He also thanked the team in this cross-departmental work. We have developed a respectful way to push each other as we grow.

### **Workforce Updates**

Within this topic, staffing updates were shared, as well as Stage 1 staffing updates for special education staff notification of the transition to in-person, notice of return to workplace on 9/17, and survey regarding readiness indicators.

### **QUESTIONS/DISCUSSION:**

- Director Foster noted questions about the timeline and the workforce return.

- Superintendent Gothard thanked the team to bring this information. He reminded the community that SPPS will remain open to Virtual Learning School for families who may not feel comfortable, and provide an opportunity for students and families to opt into virtual learning. He thanked the Board for the high demand and time for a plan in this work, it's not an easy thing and likely to change throughout the school year.

B. Human Resource Transactions

**MOTION: Director Foster moved approval of the HR Transactions for the period August 1 through August 31, 2020. Director Allen 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. CONSENT AGENDA**

**MOTION: Director Foster moved approval of all items within the consent agenda withholding item C5 - Open Enrollment Software Services with The Jellyvision Lab, Inc. for separate consideration. Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

A. Gifts

**BF 32189** Acceptance of Parent Advisory Council Donation in the Amount of \$8,200.00 for the Mary Mackbee Auditorium at Central Senior High

That the Board of Education authorize the Superintendent (designee) to accept this donation for Central High School's Mary Mackbee Auditorium.

**BF 32190** Gift Acceptance from GoFundme Donations

That the Saint Paul public Schools Board of Education authorize the Superintendent Gothard to allow Como Park Senior High School to accept a monetary gift from GoFundme of \$6678.11. The money will be

deposited into the Como Park Senior High intra-school account, 19-212-291-000-5096-J001, and will be used with the above projects.

**BF 32191** Request for Permission to Accept Groveland Park PTO Donation

That the Board of Education authorize the Superintendent (designee) to accept this gift of \$32,000 from the Groveland Park PTO to Groveland Park Elementary School.

B. Grants

**BF 32192** Request for Permission to Accept a Grant from the Minnesota Department of Education - Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent or designee to accept a grant from the Minnesota Department of Education's Fresh Fruit and Vegetable Program for funds to provide fresh fruit and vegetables in the district; and to implement the project as specified in the award documents.

**BF 32193** Request for Permission Submit an Application to the Minnesota Department of Human Services

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Human Services for CARES Act funds to cover the cost of delivering meals during school closures; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32194** Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to support distance learning needs for children in PreK, ECFE and ECSE; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32195** Request for Permission to Submit a Grant Application to Ramsey County Public Health

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Ramsey County Public Health for funds to support the SPPS meal delivery program; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32196** Request for Permission to Submit a Grant to the US Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the US Department of Education for funds to support the Dakota language program at American Indian Magnet School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32197** Request for Permission to Accept Two Grants from the French-American Cultural Exchange (FACE) Foundation

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

**BF 32198** Request for Permission to Accept a Grant from the Minnesota Agricultural Education Leadership Council

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Agricultural Education Leadership Council for funds to support agricultural safety, tractor and equipment operation and certification; to accept funds; and to implement the project as specified in the award documents.

#### C. Contracts

**BF 32199** Change Inc. Services in SPPS

That the Board of Education authorize the Superintendent (designee) to approve the expenditure General Education funds, Special Education funds, and Gateway to College funds in an amount not to exceed \$150,000 for site-based mental health services provided by Change Inc.. This amount supports site-based mental health services at 12 SPPS sites, and is equivalent to the amount expended during school year 2019-20.

**BF 32200** Contract Extension No. #A-214622-A Type 3 (Van) Services for 2020-2021 School Year

That the Board of Education authorizes the Superintendent (designee) to extend contracts based on attached rates established for school year 2020-2021.

**BF 32201** K-12 ST Math

The Board of Education shall authorize the Superintendent (designee) to enter into a contract to purchase (ST Math). The total cost of K-12 materials not to exceed \$(200,000), will be paid from PLTT budget (\$58,000), 3M Grant (\$80,000) and OTL instructional materials funding (\$62,000) for the 2020-21 school year.

**BF 32202** Words Their Way Digital

That the Board of Education authorize the Superintendent to enter into a contract to purchase Words Their Way Digital from Savvas Learning Company. The total cost of Words Their Way Digital may not to exceed \$229,245.and will be paid from the digital subscription budget for the 2020-2023 school year.

#### D. Agreements

**BF 32203** Approval of Employment Agreement between Independent School District No. 625 and Professional Employees Association Representing NonSupervisory Professional Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Professional Employees Association in this school district; duration of said Agreement is for the period of January 1, 2020, through December 31, 2021.

**BF 32204** Memorandums of Agreement for Yinghua Academy (Mandarin Immersion), Minneapolis, MN and Twin Cities German Immersion School (TCGIS), St. Paul, MN

The recommendation is that the Board of Education authorize the continuation of the MOA's with Yinghua Academy and Twin Cities German Immersion School for the next five years.

**BF 32205** Memorandum of Understanding between College Possible and Saint Paul Public Schools

That the Board of Education approve this MOU and authorize Jamie Atkins, SPPS Purchasing Manager, to execute the Memorandum of Understanding between College Possible and Saint Paul Public Schools.

**BF 32206** Request to Sign Concurrent Enrollment Joint Powers Agreement with Minnesota State University, Mankato

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Minnesota State University, Mankato for FY21.

**BF 32207** Request to Sign Memorandum of Agreement with Minneapolis College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Memorandum of Agreement between Saint Paul Public Schools and Minneapolis College for FY21.

E. Administrative Items

**BF 32208** Monthly Operating Authority

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

(a) General Account	#728205-728918	\$60,144,468.12
	#0003800-0003836	
	#7003787-7003814	
	#0004811-0004887	
(b) Debt Service	-0-	\$7,000.00
(c) Construction	-0-	<u>\$2,527,438.00</u>
		\$62,678,906.12

Included in the above disbursements are three payrolls in the amount of \$15,233,317.33 and overtime of \$40,834.73 or 0.27% 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 December 31, 2020.

**BF 32209** Active Employee and Early Retiree Health Insurance with PEIP

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with PEIP, effective January 1, 2021, at the proposed premium renewal rates.

**BF 32210** Active Employee and Early Retiree Health Insurance with HealthPartners

That the Board of Education approve a contract for active employee health insurance coverage with HealthPartners, effective January 1, 2021, at the proposed premium renewal rates.

**BF 32211** Active Employee Vision Insurance with EyeMed

That the Board of Education approve a contract for active employee vision insurance coverage with EyeMed, effective January 1, 2021, at the proposed premium renewal rates.

**BF 32212** Active Employee Dental Insurance with HealthPartners

That the Board of Education approve a contract for active employee dental insurance coverage with HealthPartners, effective January 1, 2021, at the proposed premium renewal rates.

**BF 32213** Settlement of Construction Dispute

That the Board of Education approve the Mediated Settlement Agreement in the above referenced matter and authorize its Superintendent, or his designee, to execute the Mediated Settlement Agreement.

F. Bids

G. Change Orders

**BF 32214** Construction Change Directive # 2 for Peterson Companies, Inc. at Washington Technology Athletic Improvements

That the Board of Education authorize the Superintendent (or Designee) to sign Construction Change Directive #2 for Peterson Companies, Inc. at Washington Technology Athletic Improvements for the not-to-exceed amount of \$451,203.67.

**ITEMS PULLED FOR SEPARATE CONSIDERATION:**

**BF 32215** Open Enrollment Software Services with The Jellyvision Lab, Inc.

Executive Director of Human Resources, Kenyatta McCarty, provided additional information on this item. Jellyvision is a software for open enrollment, and this is the first year that the District will have insurance options for both PEIP and Health Partners, and Jellyvision software supports individuals throughout the open enrollment phase. In the past, we have had our support partner provide one on one advisement to staff for the open enrollment process. This year because of our change to PEIP and working more remotely without the fair, it was recommended to look at a system to provide that support for staff and retirees. It allows staff to go through a process to input different scenarios to determine the best option for them. It is a beneficial and helpful tool for our staff. It's available 24/7 and will use it during open enrollment, and also open enrollment for new hires as well. It will provide an added benefit and efficiency to ensure we are able to reach all staff with two very different programs for the 2020-2021 calendar year for benefits. It was a recommendation and in looking at the benefits, it would be an added benefit for the district and our staff.

**QUESTIONS/DISCUSSION:**

- Is it a year-long contract? Response: Yes, that's correct.

**MOTION: Director Marchese moved approval that the Board of Education authorize Kenyatta McCarty (designee) to sign The Jellyvision Lab, Inc. contract for employee benefits counseling effective October 2, 2020 at the proposed rate. Director Allen 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

**IX. OLD BUSINESS**

**A. Pay21 Levy Update**

Superintendent Gothard then welcomed Chief Financial Officer, Marie Schrul, to provide To provide preliminary Pay21 levy estimates and ceiling options to the Board of Education for consideration & discussion and noted that a Special BOE Meeting will take place on September 28 to certify the Pay21 levy ceiling.

The September action of "setting the ceiling" was reviewed, as well as levy basics, planning assumptions, factors impacting 2021 school levies, determination of property tax, major factors impacting property taxes, and factors impacting the St. Paul levy. Estimated annual property tax impact to a home from 2020 to 2021 based on estimated home market values and corresponding estimated changes at 4% ceiling and a 5% ceiling. Similar information was shared for commercial/industrial properties. A proposed Pay21 Levy ceiling at 5% was then shared, which showed each levy category of Operating, Pension/OPEB/Contractual, Facilities, and Community Service, with the Certified Pay 20 Levy, SPPS Estimated Pay 21 Levy Ceiling at 5%, and the difference. Levy categories and impact on the Pay 21 levy were also shared with details in each category. A Pay21 levy calendar was also shown with dates pertaining to the levy and presentations.

Requested actions were also reviewed:

- Accept as information, preliminary levy for purposes of estimating a joint levy for the JPTAC meeting on Monday, September 28
- Approve an agenda item for the Special BOE meeting on 9/28/20 to certify the Pay21 Levy ceiling
- Set the date for the Taxation and Budget Hearing for December 8th at 6pm (COB meeting that evening)

The full presentation can be found in the BoardBook.

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

- Director Allen requested information about the Career and Tech Ed budget, and balancing that. Response: There are multiple funding sources for CTE program, which we utilize our SPPS Achieves funding, referendum funding dedicated and school funding, and the Career and Tech Ed only funds a portion, and funds we tried to capture to put on our levy and generates some funding, and had a minor adjustment in our levy.
- Director Marchese noted a question on where the levy that passed by referendum in 2017 show up in the charts - to highlight for community to see. Response: There is a row for referendum with the \$53M as an estimate of the levy for the total referendum, with a portion of state aid for the referendum, which would balance out to \$62M for next year, and a combined referendum with the renewal and additional about \$17M depending on enrollment that was voter-approved in 2018, with about \$62M in full referendum. The 53.6M is the estimate for Pay21, is the full referendum levy for FY22, if approve a ceiling at 5%.
  - That includes the \$17M increase plus adjustments? Response: Yes.
  - Is some of that inflationary on the amount per pupil, and built into the levy as part of the language of the referendum? Response: Yes.
  - That is an inflationary increase - it's not the Board's decision, but language of the referendum and the way the levy is supposed to increase; there is an inflationary factor.
  - The number will also be based on the enrollment, which is from the estimated count for 2022 student count.
- The Joint Property Tax Committee meeting on Monday, September 28th was also noted.
- Director Brodrick shared that he does have a couple thoughts around the levy each year. In setting the levy for this year, it behooves us to think about the future. He noted his time on the Board is limited, and in looking at this levy and future levies, and thoughts about what will happen in the upcoming years. Particularly concerned about the future of the FMP, which he has been a supporter of the mission for the FMP to provide first-rate facilities for our kids, and comparable to facilities for students in suburban or private schools. He would like to have assurance we will be talking how our ability to levy our community is going to have, in terms of long-range FMP, and to have discussion about how our ability to levy will impact the FMP.
- He also noted the concern about the general sustainability of the district will depend on our ability to levy taxation burdens on our community. As we move to priority budgeting and making decisions. As we saw tonight for the figures of this school year, enrollment of students will continue to be an issue. How is enrollment going to impact the sustainability of our District over the next few years.
- The connection between levy and FMP and levy and enrollment. Not expecting answers, but assurance to continue to talk about these items over the next year, and last year of his 20-year tenure on the Board. Response: We have a current FMP in the process now, with changes and big projects that remain, and a few close to completion. Out of our review, we have committed to redeveloping a 5-year plan. COVID-19 has changed our priorities, but has not been lost on us. Around enrollment,

the impact of COVID, we don't know what it will be long-term, and need to be looking at the future and ensure we are making the right adjustments now for the future, including Envision SPPS, and were ready to begin making changes to enrollment, such as location and not able to do that work right now, but related to enrollment, facilities and levy, and funding to continue our programs. There will be information brought forth on the FMP, both current and a forecast within the next year. In enrollment, we will continue to bring Envision SPPS to the forefront to help us continue to move and communicate with our community and keep everyone engaged. Chief Schrul also noted that in looking at enrollment for the levy, we are doing estimated for 3 years within the levy itself and take what we know about the District and put estimated for the levy, and continue to refine those enrollment assumptions to keep them updated and mindful of the timing for the levy and ensuring numbers in the levy for enrollment as accurate as possible.

- Director Brodrick noted that as he is ending his longtime as a direct association with SPPS, and during this last year, it will be important that we do continue what was mentioned - we understand that we have our work cut out for us if maintain this District, be sustainable, and will have the funding to give our kids the kind of first class education, and also want to give them first class facilities. To his colleagues, he shared that we need to go to work on this and talk about these topics because we are in the 3rd decade of the 21st century, and SPPS goes back to the 19th century, and they have been providing a premier education to students in Saint Paul since day 1 in the 1800s, and he can testify that SPPS has been a tremendously effective and progressibe and wonderful school district throughout his time as a student, teacher, and school board member. It all comes to money and ability to sustain and turn this temporary enrollment issue around, when folks understand we have the best in town with SPPS.
- Superintendent Gothard thanked Chief Schrul, and there will be additional information to set the ceiling, and work toward the Truth in Taxation hearing to certify the levy. Chief Schrul also thanked Arleen, Curtis, and Jim for their work in the levy and to the Finance team.

**MOTION: Director Foster moved approval to add an agenda item for the Special BOE meeting on 9/28/20 to certify the Pay21 Levy ceiling. 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

**MOTION: Director Foster moved approval of scheduling of the Taxation and Budget Hearing for Tuesday, December 8, 2020 beginning at 6:00pm. Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

Director Foster

Yes

**X. NEW BUSINESS**

A. Resolution Providing for the Competitive Sale of \$26,850,000 General Obligation Refunding Bonds, Series 2020D; Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds

Marie Schrul, Chief Financial Officer, introduced Kelly Smith from Baker Tilly to provide more information on both bond refunding opportunities. These are presented from time-to-time for opportunities to save the taxpayers dollars in future levies.

Refinancing bonds is very similar to renfinding a mortgage, with the exception that bonds have restrictions with "call dates". More information on the call dates for these bond refundings was shared. Mr. Smith also presented a chart to show interest rates, with rates at historic lows currently.

For the 2020D bonds, we have estimated cash flow savings of nearly \$2.6M over the 12 years of debt service remaining. The first year of the savings is in Pay21, and anticipate a savings of 360,000 for the Pay21 levy. We use a benchmark of 3% savings, and this has a savings of over 8%. This resolution sets the process in place, and sets the sale date for October 20, and will take competitive bids and present the results at the regular meeting scheduled for that evening.

**QUESTIONS/DISCUSSION:**

- How often does this opportunity arise? Response: We are always looking at the bonds that are "callable" and the unique circumstance where taxable rates are very low, which has opened opportunities. We are usually looking at that at this time of the year with bonds callable in February. We are constantly looking at the bonds to determine if there can be additional savings to the taxpayers.

**BF 32186** Resolution Providing for the Competitive Sale of \$26,850,000 General Obligation Refunding Bonds, Series 2020D; Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds

**MOTION:** Director Foster moved approval of Resolution Providing for the Competitive Sale of \$26,850,000 General Obligation Refunding Bonds, Series 2020D; Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds. 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

B. Resolution Providing for the Competitive Sale of \$15,985,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E; Covenanting and Obligating the District to be Bound by and Use the Provisions of Minnesota State Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds

Mr. Smith provided further information on this item, which is a taxable advance refunding. This refunding is based on taxable bonds. A chart showing the interest rates was also shown, which are at historic lows as well. Taxable rates are extremely low, and provide additional opportunities for bonds that are not callable. We have estimated cash flow savings of just over \$915,000 over the remaining 11 years, with an average of \$85,000 in savings per year, with the one caveat with advance refunding and call date of 2023, these savings will not materialize until Pay23, and continue for the next 11 years after that.

**QUESTIONS/DISCUSSION:** None

**BF 32187** Resolution Providing for the Competitive Sale of \$15,985,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E; Covenanting and Obligating the District to be Bound by and Use the Provisions of Minnesota State Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds

**MOTION:** Director Foster moved approval of Resolution Providing for the Competitive Sale of \$15,985,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E; Covenanting and Obligating the District to be Bound by and Use the Provisions of Minnesota State Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

Chief Schrul thanked Mr. Smith and the Baker Tilly team for all their work on the bond refundings, as well as the Finance Team and Arleen Schilling for their work with Mr. Smith on these items.

C. Special Education Memorandum of Agreement Between Saint Paul Public Schools and Saint Paul Federation of Educators

Superintendent Gothard welcomed Executive Director McCarty to provide additional information on this MOU. For special education with SPFE, there are a few items this does cover, including IEP and face-to-face evaluation supports for staff, personal protective equipment based on educational model. More information on the language around specialized programs and assignments, and additional workload. Assistant Superintendent Doud provided that state and federal regulations have not changed

for special education, and continue to move forward with delayed assessments and in person testing will occur during distance learning and all of the models.

**QUESTIONS/DISCUSSION:**

- Is there anticipation of a lot of teachers having caseloads over 17? Response: We know how many staff have caseloads over 17, and it's mainly related services, and they may request hours, and also meet with staff to discuss provide additional supports to provide not only supplemental pay for extra hours, but a way to trigger a request and plan of support for the educator.
- The Board and Superintendent thanked Executive McCarty and Assistant Superintendent Doud and their teams for the work. This is important relationship to continue, and many of the things talked about tonight impact those covered under this agreement, and keep labor agreements and memoranda at hand as we think about our transition plans.

**BF 32216** Special Education Memorandum of Agreement Between Saint Paul Public Schools and Saint Paul Federation of Educators

**MOTION: Director Foster moved approval of the Special Education Memorandum of Agreement Between Saint Paul Public Schools and Saint Paul Federation of Educators. 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

**D. Summary of the Annual Performance Evaluation of the Superintendent**

**BF 32217** Summary of the Annual Performance Evaluation of the Superintendent

At a Special Closed Meeting of the Board of Education on September 15, 2020, board members discussed the annual performance evaluation of Superintendent Joe Gothard. Here is a summary.

Overall, the Board is pleased with the work of the Superintendent and has confidence in his leadership. Board members especially appreciate his leadership during unprecedented and heartbreaking events, challenges, and opportunities. They also acknowledge the continuing work in increasing student achievement outcomes, as well as student enrollment. The Board used the Minnesota School Board Association's Superintendent Standards-Based Evaluation for this year's evaluation. Last year, the Board reviewed all eight standards with the intent of narrowing the focus in subsequent years. For this evaluation, the Board focused on standards related to District Operations, District Communications, Teaching and Learning, and Equity, with the rating scale ranging from ineffective, to developing, to effective, to highly effective. The Board added a special standard of Leadership in Challenging Times, presented as a narrative summary, to provide insights into his leadership during these unprecedented times.

As the Board considers the overall performance of the Superintendent, the Board would like to offer the following observations:

Considering the standard focused on Communication and Community Relationships, the Board rated Superintendent Gothard as effective to highly effective. There was consensus that while the personal communication of the superintendent is highly effective, the communication of the district more broadly can be strengthened. The Board noted informative and empathetic individual responses to families and staff and appreciation for virtual town hall events where the superintendent took questions from families and staff. Progress has been made in relationships with local media and the Board noted that the superintendent's strength as a communicator has made him a recognizable statewide education leader. This leadership contributes to the strength of ongoing community relationships and makes new community relationships possible.

Considering the standard focused on District Operations, the Board rated Superintendent Gothard as effective to highly effective, noting specifically the district's operational response to school closures due to the strike and pandemic. Board members singled out the meal distribution program that, as of the evaluation, had served over 8 million meals to Saint Paul families as an important and distinctive accomplishment. They also appreciate the ongoing cross-departmental operational response to an evolving pandemic landscape, specifically noting the planning for transition between learning models. The Board favorably discussed progress related to systems and practices within the Facilities Master Plan which continue to increase positive visibility and build trust in the process. The Board appreciated the proactiveness of the District in preparation for events, such as the teachers' strike and pandemic, and flexibility during these times. They also noted the strong relationship of the District's Human Resources department and our bargaining units under the guidance of the Superintendent. The Superintendent has created a culture of pride in working at Saint Paul Public Schools where staff work collaboratively, efficiently, and productively.

Considering the standard focused on Teaching and Learning, the board rated Superintendent Gothard as effective to highly effective. The Board noted an increasing culture of cooperation and evidence that trust is building internally which is critical to the future of teaching and learning in St. Paul. They also appreciate the thinking and planning for different education models through COVID and staying focused on instructional quality. The Board is grateful for the passion and energy the Superintendent shows in this area and his efforts to encourage positive shifts in culture and practice and looks forward to continued efforts to share his vision with staff. The Board appreciates the example set by the Superintendent for teaching staff in both positivity, intentionality, encouragement, and forward-thinking plans for the future of education for our students.

Considering the standard focused on Ethical and Inclusive Leadership - Equity, the Board rated Superintendent Gothard across different sections as developing to highly effective. The Board acknowledges the commitment of the superintendent in the area of equity, also noting that progress feels slow in this important work. The creation of the Equity Committee and search for concrete, actionable items to improve Equity in the District has been co-led by the Superintendent. They appreciate his involvement with Parent Advisory Committees, attendance at events across the district, his personable engagement with students and staff, and his willingness to discuss equity in a personal way that welcomes others to do the same. The Board noted with appreciation the Superintendent's personal efforts to attract diverse leaders to the district. The Board expressed their interest in bringing an equity lens to budget and facilities discussions and decisions, and reviewing and expanding professional development for staff in this area. Referring to the work of the equity committee, the Board acknowledges that good

work was underway before the pandemic and looks forward to greater progress in the months to come. The Board recognizes and appreciates the Superintendent's inclusive leadership within the Saint Paul Public Schools community and his demonstrated leadership on equity issues throughout the state. They appreciate the ongoing work of Equity within Envision SPPS and SPPS Achieves.

Considering the special standard of Leadership in Challenging Times, the Board expressed their deep gratitude and admiration for Superintendent Gothard's compassionate, skilled, and steadfast leadership throughout a series of significant and unexpected community and world events. Throughout the past months, he has shown character, compassion, and competency as the leader of the District. Beginning in March of 2020, the Superintendent led the district through a teachers' strike, school closure due to COVID 19, the illness and passing of Board Chair Marny Xiong, and the aftermath of the death of George Floyd. The Board noted that these events happened in rapid succession, sometimes overlapping, allowing little if any time to process and reflect on their significance and impact - both personally and professionally in order for the work of the District to continue to move forward. Board members noted their pride in the Superintendent's communication and leadership throughout the strike, culminating in an impressive and unified presentation at the post-strike press conference. The Board expressed their respect for the Superintendent's leadership throughout the pandemic, his compassionate outreach to Black district leaders after the death of George Floyd, and his strength and presence with the Board during the illness and loss of Board Chair Marny Xiong. The Board shared many examples of the Superintendent's outstanding skill and beautiful humanity in his work and partnership with families, students, staff, and this Board. The Saint Paul Board of Education is grateful for his kind heart, good work, and strength of purpose in challenging times.

Key Areas for Growth Include:

- Continuing to build and refine a strong district communication voice and enhancing the District's communication capacity, including strategic communication
- Continuing to monitor and increase student enrollment
- Continue to monitor and increase student achievement outcomes through the strategic plan
- Continuing to refine and develop the Facilities Master Plan
- Developing and strengthening the District's equity focus through concrete initiatives

The Board thanks the Superintendent, and looks forward to continuing the work of the District with him.

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

- Director Vue noted to his brief tenure, he waited on the evaluation of Superintendent.
- Director Kopp thanked her colleagues, and to share stories and it was neat to see how her colleagues see the Superintendent, and thanked everyone for sharing their experiences.
- Director Marchese echoed Director Kopp's comments, and appreciated the work to this conversation, and intentionality to approach the conversation. The complexities of the relationship with the Superintendent and each other, and to make the best choices, and those conversations around the performance also gave a chance to have frank conversations to assess the progress of the District. Appreciate of Superintendent's openness and willingness to engage, take feedback, offer own observations - a great relationship to have and appreciate the summary that states the conversation we had and thanked the Superintendent for his service.
- Director Ellis thanked the Superintendent and her colleagues in talking about the evaluation and vision. She appreciated the time, energy and effort into the evaluation process. She also noted concerns about the process, but the information was important. She added that for future evaluations, that next year in January in setting the committees, it will be important to have a better

process of who will be on the evaluation committee to ensure the evaluation and pieces line up in timing and information sharing and gathering and debrief and discuss together. She thanked the Superintendent for his dedicated work.

- Director Foster thanked the Superintendent for his leadership and 6.5 hour meeting. We have work to do, and appreciates willingness to take critical feedback and back to the team. It felt rushed with the timing and mandates to report out at the next meeting, and thinks the Board would like more time to synthesize. It was accurate, but felt rushed, and can improve for next year. Look forward to working with the Superintendent and thanks for the leadership.
- Superintendent Gothard noted the meeting was needed, and it was emotional, and it was an emotional year. He thanked the Board for working together and with him. It's a relationship, and there's great mystique, but all working in community to do the best we can in governing and leading this school district. There are times for conflicts, but creating space for working on things together. He thanked the team for helping him to grow - this is a collaborative relationship and lean on the teams in the district and learn from them and appreciative of that. To our community, continue to challenge and that is how we grow as a district. He thanked for the feedback and evaluation for the honest, authentic and helpful feedback to grow as a leader.

## **XI. BOARD OF EDUCATION**

### A. Information Requests & Responses

- Director Brodrick reiterated his earlier statements that the Board dedicate themselves to discuss future considerations of levies, sustainability of the district, and FMP.
- Director Kopp noted she is interested to learn more about the restart of Envision SPPS and the revised timeline.
- Director Ellis requested information and update from IT and hotspots, with figures for students and staff; also number of iPads, and updated information.
- Director Foster also noted disaggregated data on different measures, particularly about understanding based on our SPPS kids, where there are pockets of struggles; and ongoing enrollment updates.

### B. Items for Future Agendas

- Director Foster requested information on the current work of Project REACH, and in seeing what they are doing well and understanding of their work with families who may be highly mobile or experiencing homelessness.

### C. Board of Education Reports/Communications

- Director Brodrick noted his pride in the District, and the good things that he has witnessed and experienced during these difficult times.
- Director Kopp shared her experience in compiling PreK kits with Director Ellis and Director Foster. She also noted her tour of the ECSE facility. She encouraged community members to continue to offer feedback, and the acts of kindness during these difficult times, and that we are all learning and growing, and encouraged continuing to show compassion and empathy as we move to the next stages.
- Director Ellis shared her experience in compiling PreK kits as well. She thanked the Office of Family Engagement and Community Partnerships for their help in connecting partners and students. She also noted the resolutions with MSBA for the upcoming delegate assembly, as well as the Legislative Committee with AMSD and the Saint Paul Teachers Retirement Fund

Association board meeting. She also recounted her time in visiting the 360 Colborne Administration building recently.

## **XI. FUTURE MEETING SCHEDULE**

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

- October 20
- 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)**

- October 6
- 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 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

The meeting adjourned at 10:52 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