

**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 and Saint Paul Cable Channel 16**

**July 17, 2020
6:05 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

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

SEAB: K. Ali

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, Administrator to the Board; 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. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

III. RECOGNITIONS

BF 32130 Acknowledgement of Appreciation of Community Partners

We would like to acknowledge and highlight the many district partners who went “above and beyond” during our 2019-20 shift to distance learning due to the COVID-19 pandemic. Our partners provided invaluable services to SPPS students, staff and families in the areas of mental and physical health services, distance learning, gifts, grants and other donations, and summer programming. We would like to extend our gratitude and appreciation to our valued partners.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with item E4 - Saint Paul Public Schools 2019 Wellness Policy Annual Report pulled for separate consideration. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of June 23, 2020
- B. Minutes of the Special Meeting of the Board of Education of June 29, 2020

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of June 23, 2020; and the Minutes of the Special Meeting of the Board of Education of June 29, 2020. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

There was not a Committee of the Board Meeting in July.

VII. SUPERINTENDENT'S REPORT

- A. Reopen SPPS Update

Superintendent Gothard began with a recap of the timeline, including the strike by SPFE in March 2020, the day to reset after an agreement was made, the press conference announcing the agreement and end of the strike on a Friday, while pockets of coronavirus were increasing throughout the country and

Minnesota wondered if our state would be the next to close. He recounted the meetings on March 14, and March 15th with the Governor and Commissioner Ricker, and the eventual Executive Order 20-02, which called for three items as schools closed - to create a distance learning plan, develop a system to feed students, and to provide childcare for essential workers. He went on to note more details about the order, and that cities remained closed. Towards the end of April, we began to discuss the framework for reopening SPPS and scenarios for the next school year - Reopen SPPS Task Force. The Governor and MDE plan to release their upcoming guidelines for 2020-2021 school year by July 27, and SPPS will be ready.

Last week, a live update was shared about how we plan for the three scenarios. This has put stress on all stakeholders - the final plan determined will not please everyone, and may lead to other questions. We will continue to meet the educational needs of our students, and supporting staff to provide excellent experiences. He recounted experiences and stories with communication from parents and the different perspectives he has received from parents and families. He noted the community members and groups who want to help. And more wondering, worrying, and offering help and wanting to ensure their feedback is included. He ensured the Board that the guidance given will help us to plan and starting points for 20-21, and it starts with the health and wellness of our students, staff, and families. We need everyone to commit to our plans moving forward, and the need for all to work together. Members of the Reopen SPPS Task Force then provided more details in the different areas including the overview of the three scenarios (continues distance learning, hybrid instruction, and traditional learning), guiding principles, timeline, planning structure, members of the task force, and work groups. Members of each work group then provided more details within their areas - including budget; communication, engagement and evaluation; curriculum and instruction, facilities and operations; health protocols; schedules, school support services; technology; and workforce. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanked everyone for the thorough presentation.
- What were the additional costs with transportation around the budget and the \$22M added on for the budget cycle, and ensuring we balanced out there? Response: The CARES funding we have the 2 funding buckets currently working on with the teams and we are reviewing the requests. Transportation is one of the larger pieces, as well as Facilities within Operations, and reviewing areas submitted costing scenarios. By the end of July will have a better picture of the final amounts to submit on the CARES application, and more information will be provided, as well as with the Governor's plan. That detail will be provided to the Board. Regarding transportation, and our workforce and our availability of routes and buses, looking at from industry level and for Saint Paul. At an industry level, looking at the workforce out there, if were to look at having a significantly smaller number of students on a bus, it means having more buses on the system. In looking at the guidelines in the industry, they are stating we should be at about 50% capacity. We can handle that, and looking at routing our families together and ensuring appropriate amount of seating for families, and exploring opportunities with parents who may be willing to drive and affect our drop off and pick up spots. The reality with transportation is that transportation could use entire CARES fund just to transport students, but if to do that, it would quadruple our workforce and buses, which is also unrealistic and coming to a medium with transportation and asking families to help. In test cases, we have modelled routes and what it would take for families to get to schools and where they might be gaps.
- In facilities, there was information about PPE to keep staff safe, but how are we going to ensure we have PPE available to keep students safe as well? Will it come from CARES Act as well? Concerns about students interacting with one another, and then carrying it back to their families who may have

vulnerable immune systems. Response: Credit to Mary Langworthy, Chief Baker, and Superintendent Gothard for thinking about PPE holistically, and students are a key part of that. The world of PPE supply is up and down over the past months, and for commitment to staff PPE is strong, and hoping to make the same commitment to student face coverings, and we have them on order. We are going to push hard on that, and part of a holistic way of keeping everyone safe including face shields, and with our varying needs to support each individual educator in this district. The GEERS and ESSR funding is available for student face coverings, and on the staff side, we also have OSHA and LTFM as avenues to fund this work.

- She also noted questions in HR and options - concerned about folks with underlying issues, and a way to take a leave of absence for the entire year. How do we ensure that we keep staff safe who are more vulnerable than healthy individuals? Response: We are going to follow the CDC and MDH definitions of “at risk” and there are a couple different things to look at - we may need to look at accommodations through ADA, and leave options that may exist if that is what is needed as an accommodation. We will also utilize FMLA which we will continue to do and staff will work with the department to determine if they need an accommodation or leave, and the leave may be paid time off or unpaid depending on what is determined by the contract language na dby law, and will follow that continuously.
- Director Kopp noted the interconnectedness of all the workgroups, and appreciates the attention to ripple effects, and communication with one another as things spill over - nothing is siloed, and appreciates the level of detail and thoughtfulness. It’s impressive.
- Regarding communication, evaluation and engagement and the pulse surveys - so we have data on the survey results? Are these results coming from across the community and a broad participation? If not, what can be done to be more intentional about outreach? Response: From our first window, we had over 10,000 responses - we wanted to keep it short for this round, and will build on with more demographic questions as we go further that get more representation for staff, students, and families. We gave it to students in grades 6-12, or rising 7th graders to 11th graders, went to all staff across the district, and families of students. Translated into 5 major languages, and did receive responses that represented all languages. As far as highlights, in general, we have lots of concerns both ways around starting school in school and starting in distance learning. There are concerns around social distancing, concerns around facilities, and lots of things heard in terms of our plans. We learned that communication will be weekly, preferred, and we learned about our practices, and most are washing their hands and following CDC guidelines, and less so wearing gloves and taking temperatures. We have posted the window 1 final report on our website, and we have just opened window 2 today, and already have over 5,000 responses, and hoping for more than 10,000. She invited all to take the survey and to continue with 2 more following.
- Interested in distance learning centers and what those look like and the vision for those across the city. Response: This has been an ongoing conversation since the beginning and what we’re doing to support students - back in April we know so little, and to put systems in place to offer the support asking for. We know more about it now, and still concerns, but weather wear ein distance learning, hybrid, or full distance learning - the difference between childcare and support in distance learning . its critically important, and many times throughout the spring, we were supporting families for work, breaks, and needed help engaging in active schoolwork. We are looking for ways in our buildings, or community buildings to provide face to face support during distance learning. We need to follow safety guidelines, but want to be able to offer this. We have been contingency planning, and are now in transition planning and the plan is in movement. Virtual support as well, and there may be barriers about why not have face to face connections with anyone outside their household. It will be the one common thing found in all models - we know to provide better supports. It should not be on our teachers alone. We need to find ways for our community to reach out and help with asynchronous

work - videos prepared by staff or supportive materials, and potential for that, and our community is hungry to chip in and help as well.

- The Distance learning school under the technology work group and more information about that. Response: Definitions were reviewed, including that the state has specific definition, and the newest is distance learning created in response to COVID to legally provide education to students online. There are also e-learning days, so that if there is a snow day, we can have e-learning happening and plans. Digital learning days may be planned. There is an online comprehensive schools, like others that currently exist, that have gone through a full application through with MDE to be approved to provide online education to their students. Coming into the fall, we didn't have that option, but working towards it, and needed to provide families with 100% online experience for families who are vulnerable or didn't plan to come back to brick and mortar schools. This opportunity is now in a provision through the guidance by MDE and it allows us to offer a fully online experience due to the COVID situation to ensure students stay on track to graduate, PreK-12, addressing all academic standards, and working with principles to accommodate different electives that vary to suitable for online, and provisions for students to continue learning languages. There is principal representation from all programs and different programming throughout the District in different areas. We also need to know the demand for this model for staffing and workforce. It will be based on the scenario.
- Thinking about students who do online learning year-round and may play a sport at a school, is this an option for those students who prefer online learning over traditional, in-school learning, and be able to graduate with their peers? Response: This is more established for those families, who due to the vulnerable nature of the student or family, that's what it is primarily established for. It would an opportunity for families who may wish for their student to learn at home and participate in school activities, and really the model that we are working towards to the full approved online application to be an online provider, so in the school choice, that would be an option to choose. That model looks a little different than the model for families or students for their well-being.
 - This sounds like it's not quite the online comprehensive school, but en route to that, because of the application process? Response: We created the Office of Digital and Alternative Education with this purpose to create this type of space and options, and see incredible opportunities for the future, like still attending school and personalized program and still be connected to the school. Currently we don't have that program to offer. We have had COVID get in the way, but also align with what we're doing. It may be delayed a little bit, but differentiate from online school to distance learning. The program will be far more extensive than this spring, and appreciate work groups to ensure students have the best opportunity if they choose the distance learning school and will only grow in our offerings.
 - Director Kopp noted that this is exciting, and thanks for answering all the questions. She appreciated all the work happening, in addition to all that has been happening, and to give your time for the last four months is impressive. She also echoed something said - it's unlikely what whatever decision we reach will meet the need of everyone, and someone will feel overwhelmed and disappointed, and my hope is that as a learning community and city that we don't set it up as win-lose - no victory lap - but instead full attention to supporting one another and making it work in the ways we can. For some, it won't be celebration, but hard, and we will need to practice maximum compassion and empathy is important and thanks to the Superintendent for laying those foundations.
 - With the curriculum and instruction, appreciated the use of "same time" and "any time" opposed to "synchronous" and "asynchronous" and appreciate the attention to those details that make it accessible to all.

- Director Marchese thanked everyone for their work. It's clear to see the amount of work, the depth and synchronization. Doing amazing work in difficult environment. He noted the categories of questions.
 - Overarching thought in hope to think as much as possible in "both and"-thinking as opposed to "either or". Family, staff and student needs will be across the spectrum, and to enable students and families to be successful and to feel safe.
 - In hybrid, are we thinking about hybrid services so there is opportunity by different grades or types of learning - for example students in special education, or in ELL services, or younger learners, and know from their ability to learn through distance learning, and are there opportunities for those populations for whom distance learning is challenging an option to be in person in a safe manner? If we use K-2 as an opportunity to bring students into buildings for whom those families are comfortable, or for students in special education for more one-on-one or support is necessary to be successful. Match the safety needs with the reality that it's been a long time for many students to have educationally enriched environment, which creates a real equity issue for students. Asking about how thinking about hybrid model, and thinking buildings or types of buildings - for example elementary, not just one building or another, and using more blended approach. Response: Hybrid by equity, level, and services of needs of kids. In looking at models, there were many variations, and see throughout the state and country. Some of the models looked at - half days for students groups, full days, and different models, in addition to others with weeks on end, and another group, shorter days and longer days. We have spent an extensive amount of time to look at the number of models, and continued to come back to the guiding principal about champion of equity to ensure all students making progress towards learning goals, and our PreK and up - those students know in after school or before school and during the day and looking at those in middle school or secondary the opportunity have face to face interaction. Some of the models, there are costs to effectiveness of modeling and analyzing in transportation, staffing, sustainability, and in addition to the scheduling, the difficulties surrounding food services with half days. That's where this team lands in equity piece. Reassured that this team will continue to refine, focus on how to address ensuring and balancing the level and need for equity at all levels and different variables. This team is spending time unpacking that with hybrid to ensure sustainable, fiscally responsible, and equity for all kids. When talk about EDL programming and after school activities, seeking guidance as it is delivered and ensuring opportunities for all students in SPPS, and also know the model itself will be difficult for many, compassions, understanding, and consistently hear the needs and best suit students and families in the community.
 - How are we thinking about using, if we needed to, spaces outside the district buildings, and other spaces offered by other public entities like city rec centers, outdoor spaces, and if need to use to be safe, can we use for learning on some sort of temporary basis? Response:
 - Are we thinking about potential of distance learning solely being done at the home or of the student, or is there a hub model, where students could be socially distance in dl environment without instructor, but support to assist in technical aspects, and allow to be present in a hub within the safety requirements for social distancing. Response:
 - About staffing, and talked about staff that need accommodations - also thinking about repurposing staff in ways that align with needs in enrollment, or those number shift that able to use paraprofessionals and teachers in ways that align with the needs, as opposed to traditional ways by building assignment. Response: Appreciate perspective of "both and" thinking as we look at staffing as explore different scenarios. We need to look at what traditionally like for staff typically worked in brick and mortar, look at repurposing based on need when we had to shift, had to look at how supporting students, and some shifts happened, found during Distance Learning

1.0, or example the para support, there was support needed regarding language needs of families and students, perhaps support for students with specialized services, and another piece - support for student in general around academics and social emotional learning. We are not doing in isolation, will have conversations in OSS and MLL - and colleagues in union. Important to work with them as move forward about how to repurpose. If shift, in one model and shift to another, might need to make shifting in staff. Working together in partnership as we go through this next school year.

- What are we talking about for before and after care support for families? Response: One key differentiation is childcare being before and after school hours, and within the school day, support for distance learning. Some of the things working on and planning for think about three types of programs and all depends on the final scenario and to hear from the Governor for expectations on behalf of Districts. We are preparing to continue if in hybrid model to offer before school and after school care with the Discovery Club. We do believe that families will still want that option. That will be part of the options. The second will be that if there is a strong urge for districts to think of a program equivalent to Essential Kids Care for families employed in first tier or healthcare, and need for care for their students, provide a similar childcare support for those families. The third is the district support centers - not thinking as childcare, but places and spaces where families can have registered hours of support for their child and primary focus to help with academic success. Discovery Club, Essential Child Care, and Centers. There has been an overwhelming amount of support from city partners and community partners to help with this and have stated they are able to help with volunteers and spaces. The City has put together a work team and agreed to meet weekly on this topic. Thank Rep. Kaohly Her for leading that workgroup with the District and City to ensure our families have options.
- Marcy Doud, Assistant Superintendent of Specialized Services, provided more details as well. For the online school, she noted that all students regardless of disability and need will have access to the online school. In knowing that Distance Learning 1.0 was difficult for some students, especially those who may require student support, we are taking into consideration options to support students in Distance Learning 2.0, and the full continuum of special education services will be available.
- Dr. Yeu Vang, Director of Multilingual Learning, also provided more details on EL services, and SPPS will continue to offer them. We will continue to do co-planning and collaboration model for online learnings. It is highly encouraged in the service model that EL teachers and content teachers to work together to access to content standards. Also done some data collection feedback, communication logs with bilingual EAs who have stepped up to do support for families with language barriers, and taken on leaderships and is proud to say, helping families navigate distance learning with basic things that have made a huge difference. In really looking at resources we have - large staff of EL teachers and bilingual resources and strategic with our steam to ensure families and students know how to navigate distance learning, and have academic access required. Our service model and language supports will continue, but in different venue of distance learning.
- Thinking about hybrid model, and looking at a lot of different ways of doing this when we make a decision - who is making it and when, what it'll look like. Will it be a decision by Superintendent and announced to the Board, made by the Board after consultation, or recommendations? How will we make that definition of hybrid if that's the model we go? Will there be distance learning at the core, and also offer in-person instruction under limited circumstances that is a version of hybrid than offering hybrid for all students? How will that definition be made? Response: The Superintendent noted that with the end in mind, he has relied on his team since March 15 to push, question, and allow for incredible discussion to formulate the recommendation to bring to

the community and to the Board for how to move forward. More guidance will be delivered from the Governor around July 27th, which will allow us to do a number of different things. He noted the original panic in hearing from other districts across the country about their finalized plans, but they also start three weeks before SPPS. We are not behind, but right on track for when the announcement will be made. A lot of districts have opted to begin in 100% virtual learning, and planning for a hybrid model, we will need to know how many families will choose for virtual learning only, and determine the number of families in the hybrid model. Until we have that data, our plans are only the plans in terms of making the final recommendation. He has and is empowered to with the team to follow orders from the State, and once we have those, to get final approval by the Board and schedule a special meeting for that purpose.

- That's helpful that we will not be waiting for the August BOE meeting for the final decision, because that would be relatively late for the start of school. Director Marchese appreciated the need for time prior to and for the Superintendent and staff to mobilize in whatever direction, and appreciated the need to follow the preference of families and caregivers for the safety for their families and children, and safety for staff and the needs of their families and to find those overlapping spots. If a staff member is unable to come in person, they will have a role to play and may be in a distance environment working in consistent ways in which they can for their health, and for families who also need that option for distance. There are also many families who may be open to having in person option under safe precautions and will make a difference to their children and to be careful in messaging, and to be clear about options for families in as many ways and in a culturally connected way as possible.
- We have IEPs in place for students who require special education, and those needs need to be met. How are we ensuring we are complying with an IEP? Response: One note to remember is that this isn't the plan for September 8th, but this is the plan for the entire year and projections, and we need to determine that pivot point, or response. We will continue to monitor when to turn the dial up, if it's in virtual, hybrid or face to face, with the goal of everyone to return to a safe and traditional learning environment. Assistant Superintendent Doud then provided more details on the process for IEPs in distance learning. In Distance Learning 1.0, there were addendums to IEPs, and the guidance was to provide in good faith, the best way to safely react to the current situation. Distance Learning 2.0 will provide a full, and free public education to all students with specialized needs. The IEP that would typically be provided in face to face instruction, will now be exactly the same in distance learning, with same time experience, and there will not be a reduction of service in this new model, for each of the scenarios.
- Director Marchese noted that these are the questions that he will be looking for answers to in the upcoming weeks, to be able to explain to parents and the community in more details both the why and reasoning, as well as as clear and coherently as possible because it will be a complicated start to the school year.
- Director Ellis noted questions about information about the fiscal impact and the cost of things we may or may not have been planning for. Chief Schrul mentioned that the fiscal impacts would go to 2023, and what information will be shared ongoing. Response: We will be sharing with the Board frequent continual updates on the CARES funding with our financial impact. We are currently reviewing all work groups to ensure their scenarios include all the estimates for what they think the fall planning scenarios will cost in their areas, and working toward giving an allocation, since the funding goes through September 2022. The district has obligated \$6M so far on the purchases. The District has looked at spending funds on devices and PPE equipment. There will be further updates into the Fall and planning.
- Curious because we know our students are at different levels academically - curious how to assess students to what they may or may not have lost during this time over the summer, because that will

be a huge part of their success in the upcoming year - what to do to support academically in the school model. Response: This will be a topic included at the August Committee of the Board to spend a little more time talking about it and our teams have been planning for it.

- At the beginning of 2019-2020, there was information about transportation and bus driver shortages, and what they may mean for us. If we're having to adjust, that will be complicated. Response: For transportation, we are not working in isolation. Director Tom Burr is at the CGCS table, also a concerted effort and work with Student Transportation Association, as well as ongoing constant communication with our contractors. We have modeled hybrid scenarios with 50% of students on our buses, and also know based on what other districts have shown, is that 25-30% of families are opting to go strictly distance learning and not requiring transportation, and figure our families may choose similarly. We also have some flexibility with the current standards around fi able to provide students with masks or PPE with more flexibility at about half capacity of about 35 students. If not using PPE, the requirements are more like 9-10 students, which would be very challenging. Finally, we have access to other resources such as contracted vans, ECFE vans, and also have vehicles in SEM. Some families may also choose to drive their students if they have the transportation and the flexibility to do that, and encourage that. We feel there are a number of tools in our toolbox, and comes down to making the models work once we land on the final model. Every student who needs a bus as transportation to get to school will have that option.
- From a health standpoint, we talked about reporting and sequestering s staff that might be sick, and wondering about HIPAA, and reporting data and information and how would we do that and can we, and where would information go, and what happens if a staff member or student does test positive. Response: HIPAA is a great concert, and FERPA to protect the privacy of our staff and families, and the system built will be a secure system that looks at confidentiality. It's important to note that the team is Student Health and Wellness, and during the pandemic, things have shifted greatly. We don't work in isolation and worked closely with with HR and have had to move from a both student facing department to a student and employee facing department. Cases do not happen in isolation, and there are different impacts, and important we manage in coordination while keeping privacy in mind. An example was then provided if a staff member reports they tested positive, those reports are through the student wellness email system where folks able to report out and get answers to recommendations, and connected to staff to investigate further, and consult with MDH. We have a requirement from MDH that do involve with cases and obligation to make reports. We often learn of cases before MDH< and call and inform them of cases to begin critical next steps of case investigation, and what it means for families and recommendations. There are interviews, close contacts, family members and work with them to talk about next steps in partnership. The recommendation for a positive case is to stay home for 10 days minimum, and as long as symptoms improve, they are able to return to work. We coordinate both payroll and HR regarding that case to help support employees. In looking at Discovery Club, working with the Director of Community Education is excluding different students impacted by cases or close contact exposure. There is bank end communication and Facilities with cleaning, and communications if we need to shut down a building, which we haven't had to do, and in partnership with Security and Emergency Management. It was noted that Mary Langworthy transitioned to the role just before March and went through negotiation, and pivoted to training and expertise and information she brings forward to teach about best practices and thanks to Mary and her team.
- There was a mention about the survey for Distance Learning 1.0, and 900 educators responded to plan for Distance Learning 2.0, and where that information is and access to it. Response: REA is working to synthesize that data into themes and different areas. Intention is to let the community know the difference is not informed by OTL staff, but what happened and how folks want that to be better. Combinations of community, teachers, administrators, and data from REA as well as best

practice from Council of Great City Schools and others. Trust our educators to know what worked well, and what to work on, and will include those in the conversations. The U of M released a survey with 13,000 participants, 692 pages of teacher input of what they learned that will be sent to the Board, and the incredible information that will be used.

- Appreciate that it was in five languages.
- Curious about talking about Distance Learning, online, and hybrid, but don't think they are clear. Response: We still need to determine if we go to hybrid and the different logistical areas around that. There is a lot we need to have in place that will fuel the communication.
- How are we communicating that - through buildings, or district? What is the schedule for communication from individual school buildings? Response: We have held principal meetings regarding where we are with the planning process, and will continue that process as we receive more information. In addition, we have scheduled meetings on the docket for August and late July to focus on communication piece. In our focus group, we are also working on how to best communicate information our district-wide to support sites and provide communication regarding the different intricacies. For the next principal meeting, it will be how to communicate, what is the option of hybrid for all students, and will continue. We will continue to communicate and overcommunicate and take feedback from the Board and others how to best ensure SPPS' plans.
- Director Brodrick noted question in regard to a lot of work to do between now and opening of school on September 8th, and understand that we're talking about September 8th, but also what's going to happen during the entire school year, with changes, adaptations, and throughout the year. During this time between now and September 8th, a lot of work has to be done and compliment to all who reported on the work, think the question was this coordination and communication between Administration arriving to a recommendation, and bringing it to the Board - will there be, in August with a clear cut idea of what students, parents, and staff can expect to happen on September 8th, and as coming to the plan for that day, will it be shared with the Board and expecting the Board to approve it. What will be the joint responsibility in arriving at an agreement in what happens on September 8th? Response: We will need to wait for the guidelines on the 27th, and what districts will do, or options. If the latter, there are scenarios and recommendations to the Board and have a meeting ready to go to get approval of the plan to communicate and move forward. The Board will need to review the recommendations based on the State and planning process with staff. There will be a special meeting that will happen prior to the regular Board of Education meeting on August 18th. We want to communicate with conferences about how we will open on the 8th and do this together.
 - Is the expectation that MDE and the Governor will happen on the 27th, or the week of the 27th? Response: We haven't been given the exact timeline, but based on past announcements, there has been advance notice to the Superintendent. Their team and Administration has been supportive of us and given information when they can. This is a difficult discussion across the country with reopening schools.
- Slide 3 or 4 showed a roster of the task force, and the next slide was work groups. Concern about this, and heard great things in the survey and working with others, and like to hear the opportunity have we been able to give and will be able to give during the entire 2020-2021 year to classroom files and staff (EAs, TAs, etc), to have their voices heard and how much already done with the surveys and work done in OTL and Community Engagement. How are we reaching out to folks to hear what they think? Response: The survey went to all stakeholder, internal and external, so there was an opportunity for staff to provide their voice. The initial planning group has representative from SPFE to ensure information is conduit form and goes to their stakeholder groups. As the different subcommittees meet, there will also be additional opportunities where appropriate.
- Normal chain of communication is from Central Office, but they generally have building administration as conduit to the classroom teachers, EAs, TAs, counselors, etc who work directly in the schools.

How much are we hearing from them directly? Guess that it would come through the principals? Response: Two ways - one through representative from SPFE holding meetings and inviting members to participate, and bring their feedback to the planning group. Also through site level virtual meetings for information.

- Only uneasiness is that if going to get to the people that we really need to get to, wonder if shouldn't be relying on more own structural chain of communication, which would be area superintendents to principals, and principles to staff and not completely rely on SPFE as our only conduit to staff. Principals also need to be involved. Depend on the union to help us with this, a representation and protector of teachers, and also important as protectors of our students. Concerned that we make sure that everyone feels like had opportunity to have voice heard. Think we need to be intentional about ensuring that there is understanding this plan was made by the people, for the people, and with the people. Response: That's accurate - with the second example as a conduit with the principals working with staff to get that voice and staff members with the plan, and 9 principals working on a different element to get other voices. The work of the task force level is ogositical work to get support and services to students through our staff and that set up. Each school will take guidelines and implement them as they see fit at their individual school. In regards to surveys, we receive regular feedback and that is shared, and online forum, and it will continue and feedback will continue to be important for September 8th and 2021 and beyond.
- Director Brodrick also noted that if he were back teaching today and looking forward to going back to school or teaching in a distance learning position, think attitude would be similar to many teachers would be - that is they are going to rely on Administration to come up with a plan. And that's the plan that the Board is anxious to learn more about. Teachers put their trust in Administration to develop the plan, and ask to carry it out. Only caveat that while performing that role, do give folks the courtesy of asking what they think even when the answer is to figure out the plan and tell the plans.
- Thanks to everyone and heard presentations and heard like working very hard and the best we can.
- SEAB Member Ali noted two questions - one if we go straight to distance learning how are we planning for K-5 students and a plan for them to go back to in-person. Also, hybrid model, it showed that Group 1 Monday and Tuesday and not in school for 5 days, which is really difficult to stay focused in school if off for that many days. If we go to distance learning, how will we monitor classes online, or plan in place for students to take less classes to focus on learning and materials for classes they desire or feel comfortable taking online, and the plan for those? Reponse: We will have guidelines that lay that out for scheduling and changes, and supports available. There will be more details available, especially with scheduling and courses and thinking into the future of online courses, and the flexibility that we will need. In bringing our youngest learners back to face-to-face, if we start in distance learning, is the recommendation to ensure at 50% or less, and this may come back to transition to more face-to-face and staffing in order to do that. Anytime we're going to take it and reduce it by 50% and move staff and students around, it requires a precise model of staff. There would be a staffing impact for face to face, and distance learning. We should be working to identify our youngest learners and those who need it most, but also about need to do it safely first, and in a consistent way. We may look at 45-day windows for check into transition to different parts of the plan which will depend on the health of the community, and the logistical plans. We will continue to think about our students, and to do so in a safe and consistent way.
- Director Foster noted that she is excited to see what is next. She also thanked the team and talk about the District has learned things over the Spring and future thinking about what is next, and questions asked and raised. She thanked Mary Langworthy for her examples in ways of explanations

of what it could look like, and learners all have different ways of taking in information, and seen consistent ways of getting information and helpful for families.

- For poll surveys, talk about using a system to gather data points and timing, and offering another, hoping that turn of learning how to be more effective in gathering information from stakeholders and more real-time data.
- Communication and engagement will continue to be important, and from the discussion staff are embedded and meshed in this work. How are staff involved in this at all levels? Thinking about PD as we move into this and getting all folks on board - how are all getting information on this and their role in this? Thinking like to hear more as we get closer. Response: We will add PD to the academic supports presentation at the upcoming COB, as it fits perfectly including what we've done and plan to do.
 - Also thinking about equity across all staff.
- Superintendent Gothard thanked the team, and they are the best team in the state and have been met with frustration and met it with persistence, work through barriers, push each other and support each other. Through the most difficult times has been the most incredible work in learning and growing with this team. They will not stop here - they will continue to work for the students, staff, and this community and will be proud of our efforts. Thanks to the Board for their support and to the team.

B. Saint Paul Connect Update

Superintendent Gothard then welcomed Jackie Turner, Chief Operations Officer, to provide more details on Saint Paul Connect summer program. She provided details on the website, the launch party, partners, activities, and feedback, as well as updates on the CDF Freedom School Connects program and Certified and Amazing Servant Leaders/Instructors within the program. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanked everyone for the courage of trying to dive in and continue this work for our youth.
- Director Kopp noted that she is pleased with the success, and the kernel of the beginnings, and to see it is action. She appreciated the inclusiveness of it being beyond SPPS and so many things by the District is beyond its own walls in service to the community. Thanks to Dr. Hill, Tony Walker, and Chief Turner - what a beautiful gift to our community.
- Director Marchese thanked staff. This is excellent resource and opportunity for students. He noted this gives us an opportunity to innovate in new ways, and having done this now, hope one of the opportunities to take what went well, and how to recreate for a future summer program and lessons for school year as well. He noted his love for Freedom Schools and one of the highlights of the summer is to attend a morning of Freedom Schools, and he knows that to be able to make it happen in a virtual platform is magic. Thanks to Dr. Hill and Tony Walker and staff. This is some of his favorite work and thanked them for their innovation.
- Director Ellis noted Freedom Schools is also the highlight of her summer. She noted watching the plans for this come together, and excited for the national model and where we go and continue to do , and continue to innovate to support our students and find different ways to connect with them. Thanks to everyone.
- Director Brodrick echoed thanks to Dr. Hill and Tony Walker, and all staff. Thanks for the great work.
- SEAB Member Ali thanked everyone for their work.

- Director Foster thanked Dr. Hill, Tony Walker, and all staff, and thanked everyone for the time and opportunities to do this. We were forced to add paradigms to our way of thinking during this pandemic, and have seen growth and change of folks in ways that we respond to our community, families and staff. Thanks for the work and appreciate it.
- Superintendent Gothard noted this idea had a lot of ripples - students staying connected, and the team never doubted we could accomplish this. Goal was to ensure students and families felt connected, and important that while COVID-19 has isolated us greatly, students and families know that SPPS is here for them and thrilled that so many have taken the opportunity to engage in it and happy with the overall outcomes of the program.

C. SPPS Achieves Strategic Plan 2019-2020 Progress Report

Superintendent Gothard then introduced Karen Randall, Assistant Director of Strategic Planning, to provide updates on SPPS Achieves progress report for 2019-2020. Strategic initiatives currently underway were reviewed within each of the five areas, including Positive School and District Culture, Effective and Culturally Relevant Instruction, Program Evaluation and Resource Allocation, College and Career Paths, and Family and Community Engagement. Milestone progress for the initiatives were also reviewed, including a chart that showed Year 1 and Year 2 milestones completed, In Progress, Scheduled, Paused, and total amount. More details on initiatives within each focus area were also shown, including the 2019-2020 outcome example, performance indicators, target and status. The 2020-2021 instructional priorities were also reviewed within each focus area. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanked the team for continuing to update on the progress of the strategic plan, and as she was wondering where numbers were and meeting the marks, thanks for the presentation.
- Director Kopp thanked everyone for the presentation, and appreciated the progress update. There may be more questions later in looking at it.
- Curious if for each initiative there are outcomes - is there an average number of outcomes, or what is the range? It's a large project. Response: Some have 2-3, and with the middle school model there were 6-7. It depends on the initiative. We tried not to have 20-30 outcomes for management and efficiency. The target range was between 3 and 6.
- Is there a quick definition of how we are using the book on culturally relevant and culturally responsive instruction? Response: Zaretta Hammond's work with culturally responsive teaching is a text that we are all working to use to inform instruction for teachers, and staff. We are trying to get common language around how we explain teaching and the way Zaretta explains that is "ignite, chunk, chew, and review." If we have that common language within the department, it's helpful for students staff and families to know learning happens in a process, and has a framework to be safe in a learning environment; we have access to affirmation, validation, wise feedback from the teacher, and instructional conversations. All of the work of the framework is to provide a safe space for students to receive these. As we proceed, we will be working to ensure that is happening in SPPS to have culturally responsive classrooms and places where students can show up and be themselves and be in partnership with teachers to learn, grow, and lead.
- Hope as this goes on, that the language for parents and families is easy to understand and relatable, and hope this is something that could be shared with them and look forward to for their children in our schools and a wonderful way to invite them into a shared understanding.
- Director Marchese thanked everyone for the update and it's good to see how we're doing and appreciate the progress measurements into the report to give context.

- Question about how these measurements vary from our measurements of success on the long-term outcomes. Much shown here is helpful to show how well the plan is being implemented, but don't see progress on the long-term outcomes. Will that be a different presentation or when would that happen? Response: Reference an analogy as describing where we are in strategic plan - like setting up a store, and first year, what is the product to carry and where are we going to build, audience for it; this past year, putting up shelves and getting products ready, and now opening the doors. It's too soon to be able to look at those measures. In a scale of implementation, the first two years are setting up the system, and then after that, there will be data on long-term outcomes. Last fall, we provided where we are on those measures, and there will be a similar report this year. It may be challenging because some of the measures were based on MCAs, and we did not take the MCAs this year due to COVID. We will need to think about where the measurements will still be valid, and a report later.
- One of the things that might be confused is when see progress report, think it will be statistical description toward long-term goals, and important to make the distinction. Do think there is a question that would be helpful and maybe include in the Fall, know whether structure in place and ready for launch, but also measuring things that have a tangible outcome lined to the things we are doing and seeing indications of a ripple to form. Look forward to the presentation in the Fall. One concern is if we are doing things for 1, 2, or 3 years are we seeing the effectiveness, and then decide if we need to modify our tactics. When would we start to see that happen? Response: An example is in the middle school model. This year the implementation of SEL and one of the measures was the rate of students doing the lessons, and also the impact of those lessons, and the follow up would be student survey and data collecting, which is interrupted by COVID. We are at a point at measuring the impact of those lessons for students. We will look for future ways to do that next year as well.
- Ensure we also stay focused on the long-term outcomes and where they are going, because those are the things the community wants to see the District deliver, and the link between our actions and difference it will make to the education of our students. Look forward to the measurements of success presentation in the future.
- Director Brodrick noted a problem in looking at this and trying to find the specificity, except that in the terms, and what it means for milestones completed, and the specific SEL lessons, and shared understanding of culturally responsive education, and well rounded education. Do we have a comprehensive explanation of what those terms mean because these are the objectives and the goals of SPPS Achieves. Where to go to find the milestones, lessons, shared understanding, and what is meant by well rounded education? Do we have definitions for those goals? Response: Within the report, there are links that go to definitions, and examples. That report is linked on the strategic plan website, and all milestones are listed, as well as if they were completed. A milestone is an action and deliverable, performance indicator was the impact of that milestone. Examples were provided in culturally responsive education. There are other examples in defining a priority based budget, and milestone to choose a model and an outcome was once chosen, was it followed.
- This report of progress is how much we have proceeded or progressed in terms of implementing the process, and impatient about seeing a report on the outcomes of what we have done. What we're seeing here is progressing along, and doing a good job of following the advice of our guidebook. When do we talk about making true progress in SPPS Achieves.
- This seems reminiscent of "vision cards." This doesn't look like what the parents and Board is looking for - how much as we progressing in SPPS Achieves, not how well are we working the plan. Response: Reminder that for us to truly measure the effectiveness of what is happening, we need to ensure all elements are implemented, and measuring items before implemented, there will be a skewed measurement. Providing the milestones reached, and others on the milestones. Highlight work is ongoing, and successful in the work and highlight the realities that we didn't meet all marks,

and to highlight coronavirus and pandemic - internally do some shifting and changing to still meet needs of students and staff. We need to be able to implement it to truly see how effective it is. We are implementing the plan and milestones that was approved, and put into all stages in place to measure it to see its effectiveness.

- Back in June 2018, we had a Board of Education meeting where Dr Gothard presented a roll-out at that time. He gave a very specific and clear cut and inspiring talk about his expectations to accomplish with SPPS Achieves. In watching it, and was inspired by the plan for the strategic plan. Even more impressed and even more happy to listen to the Board. We really had a robust conversation. Hoping to find tonight was an update from June 2018 - what have we accomplished., but it sounds more like we learned how we're implementing the plan. Response: This is not the presentation to show the results of next year - it's to show the progress.
- Director Brodrick noted he is asking for concrete details. Response: We will bring results, like last year, in the Fall. We are planning PD, staff expectations - that's what this plan is. This is the efforts going into this work, and to help students achieve by first supporting staff.
- As we have heard tonight, COVID has influenced everything, and have been very cognizant of that. This report does not begin to give any indication that we are truly making progress on SPPS Achieves. Response: That data is included, and can be reviewed in the full report included. The plan was not to bring a measurements of success presentation, as some of those are not completed yet or available. We did it in September or October of last year.
- Director Brodrick noted he is passionate about this topic and referred to the meeting in 2018 with the robust discussion of SPPS Achieves, that felt very confident in what was suggested, and impressed with questions by the Board. Like to see if we can't compare where we were then with where we are now. If we need to spend time reviewing and looking at measurement of working the process. Response: One of the things coming up is talking about expectations, there needs to be more information around expectations, and milestones, when reporting out, measurements - what to expect and when would be helpful to review, so there is no ambiguity. We can work on that. Hear also looking for where did we start and where are we now, and bring that comparison. Examples in the middle school model were shared, and the range based on school building. Concrete changes from 2018 to where we are now.
- He noted that one of the things we has seen is that the Board doesn't exercise very good memory, and asked the Board to go into the archives of June 2018, and couldn't have been more proud of our Superintendent and Board that night, and confident of SPPS Achieves. His expectations was to do a "that was then, this is now" report. We launched SPPS Achieves after the groundwork, and everyone was excited - now where are we. He also noted his impatience.
- Director Foster noted in looking at the slides, understand that what we were viewing. Thinking about wanting to see more, see now - take into context and give examples of looking at culturally responsive instruction, well rounded education, positive school and district climate and looking at each milestone under each. They have done that, and shown percentages, and not sure what we were measuring and what we got from that. Also thinking about academic outcomes for Black and Brown students, and not able to retain Black and Brown staff and the intersect of all this, including racism, white supremacy, historical inequities that disproportionately impact those folks, and how this wraps around that, and how to see all merging and blending. Talking about the realities in our buildings, and how they are showing as onboarding new staff, messaging, and hoping to achieve, and outcomes from students as they are interacting with staff. Response: One of the things to also highlight is also learned a lot from the beginning and initial steps of the strategic plan about capacity, ability with COVID, and there will need to be conversations about next steps with these areas we believe are important. Ensure that is out there -next time with recommendations that things look different based on capacity to deal with all going on right now. Respectful to staff challenged with

doing things - rather ensure looking at a few items very deeply than many items in a shallow way. Know that thinking about this and want to be successful, impactful, and with limited resource nssa thinking high leverage areas, with decision as a district and where we put our focus.

- Know staff and team working hard, and changing infrastructure and culture, there will be pushback and barriers to prevent. The seven members of the board need to know those challenges because we need to address it. We can work collectively together to help mitigate those challenges and move this District forward.
- Superintendent Gothard noted we continue the strategic plan under challenging conditions with resources, negotiations of a contentious contract, a pandemic, and yet it continues to guide us. We will ensure we can correlate our efforts that we stand behind and a way to measure our progress as a school district. Appreciate the efforts of the team, especially Karen Randall.

D. Human Resource Transactions

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

The motion was approved by roll call vote:

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

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding items E4 - Saint Paul Public Schools 2019 Wellness Policy Annual Report for separate consideration. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

B. Grants

BF 32131 Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation (Saint Paul Promise Neighborhood - SPPN)

That the Board of Education authorize the Superintendent (designee) to accept a subgrant from the Amherst H. Wilder Foundation to support families and children at Freedom Schools in SPPS; to accept funds; and to implement the project as specified in the award documents.

BF 32132 Request for Permission to Accept a Grant from the Greater Twin Cities United Way

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Greater Twin Cities United Way to support COVID-19 interrupted College and Career Pathways; to accept funds; and to implement the project as specified in the award documents.

BF 32133 Request for Permission to Accept a Grant from the Minnesota Department of Natural Resources

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Natural Resources for funds to provide outdoor education and opportunities to students of Murray Middle School; to accept funds; and to implement the project as specified in the award documents.

BF 32134 Request for Permission to Accept a Grant Application From Prince of Peace Lutheran Church

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Prince of Peace Lutheran Church for the funds to partner with at-risk families to build home libraries for our community's earliest learners; to accept funds; and to implement the project as specified in the award documents.

BF 32135 Request for Permission to Accept a Grant from Ramsey County Workforce Solutions

That the Board of Education authorize the Superintendent (designee) to accept a grant from Ramsey County Workforce Solutions to provide career and technical training to high school students over the summer; to accept funds; and to implement the project as specified in the award documents.

BF 32136 Request for Permission to Accept a Grant from Share Our Strength's No Kid Hungry Campaign

That the Board of Education authorize the Superintendent (designee) to accept a grant from Share Our Strength's No Kid Hungry Campaign for funds to support the Saint Paul Public Schools Summer Food Service Program; to accept funds; and to implement the project as specified in the award documents.

BF 32137 Request for Permission to Partner with Twin Cities Public Television and Accept Grant Funds

That the Board of Education authorize the Superintendent (designee) to accept a grant from Twin Cities Public Television for the funds to support participation as a Hero Elementary Partner Organization; to accept funds; and to implement the project as specified in the award documents.

BF 32138 Request for Permission to Submit a Grant to the Otto Bremer Trust

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Otto Bremer Trust for funds to expand Career and College Center staffing at two existing sites from 0.5

FTE to 1.0 FTE; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32139 Grant/Donation from Hiway Credit Union

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to create a calming space at an SPPS school; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 32140 Authorization of International Baccalaureate Career-Related Programme at Harding High School

That the Board of Education authorize the Superintendent (designee) to sign off on the program to agree to the terms of the International Baccalaureate contract attached.

BF 32141 Contract between SPPS and AchieveMinneapolis (AchieveMpls)

That the Board of Education authorize the Superintendent (designee) to approve the contact between SPPS And AchieveMpls.

BF 32142 Fraser Contract for Early Learning Programs

The Board of Education authorize the Superintendent (designee) to enter into this contract.

BF 32143 Oracle Database Cloud Services Agreement with Collier

That the Board of Education authorize administration to enter into a Cloud renewal services agreement with Collier for a service period of 12 months in the amount of \$419,900.43.

BF 32144 Request to Sign the Academy of Finance PSEO by Contract Agreement with Saint Paul College

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

BF 32145 Request to Sign Career Pathways Academy PSEO by Contract Agreement with Saint Paul College

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

BF 32146 Request to Sign Customized Training Income Contract with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Customized Training Income Contract between Saint Paul Public Schools and Saint Paul College for FY21.

D. Agreements

BF 32147 Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2020, through June 30, 2022; and that the Board of Education authorizes the Vice Chair to sign the Agreement in place of the Chair.

BF 32148 Approval of an Employment Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2020-2021

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2020 through April 30, 2021; and that the Board of Education authorizes the Vice Chair to sign the Agreement in place of the Chair.

BF 32149 Partners in Energy Memo of Understanding – Phase 2

That the Board of Education authorize the Superintendent (or designee) to execute a Memorandum of Understanding between Xcel Energy and Independent School District No. 625 in order for the District to implement the Partners in Energy program.

BF 32150 Request to Sign Career Pathways Academy Concurrent Enrollment Joint Powers Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

BF 32151 Request to Sign Concurrent Enrollment Joint Powers Agreement with Saint Paul College

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

BF 32152 Trellis Sculpture Memorandum of Understanding between Saint Paul Public Schools and Youth Farm at the Baker Center

That the Board of Education authorize the Superintendent (or designee) to execute the Trellis Sculpture Memorandum of Understanding between Youth Farm and Independent School District No. 625 in order to provide framework relating to the trellis sculpture at the Baker Center, 201 Page Street West, St. Paul, MN 55107.

BF 32153 Frost Lake Elementary Stormwater Facility Maintenance Agreement with the Ramsey-Washington Metro Watershed District

That the Board of Education authorize the Superintendent (or designee) to execute the Frost Lake Elementary Stormwater Facility Maintenance Agreement between the Ramsey-Washington Metro Watershed District and Independent School District No. 625 in order to provide for regular maintenance of the stormwater facilities constructed at Frost Lake Elementary.

E. Administrative Items

BF 32154 Monthly Operating Authority

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

(a) General Account	#726620-727220	\$52,033,099.50
	#0003738-0003767	
	#7003733-7003747	
	#0004664-0004725	
(b) Debt Service	-0-	\$3,500.00
(c) Construction	-0-	<u>\$1,308,135.47</u>
		\$53,344,734.97

Included in the above disbursements are two payrolls in the amount of \$39,545,104.18 and overtime of \$37,187.58 or 0.09% of payroll.

(d) Collateral Changes

Released:

US Bank FHLB of Cincinnati Letter of Credit No: 522968 5/1/2020

Additions:

US Bank FHLB of Cincinnati Letter of Credit No: 550757 5/3/2021

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 October 31, 2020.

BF 32155 Post 65 Retiree Insurance Rates

That the Board of Education approves the contracts for post-age 65 retiree health insurance coverage with HealthPartners effective January 1, 2021, at the proposed premium rates.

BF 32156 Resolution To Host Americorps Member From The Minnesota Greencorps For The 2020-2021 Program Year

That the Board of Education authorize the Superintendent or designee to sign a host site agreement with the Minnesota Pollution Control Agency to carry out the Minnesota GreenCorps member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement.

BF 32157 Facilities FY21 Purchases over \$175,000

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

BF 32158 Facilities FY20 Purchases over \$175,000 - Correction

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

BF 32159 FY2022 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE)

That the Board of Education approve the FY2022 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education.

BF 32160 Dedication of Easement for Public Sewer Purposes

That the Board of Education authorize the Superintendent (or designee) to execute the Sewer Easement for the property located at 1075 East 3rd Street in order to finalize title registration in the name of Saint Paul Public Schools.

BF 32161 Employee Assistance Program for Active Employees - Correction

That the Board of Education approve the contract for Employee Assistance Program for Active Employees with SandCreek effective July 1, 2020.

BF 32162 Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services Supervisors

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment for Manual and Maintenance Supervisors' Association in this school District; duration of said Agreement is for the period of January 1, 2020, through December 31, 2021.

BF 32163 Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment of those nutrition

services employees in this District for whom the Minnesota Teamsters Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2019 through June 30, 2021.

BF 32164 Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2019, through June 30, 2021.

F. Bids

BF 32165 Phase Gate Approval of American Indian Magnet Addition & Renovation Project (Project # 1160-19-01): Gate #4 – Contract Award

That the Board of Education authorize award of playground equipment and poured-in-place surfacing for the playground at the American Indian Magnet Addition & Renovation project to Flagship Recreation for the lump sum base bid for \$242,738.01 at Phase Gate Check #4.

G. Change Orders

BF 32166 Change Order # 2 for John A. Dalsin & Son, Inc. at Hubbs Center Roof Replacement

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #2 for John A. Dalsin & Son, Inc. at Hubbs Center Roof Replacement for the amount of \$216,340.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32167 Saint Paul Public Schools 2019 Wellness Policy Annual Report

The Board requested further information on this item.

Director Kopp noted that she loves the work of Wellness, and noted the Bike Fleet. Huge fan of school gardens, and how powerful they are and opportunities for learning. One question is Safe Routes to Schools program - there's a couple parts as infrastructure planning part, and programs like Walk and Bike to School, and Bike Fleet, and healthy living opportunities. Questions around the planning and infrastructure and how our streets are being made safer for students walking and biking to school. She thanked Carol Grady and Sarah Stewart for their work - and responses to her question with comprehensive answers. Know they are appreciated and great background.

Reason to pull was to highlight that it's a relatively new program, and examining how we make decisions.

She noted her concern as a parent at a school close by Snelling Ave, and concerns about safety, and in an area close to the rec center and vibrant community district. While students received busing, we had many families who were committed to walking or biking and find ways to make both Snelling and

Minnehaha safer. When reviewing the application process a couple years ago, there was a heavy reliance on having events, hosting activities and documentation of organizing and it felt like it was more of a reward or option for people who could hold events, rather than assessment of need. Primary question was is there a movement, or is their movement, or projected movement toward a more objective evaluation not dependent on a school checking boxes to say they need something safer, but a measurement of that, and to also address equity issues, or schools that feel reluctant to engage when looking at the application because it feels daunting.

Response: There are a few key pieces from the Wellness Policy, but also broad view to address safety issues, physical activity opportunities, reduce traffic congestion, and improve air quality around schools. We had 18 schools participate this year, and COVID is also impacting this work, and we are planning for next year for District partners and external partners.

This is the first year of SPPS having a SRTS coordinator. Things have changed at MnDOT, the grantor, and they now heavily weight equity criteria in schools, including students who qualify for FRL, which makes us more competitive when applying. There are other ways to work on that, including through our partnerships with the City and SRTS grants, and other existing projects across the city and align our priorities with school communities. We have started conversations with Public Works and how it aligns with our schools.

One follow-up question is that the position is funded through a grant for a couple years. It's such an important job. What happens in the absence of a full time position? How do we make it sustainable so the practices remain if it's not a long term position? Response: While we are thinking about funding, also thinking sustainability about funding and set up systems and infrastructure, with partnership based work and in place, and systems in place so that no matter what, the work will carry forwards, and hopefully so great, we find a way to keep it going.

Superintendent thanked staff.

MOTION: Director Kopp moved that the Board of Education authorize the Superintendent (designee) to accept this report and continue to support wellness promotion to Saint Paul Public Schools students, staff, and families through physical activity, healthy eating, and mental well-being. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

IX. OLD BUSINESS - None

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Ellis noted a Health Start clinic presentation, and mentioned as a partner, to hear about the work of the clinics and their work during this time.
- SEAB Member Ali noted thanks to the Superintendent and to keep up the great work.
- Director Foster noted seeing the buses and drivers and staff, and it makes her so proud of the work in this district, and thanks to everyone, and thanks to all the presenters for their time, effort and work on behalf of all students and staff in SPPS.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp noted thanks to staff who have made time to talk about joint use sites, SEM team, Gateway to College. She also as part of Ramsey County League of Local Government and talk about collaborative work between county, city, and school district to know there is cross-jurisdictional to be effective with budget, and grateful to participate in those meetings. She noted that as part of the partnership between SPPS and SPPL, her family received a book courtesy of SummerSpark and she and her daughter look forward to reading it, and example of a simple partnership and effective, and fun to get fun mail in a special delivery. It helps to know that SPPS is thinking of us and appreciate it.
- Director Ellis noted that she now has a teenager.

XI. FUTURE MEETING SCHEDULE

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

- August 18
- September 22
- 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)

- August 5 (Wednesday)
- September 8
- 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 Ellis seconded the motion.

The motion was approved by roll call vote:

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

The meeting adjourned at 10:53 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