

**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**

**May 19, 2020
6:05 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:07 p.m. by Jeanelle Foster, Vice Chair.

II. ROLL CALL

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

M. Xiong was absent.

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; Kevin Burns, Director of Communications; Craig Anderson, Executive Director, Office of Teaching and Learning; 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 and Director Allen.

The motion was approved by roll call vote:

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

III. RECOGNITIONS

BF 32049 Acknowledgement of Good Work Provided by Outstanding District Employees

Callie Sopiwnik, Elementary School Counselor at Adams Spanish Immersion, has achieved the American School Counselor Association's (ASCA) highest honor being recognized as an ASCA Model Program (RAMP) for Adams. The RAMP designation recognizes schools that are committed to delivering an exemplary school counseling program. Honorees are awarded for aligning their program with the criteria in the ASCA National Model, a framework for a data informed school counseling program. Since the program's inception, more than 900 schools have earned the RAMP designation. Research findings indicate fully implemented comprehensive school counseling programs are associated with a range of positive student educational and behavioral outcomes. There are currently four schools with current RAMP status in the state of Minnesota - all four are SPPS schools. Adams will be joining Capitol Hill, Saint Paul Music Academy and Washington Technology Magnet in this elite group.

Keela Kuhlert, counselor at Saint Paul Music Academy, has been named Minnesota's Elementary Counselor of the Year by the Minnesota School Counselor Association. Keela is a consistent leader among the elementary counselors, in her building and at the district level. She is the first K-5 recipient of a national recognition, Recognized ASCA Model Program (RAMP), in the state of Minnesota. She does all of this while supporting a school of nearly 600 students.

BF 32050 Acknowledgement of Good Work by Students

Joel Passewe, a senior at Washington Technology Magnet, was awarded the honor of Top Knife Skills in Minnesota, at the Prostart Invitational Culinary Competition. Joel plans to attend Saint Paul College and then will look at attending University of Wisconsin-Stout to further his studies in hospitality management. Joel has a passion in helping others, along with his passion for his Culinary Arts. In the years at Washington Technology Magnet, he volunteered at the Taste of the NFL and has competed in various culinary competitions.

Oliver Paleen, a Senior at Highland Park Senior High School, won the Triple A Award from the Minnesota State High School League (MSHSL.) Four Minnesota high school students were selected as the 2020 Triple 'A' Award state scholarship recipients. Established in 1988, the award, popularly known as the Triple 'A' Award, recognizes high school seniors from across the state for their achievements in the classroom, the arts/activities and athletics. It is worth further noting that Oliver was also the MSHSL 2A State Cross Country champion for 2019.

National History Day 2020

History Day is a program where students use historical research to dig deep into a topic they are interested in learning more about. There is a yearly theme; this year's theme was Breaking Barriers. Students choose their topic, conduct their research and then communicate their research in an exhibit board, paper, performance, documentary or website. All 7th grade students and students in regular high school U.S. History engage with History Day; many students in 6th grade also participate.

Junior National Qualifiers

Capitol Hill: Karina Hydrie

Open World Learning Community: Tess Campion, Willa Campion, Annika Culver

Murray Middle School: Greta Seppanen, Zach Bollman

Senior National Qualifiers

Open World Learning Community: Helena Squires Mosher, Mae Wrigley, Sam Kellar-Long, Isabella Graziani, Iris Carroll, Elsa Carlson, Zoe Champion, Lily Hennessee, Aiko Mattie, Emma McCarthy
Central Senior High School: Mani Chadaga, Simon Mulrooney, Akshay Nambudiripad, Kalid Ali
Highland Park Senior High School: Isabella Schmitt

Junior Top Five

Murray Middle School: Dejaun Edwards, Maame Ofori, Anna Lovat, Maddy Schilling, Emily Brenner, Maria Brenner, Riya Stebleton

American Indian Magnet: Ameris Cook, Cortez Thomas, Janyla Harris, Mary Jane Myhrem, Tyara Taylor

Senior Top Five

Highland Park Senior High School: Eleanor Show, Alysa Monteagudo

Washington Technology Magnet: Alexander Boulton

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items C9 - Request For Proposal (RFP) No. A20-0547-A Student Transportation for 2020-2022 School Years, E4 - Long-Term Facilities Maintenance (LTFM) Program Expenditure Revision Submittal to Minnesota Department of Education (MDE), F3 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS02-A Demolition: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F4 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-A Concrete: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F5 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-B Structural Precast: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F6 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS04-A Masonry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F7 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-A Structural Steel Material: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F8 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-B Structural Steel Erection: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F9 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS06-A Carpentry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F10 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS07-H Roofing: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F11 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS08-F Entrances, Storefronts & Curtain Wall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F12 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-A Drywall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F13 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-B Tile: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F14 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-C Ceilings & Acoustical Treatments: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F15 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-G Terrazzo: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F16 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-K Painting & Wall Covering:

Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F17 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS11-F Food Service: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F18 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS21-A Fire Suppression: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F19 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS23-A Combined Mechanical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F20 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS26-A Electrical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, and F21 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS31-A Site Clearing & Earthwork: Gate #4 – Contract Award; Gate #4A – Finance Plan Update pulled for separate consideration. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of April 21, 2020
- B. Minutes of the Special Meeting of the Board of Education of April 21, 2020
- C. Minutes of the Special Meeting of the Board of Education of April 27, 2020
- D. Minutes of the Special Meeting of the Board of Education of May 12, 2020

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of April 21, 2020, Minutes of the Special Meeting of the Board of Education of April 21, 2020, Minutes of the Special Meeting of the Board of Education of April 27, 2020, and the Minutes of the Special Meeting of the Board of Education of May 12, 2020. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

- A. Committee of the Board Meeting of May 5, 2020

At the Committee of the Board Meeting on May 5, Superintendent Gothard started the meeting with an update on distance learning, Essential Kids Care, meal service, and graduation plans. He also recognized our teachers in honor of Teacher Appreciation Week, as well as our nurses and health professionals for National Nurses Day and Nurse Appreciation Week. He provided an update on Essential Kids Care data and locations, as well as ways we are maintaining a safe and healthy learning environment. A report on meal service was also shared - including the milestone event of serving one million meals to the children of Saint Paul, and projected increases within the coming days. Partners from Nutrition Services, Security and Emergency Management, Transportation, Facilities, and paraprofessional staff were recognized for their help in this incredible occasion.

Superintendent Gothard then shared details of distance learning plans for access, connection, engagement, and support. He noted counseling support and social-emotional learning lessons for students in this distance learning environment. Data on iPad access was shared, including that 98% of students have access to a device, with reasoning shared for those who do not. Technology support details and feedback were also noted, as well as the recent delivery of iPad to our youngest learners.

The next topic within the Distance Learning Update was graduation. While we wish we were able to celebrate in-person, we also understand the need to be safe in this current pandemic and ultimately, move to virtual graduations. Background details and discussion prior to the decision were also noted. We want to celebrate our seniors in the best way possible, and will do that through cap and gown home delivery, and signs to support our seniors that can be displayed in yards or windows, with more to come.

Discussion from the Board centered on thanks and appreciation to the team as they continue in this work. They appreciate the creative ways to honor our senior class, as well as ways for board members to participate and also honor our amazing Class of 2020. Board members spoke to the health of the district and its adaptability and flexibility. They welcome feedback, stories, experiences and questions from community members as we learn together for the future of education in Saint Paul Public Schools. Lunch Hero Day and Principal Appreciation Day were noted. Closure to this school year with celebrations and recognitions were also discussed, as well as transitions for students. More information was requested on the mental health resources available to students. Another board member noted that SPPS will endure and prevail during this trying time, and if we work together, we will prevail with more innovative, effective, and imaginative ways of delivering education to the students of SPPS. SEAB members noted their perspective on graduation and appreciated the leadership and thoughtfulness into the decisions, as well as appreciation for the District to ensure students have what they need to succeed, and setting the example for the entire state of a community that takes care of our students and families. Board members also encouraged all to continue to think about our neighbors, check in on them, and encourage each other. Superintendent Gothard also provided the three phases of the distance learning plan, including the culmination of this school year, summer school, and school year 20-21, and reflections on the future of education, as well as the current data-collection and research of our District during this time.

He went on to note the upcoming virtual staff meeting and virtual family meeting. He shared that more information will be forthcoming on enrollment projections.

The Board also learned more about staffing and budget for the upcoming year, including the process and resource planning process. Questions from the Board included funding for career pathways, special education staffing based on need, enrollment projections and impact on revenue, impact of recent contract negotiations, and the Learning Leads program and their role in the strategic plan.

SEAB Members then shared more about the process of restructuring and re-envisioning their group and continuing to build relationships with board members, and forming relationships with other youth-led groups in the community. Board members thanked SEAB for their dedication and congratulated the graduating SEAB members. They shared their appreciation of SEAB's practicality, vision and depth of understanding and passion for their work. Board members look forward to continuing to refine and develop their relationship with SEAB. Recognition of SEAB's work at conferences across the country was also noted, as well as their work in the District to shape and change policy.

The next presentation was a Legislative Update, including federal, state, and local updates, and next steps. The Minnesota Cares Act Funding was reviewed, ESSER funding and uses, and Governor's Emergency Education Relief Fund. At the state level, end of sessions negotiations were discussed, as well as education action. Local government updates were shared for Ramsey County. Next steps in coordinating with the congressional delegation for the next COVID bill, and continuing to work with MDE and stakeholders. Questions from the Board centered on allocation of Title 1 funds, allowable uses for funds, allocation to elementary and secondary schools, nutrition services funding for meal service, including summer meals, and funding for technology and broadband and distribution of those funds.

The next presentation topic was SPPS Census Engagement, and included an overview of the 2020 census, and SPPS Census Engagement Plan. An overview of the census and its importance was shared, current results of census participation, historically undercounted areas, and SPPS census engagement thus far, and future steps. The project team and key dates and timeline were also provided. Board members appreciated the thoughtfulness of the presentation, and thinking creatively to use the new distance learning environment to communicate with families on this important topic. It was noted that historically, renters and young children have been undercounted, and encouraged Administration to create opportunities to connect. Details and availability of the census workbook and lesson plans were also shared. It was noted that board members are able to assist where needed in ensuring everyone is counted, and that the impact of the census and undercount issues show in the budget, and relates directly to the work of the Board. More information was also shared on targeted and intentional engagement around the census and student and family engagement throughout the spring, summer, and Fall to the deadline of October 31st. The importance of being counted in the census was also noted and the benefit to the community as a whole in being counted.

Following adjournment of the Committee of the Board meeting, board members then discussed roles at the virtual graduation ceremonies, and were provided logistical details as we honor the Class of 2020.

MOTION: Director Foster moved the Board to accept the report on the May 5, 2020 Committee of the Board and approve the minutes and recommended motions of that meeting as published. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

VII. SUPERINTENDENT'S REPORT

A. Distance Learning Overview

Superintendent Gothard then provided an update on Distance Learning in the areas of Essential Kids Care, Meal Service, Distance Learning, iPad Help, and Community Input.

Within Essential Kids Care, there are about 160 students per day that attend, and 10 staff to provide childcare and work with Community Education and collaborate with Health and Wellness and Security and Emergency Management to ensure a healthy and safe space in our buildings, as well as recognition to our Facilities team for their work. Cloth masks (792) have also been donated and distributed to staff and early learning, as well as our Nutrition Services staff.

In Meal Service, we are serving 50,000-80,000 meals per day, with the 2 millionth meal served on May 18th. He shared the challenges as well, including many foods not available due to competition, many backordered or canceled, and that we continue to look for variety and culturally relevant foods, as well as vendor commitments for rice, noodles, and vegetarian options.

Within Distance Learning, he shared excerpts from the Tiny Desk Professional Development series. SPPS staff are supporting students with apps on their iPads. PreK-2 students are engaging in video conferences through Google Meets. Additional learning resources are being added to the Suite, and JamBoard was recently added. Guardians of PreK-5 now have access to username and password information through Campus. A video was then shown with staff throughout the district showing professional development training with educators and leaders doing amazing things on one learning platform, and the ability to share model lessons, and principals now have access to data analytics, with eyes on the sea of possibility to share and match staff for support.

Regarding iPads, 34,151 iPads are in the hands of students, and 97.5% of K-12 students have used their iPads in the past two weeks. Of the 3.94% who have not, reasons were shared in previous meetings, and school-based staff are following-up with those students; 2,259 hot spots have been checked out by students and staff, with 90% of them for students. Support will continue through the summer for students engaged in credit recovery to ensure graduation.

In community feedback, we are developing plans to address end of the year clean-up procedures, and beginning to plan for Fall and considerations in re-opening. We are establishing communications on end of the year procedures, including entering schools and returning student items and cleaning classrooms. In talking with a principal, they mentioned that in looking in lockers, only 60 of them had items in them, which speaks to the way young people utilize lockers, and will be included in future conversations around building space usage.

For planning in the Fall, we want to build on the success of Distance Learning from Spring 2020, and build upon that for the design of the next school year. There are many unknowns, and advanced planning will need to be flexible and adjustable for changing conditions, including guidelines from MDE. A core planning team has been formed in partnership with SPFE to consider contingencies in building access, student schedules, school day logistics, including meal service, curriculum and instruction, cleaning and workforce needs. This will include participation from multiple stakeholder groups, and include models for back to school and working through models and sequence for the best fit in September. All possibilities are built on protecting the health and safety of our students, staff, families, and will be conservative in the

evaluation of risks. In planning, there is a strong likelihood that distance learning will be a part of the future, and will look different than currently.

He went on to recognize our teachers and bus drivers, who have pivoted from transporting students to door-to-door deliveries in support of distance learning, and caps and gowns and signs for the Class of 2020. Most importantly, they are consistent with their smiles and show their pride in SPPS.

He also thanked the district paraprofessionals, for their flexibility, support of the community, social-emotional wellness for students, meal delivery, and Essential Kids Care and instruction.

He went on to note that he is proud of every staff member, student, and families, and board members as we work together as a unified community to keep the mission of SPPS going - to inspire students to think critically, pursue their dreams, and change the world.

QUESTION/DISCUSSION:

- Director Kopp thanked everyone and noted that gratitude is a renewable resource that we can say over and over again. She noted the delivery of the activity kit for her daughter, and her pride in seeing the SPPS bus stop by her house. She also noted her enjoyment of Martin Odema Jr.'s social media posts that show his thoughts about students and thoughtfulness into planning lessons. While distance learning has not been easy for everyone and there have been obstacles, she does appreciate watching families be more connected to their children as learners, and seeing how students are in their home environment and opportunities that may be new as they learn from the comfort of their home. She noted her experience in middle school with lockers, and how it differs from today's locker use.
- For Fall planning, is there an anticipated timeline for initial proposals from the core planning teams? When can we expect to see the first look at what Fall might look like? Response: There are three phases of distance learning, and the summer and summer planning to Fall will be important. There will be communication templates forthcoming. We need to be sure we don't "get the cart in front of the horse", and also find intention for those days. Careful not to misguide or misinform, but be careful and pragmatic to prepare for Fall, and there may be a combination of models that are implemented. As the summer goes on, there will be further updates through special or regular meetings, and communications to also keep our families informed.
 - Director Kopp noted the anxiety of not knowing can create challenges for families, in work situations, and that's a delicate balance to strike, and related it to snow days - about what time we call the snow day. It's the balance of giving enough time to plan, and giving every possibility that could happen, and appreciated the thoughtfulness.
 - Superintendent Gothard noted the connections with colleagues across the metro, and the sharing of information through AMSD as well as CGCS, that he and his team participate in meetings with, for the best thinking, experience and ideas from other school districts.
 - Director Kopp also noted that some families may make choices for the school year on what they think is best, and may not feel ready or safe or ready to go back to buildings, and to ensure we are supporting them as well in these decisions.
- Director Marchese thanked the update and effort smacking for the work so pressing, impressed on the video how teachers are creative with their techniques and responding to families and students in different ways.
- With respect to discussion on summer programming, MDE has guidelines and there's potential of guidelines of doing hybrid model distance and in person, significant logistical challenges and decision

was to go distance only. Talk about the decision process for why the district decided hybrid model not viable option? Response: One area with several contingency plans with guidelines. Some guidelines will be that there are classroom limits, think about all uses of transportation, meals planning and nature, and idea of moving students throughout the city. We are committed. There are 748 students eligible for ESY services, and the plan is to deliver that service solely through distance learning. For Credit Recovery, and ELA services for grades 9-12, they will happen in virtual locations, which has proven to be successful. Summer Connect will allow the District to stay engaged with families throughout the summer, with classes available online to the entire community. Chief Wilcox-Harris also provided details on the rationale for DL learning through ESY, including medical conditions of students, communication, and potential confusion for families at another change in the way their students attend school. One of the overarching themes for the comfort of families, staff and community, is the start to gently move towards more face-to-face interactions with social distancing and considerations. We are also partnering with community partners for programs and meal services, and marketing through the ways of that.

- There are concerns about the length of time that students have been out of school - since early March, and extended time through the summer. For many students, their interactions with caring adults happens in our buildings and connection to staff, and while we understand we cannot do a complete summer program, do hope that we create opportunities through community partners to
- There is a likelihood hybrid model will be recommendation from MDE for the Fall instruction, and how we plan to scale that plan across the District. If distance learning is the only option, do worry about other aspects about well-being that will be impacted, and why not use the summer to “test drive” possibilities for hybrid learning. Response: We agree, and these are considerations we are tracking. Also looking at multiple perspectives, including higher education, and what they do does dovetail to K-12, and will use the summer to have those detailed plans in place and offer the highest quality education possible. Our meal program will continue through the summer with funding from the USDA
- Director Ellis noted the 160 students in Essential Kids Care, and appreciated the upcoming updates on health and wellness. She noted that while not directly in harm’s way with the COVID-19, they are out and about and interacting with others. She appreciates the work of the custodial staff. We can’t talk about the things going well without talking also about the concerns. She is glad to hear there are masks available, and wonders more details on how often they are being changed and washed. Response: There is uncertainty and risk. There will be a report at the June Committee of the Board meeting on health in the district during this time and considerations. Chief Turner also provided details on reusable masks that have been generously donated, which are cared for and washed by each staff members, in following MDH and CDC recommendations. Disposable masks utilized by all nutrition services staff are available throughout the day, and disposed of at the end of the day. They were originally difficult to obtain, but are now widely available.
- She is amazed at the work of our meal service staff, nutrition services, bus drivers, paraprofessionals. It is interesting to hear from several colleagues across the state who have not had the same capacity in operations as SPPS, and are trying to mirror what we do.
- She noted, from a parent perspective, frustrations with distance learning, and how other families may also be feeling about it. There may be issues in sharing assignments or daily check-in glitches. Grades and attendance were motioned, but may not be clear to all families. Families are worried about extended time out of school, and what it’ll look like in the Fall. Response: There is continuous feedback about the struggles of distance learning, and the Superintendent has been intentional to respond to each of those families to thank them for sharing their experience and ensuring that feedback is used in the next iteration.
- She requested more information on the apps mentioned such as FlipGrid.

- Chief Turner also provided more details on Summer Connect, with different ways of engagement throughout the summer with students and families, and connecting them with enrichment opportunities and fun and exciting modules, with our libraries, Parks and Rec, and Community Education partners. It will be a conference model where families can download or sign-up for activities like gardening, reading, music, dance, and yoga, and students can engage at their level. We have several community partners also interested, and to offer culturally specific programming and working with Dr. Hill on a model for Freedom Schools. Instead of SPPS Connect, it really is Saint Paul Connect with our partners in the city. We can continue to expand upon this for future opportunities as well, with our great internal and external teams working to come together for this exciting work.
- How will families learn more? Response: A communication plan will be available soon, with logos and ready to launch. Families will be notified through the Communications office, and partners, and information will also be sent electronically. The plan will be rolled out in the upcoming weeks. We have also learned from other districts about their models, such as MPS and Boston.
- Director Brodrick noted the wonderful ideas and plans for summer and thoughts on Fall. There are a lot of unknowns, but has faith that we will endure and prevail. He thanked Dr. Gothard and everyone in Saint Paul for their work.
- He went on to note the 34,000 iPads, and wondering about the usage of the percentage of students using those on a regular basis or not at all. These questions have been from a variety of people in the community. He also requested a comprehensive report of iPads usage, and evaluation of their effectiveness, and the number of students that may have not logged in.
- He noted the dedicated work in maintaining connectedness with students from early March to the end of the school year. Response: These data have also been requested by MDE. There will be summary data available, but when digging into each data point, there is so much more information, and other reasons for why a student may not have logged-in, including other computers in the home, PSEO, etc.
- Director Allen continues to be impressed with the rolling-out of two million meals, and noted her experience in observing and being in contact with teachers and staff. She also noted community engagement in this process for distance learning and preparing for the Fall. She recommended inviting parents into PLC meetings to discuss barriers they are noticing, so that teachers can make adjustments from both sides, and work collaboratively and connecting. Technology does open doors for a different way of education and access and things are changing. She is impressed with SPPS and the work everyone is doing, and watching graduation planning and students receiving their caps and gowns. Staff feel connections with their students, and appreciates the tuning into what students need and parents need and programming. She also appreciates that Freedom Schools will be happening this summer. Response: In engagement, virtual meeting participation does give us new opportunities, and another bridge to build with families for future plans.
- SEAB Member Ali noted that it is a difficult time, and recommended to ensure there is also student perspective. He also noted that he hopes parents and students realize what teachers are doing to support students and appreciation for them.
- Director Allen also shared the mask made by a 3D printer, that is wipeable and able to be sanitized throughout the day, and includes a filter and possibilities for creating them in SPPS
- Director Foster thanked the staff and students, and noted her gratefulness to her fellow board members and the perspectives they bring from experiences and communities. It is our role to bring questions and challenge to think differently, and is appreciative of the team. She also noted that is excited about Freedom Schools. She noted the work has been phenomenal, with it beginning only in early-march, and nothing less than a community effort. She encouraged as we move forward to

continue to ensure that engagement is happening, and to have parent perspectives added to how it looks, feels and impacts.

- Dr. Gothard thanked the team for their efforts - it has truly been a team effort. Many of the topics and points are brought up each day at a daily meeting, and are archived and written down to chronicle our journey - it is an impressive document that the team uses to help guide decisions, and appreciated the work of the team to support students, staff, and families.

B. Enrollment Projections

Dr. Stacey Gray Akyea, Director of Research, Evaluation, and Assessment, then provided information on Enrollment Projections.

Districtwide: Birth patterns (K), community trends (K), cohort survival rate (grades 1-12)

School by School: Historical enrollment, area patterns

Special Considerations: District - SPFE strike, COVID-19; School by School - construction, school start/stop time, program changes

Introduction

Enrollment projections are estimates of how many students will be enrolled on October 1 for the approaching school year.

- part of the district's strategy to collect and report on district-wide enrollment
- grades K-12 at the district and school levels
- several data sources including 0-4 census, charter school enrollment, historical SPPS enrollment, live births in the city of St. Paul and non-public school enrollment
- primarily used as the basis for school budgets and school placement, but also for iPad planning, textbook acquisition, field trip planning and determining quantities for contributions from external partners (e.g. back to school supplies donated by 3M).

Considerations in Producing Enrollment Projections

- October 1 enrollment is both the comparison to the projected enrollment, and the basis for calculating the subsequent years projected enrollment.
- Once final, enrollment projections are seldom adjusted; the reliability of subsequent years relies on the strength of previous years' data
- Projections are adjusted for one-time impacts of policy changes (e.g. changes in start times and schools, construction)
- External decisions to lower enrollment due to class size limits can make methodologies less valid than prior to class size limits
- When district enrollment is trending down, individual school actual enrollment and placement higher than projected has consequences to other schools
- School Year 2020-21 Projected Enrollment by Grade data was also shared and is available in the full report.

Changes Over Time

- Actual enrollment (October 1) has come in under projection as well as over projection equally in the last 10 years.
- Projected enrollment has declined since school year 15-16.
- District enrollment is declining and that decline is being experienced at most schools.

- Substantial changes from one year to the next (either increase or decrease) in actual enrollment are not likely to influence the subsequent year because projected enrollment utilizes several years of data.
- It is almost impossible to grow a school's enrollment with hard caps on class sizes. Students come and go at predictable rates, but when a grade is limited in size one year, that limit affects that cohort as they progress through the school.
- Models and scenarios about an elementary school's enrollment were shared, and the full context can be found in the BoardBook.

QUESTION/DISCUSSION:

- Director Marchese thanked Dr. Akyea as this report is a helpful refresher, and for our new board members seeing it for the first time, and interested in this conversation because student enrollment provides the basis of the budget revenue projections, and is an important factor in thinking about what to expect for resources. How are we addressing openings in our schools and maintaining waiting lists and filling those? Have been told several times that class size caps create difficulty in ability to expand a school. How does it work on a mechanical level? Response: For waiting lists, we go back to the logic and assumption how projections and enrollment function at the school and district level. At the district level, there is a total number of potential students derived, and each school needs to sum up to that total. When students enroll or are placed at different buildings, and there is a wait list, we find more often than not that the wait list is comprised of students already enrolled in other schools in the district. When they are taken off the waiting list and enrolled in their building of choice, it creates an opening in another building. The second part is that enrollment projections at the district level are estimates and baseline, and we do not project students outside of the district. We only project for students we know enroll or capacity to enroll. For students enrolling outside the district or in charter schools, we don't project for them, but our projections are based on historical trends, and those have shown that we lose students to outside the district. Many times students outside the district tend to be on the same waitlist as students inside the district, which tend to be the high demand schools.
- There's rhetoric that class size caps are necessary to keep the district from enrolling too many students into one classroom, and how these impact families to enroll children in buildings and address potential overages. Response: Part of the belief with class size caps is that we can just add another section of that grade level, but we don't have a group of 25 or 26 students in the same grade all at once. It's more realistic that we may have 4-5 students waiting for one grade level. Schools that are willing to work with partners and how to go over 1-2 students per section find themselves growing the following year and may put themselves in a place of 5-6 students over, and try not to start the year purposefully over. Schools do strategize and do it well, grow in the inverse way that was shown in the presentation. Data has shown that 1 additional student in a classroom doesn't necessarily impact the overall achievement of the school. In choice buildings, the capacity at the building level may dictate that another section cannot be added because it is at physical space capacity.
- Assumptions about waiting lists and students moving from one building to another were noted, with spots being created at different schools. Family choice and options outside the district were discussed, and the aggregate pool of students eligible to enroll, but we don't include charter or out of district in projections. One of the ways to grow enrollment would be for those students outside the district or in charter schools to enroll, and if they want to enroll in SPPS, and in the process of making choices on schools and if they don't get their choice, that they may stay at a school they are not as excited about is a concern. That family may see it as if they cannot get into their building of choice, they will go outside the district, and may have lost that student or family. How do you adjust for the

open enrollment environment? Response: With Envision SPPS, we will get there and be more flexible and nimble when it comes to welcoming and supporting families at the time they want to enroll in SPPS. Some say that at no given point do we want to turn a student or family away and get them here and work with the team. Washington is a good example of a school that has grown organically and working to accommodate families, and has grown to be the largest secondary school in the district. Some elementary schools have strategically learned to be flexible, adaptive, and take students as they come, and predictions for kindergarten that may grow. Adjusting and making flexibility in the overall program instead of specific grades. Class size does hurt elementary schools more, because secondary schools do have flexibility in mixing grade levels in overall enrollment. Believe that we have a Board to support in looking at how we place students, especially with Envision SPPS to grow our district in organic ways that families will like to join.

- Are there schools with waiting lists right now? Response: We do, at the high school level with waiting lists they are at the physical capacity. Elementary schools look different because of class size caps, and not grade level caps. Schools are traditionally accustomed to taking sections of additional kindergarten, and the community is accustomed to that, and will continue to make modifications. The list of waiting lists can be sent, and the degree and size of the waiting list.
- The impacts of distance learning on enrollment were noted, and SPPS compared to other schools or districts. It may have a different trend line because SPPS is perceived as and is doing great work in distance learning. Response: We are considering looking at all options, and may move the timeline for Envision SPPS, with the goal to have digital learning options as choices for families, especially for those families who may have concerns about coming back into buildings, as well as models to support choice and working with charter schools to help understand options for them, and work together and partner. We do believe that we may see families move from charter schools to SPPS, not because they don't like the charter school, but because our system can help and support the infrastructure necessary, so ways to partner with others to support all children and families.
- Director Ellis noted that in thinking about enrollment and grade levels, and program popularity and building capacity, that we don't talk enough about capacity in buildings to grow. Know there are schools included in the FMP, and as we go forward with Envision SPPS and waiting lists that look the same each year, that is work we need to do as a district. Also, families make different choices throughout the year and transitions that may occur. Are the waiting lists for buildings that don't have capacity because of the footprint of the building? Response: It's a both/and conversation, and Envision SPPS will give us the supporting capacity to look at successful schools and maybe expand to multiple campuses, or look at housing PreK and K at one site, and the other grades at another nearby building. In order to accommodate enrollment and be flexible with families, we need to look at enrollment differently and be more willing to be flexible and accommodating when families come to SPPS. At the secondary level, there are a couple of schools that are physically at capacity or out of space. In the FMP, the goal is to expand gathering spaces and increase the capacity within the learning spaces, but not necessarily add existing space to a schools. At the elementary level, there are a lot of opportunities to get creative and look at nimbleness for programs, and may look at combining or merging programs, or offer different programming for different years to wait for growth to place all in one building. Envision SPPS is giving us time with flexibility in the timeline for data collection and research and continue to gather input from families. Next year is design and planning, to meet goals in the timeframe.
- For waiting lists in PreK and K, they always seem to have waiting lists. Do we have waiting lists in one area more so than others that impact enrollment? Response: There are waiting lists in K in schools in Area F, and more on the waiting list at Montessori programs and immersion programs. Our full day PreK consistently maintain waiting lists, and are extremely flexible in areas that and credit to Lori Erickson for flexibility to take students and turn it into a full day section, rather than 2 half-day

sections and make decisions in real-time, and the program has grown over the years because of the flexibility and willingness to make that decision.

- Director Brodrick noted - is it accurate to say that every year for the past 5 years we have drawn a smaller percentage of the market of families, and a smaller percentage has chosen to attend SPPS? Response: We will check for the exact numbers, but in general, that is an accurate statement.
- What has been the research done to answer the question of why families are choosing to not send their kids to SPPS? Response: We are continuing to implement the exit survey so that is information that will be able to share initial review, high level information has to do with information at the site level. We did have some families comment on the change in start times. The overall piece with why families do not choose SPPS is because they didn't get the school they want. We can work to continuously increase opportunities for families to get first choice at incoming grades and transition grades. For 6th grade, work done with SPPS Achieves around the middle school mode and increase in marketing and ability to expand and welcome families and shown that we can do this work and strategically grown our district together with a strong curriculum program, academic programming and strategy around placement. In one year, we have seen an increase in enrollment in middle school grades.
- So that means that if families would like to come to SPPS, but if given the alternative of sending their child to a school they do not find desirable, then they choose to look for alternative outside the district? Response: Yes.
- Therefore, when talking about strong schools and strong communities, and that attempt to make all our schools attractive to families, so those that are underpopulated would grow, our goal, and concern at the time was that if we didn't do it in that way, that we'd be creating a dual system of schools that parents weren't interested in sending their kids to, and then have certain schools that took on the label of star schools. If the only way to attract families to SPPS to to have their students attend a school identified as a star school, then it seems that a handful of schools would be as big as possible, and the neighborhood schools would decline quickly? Response. Yes, when looking at individual pieces, it can appear that way. Looking at having a great PreK and K classes, and that cohort of children stay together as they move through their education is important, and work in middle school shows a systemic way to address that. Dr. Gothard noted his first piece of business when joining SPPS was asking about enrollment, especially in middle school and what we can do to fix that. We need to give families something to begin with in SPPS, and middle school is one way, and it serves as an opportunity for work in college and career, and preview for high school for families to stay here and build with us. With board support, we have chosen to expand early childhood, address middle school and maintain cohort attendance and enrollment, and Envision SPPS is a way to refine those. It was noted that this is something we cannot do alone, but need the collective will of everyone, including Administration, parents, and community, and staff at the building level. Hamline and Phalen Lake are examples of this in working with the community to grow those schools
- Director Brodrick requested conversation and discussion amongst board members about how not to have a two-tiered system and ways to make all schools attractive, increase PreK and K and 1st grade and get those numbers up and continue K-12. How do we make those schools struggling more attractive to parents, and let them know their child doesn't need to attend the start school they've heard about, but will be perfect for another school?
 - Director Marchese noted this is an important conversation that comes up each year, and hopes to use this as a catalyst for the change process and purpose of Envision SPPS to see something in the near future. He noted what Director Allen said and are we basing the future of the district on programs and buildings we have, or the needs of children and families in our community? We need to look at this with fresh eyes. While we're not able to take it apart and start over, but to look at what we do have, what we need, and where there is match and mismatch. He noted that

desirable schools are an approach to a societal norm of white, middle to middle-upper class professional norms. The children of families that fit this norm will be successful in any environment. Folks use this norm, test scores, demographics, funding, as proxies for conversations to help people see beyond that to have kids in schools that reflect the city and also offer a high-quality education. It is not just about demographics - that is a proxy for people's conceptions about what is happening in the classroom. All things need to be put together, including the support, curriculum and staffing. That happened in the classrooms. He noted the situation currently in MPS and how he is pleased that SPPS Achieves focuses on the education of children in practice, curriculum, engagement, college and career opportunities, inequities and calling them out to look at choices in resources and programs to make a difference. Show how this work moves the needles how students are experiencing education, and that will attract families - has to do with qualitative and quantitative experiences. Families have choice, and we need to focus on educating kids in the city and designing quality for them first and foremost. Stories of success like Washington are perfect example of how to demonstrate how to make a difference, and E-STEM with the new model based on the East Side will encourage families to make that choice. It's important to align decision around resources and programs with the needs of students and families will join us. It isn't about choice - it's about the bedrock foundation for education of children, and that we are not structuring based on existing inequities, but a baseline and what quality education means for our children and start from that space. Promote examples in ways they were done - not replicated. Parents are willing to do labor for the things they love, and their kids and people working with their kids when they needs are being met. Families can fill in gaps with support from the district.

- Director Allen noted that this Board does come from different places and decision about things, and not layering on top of thing done right, but looking at every child and making sure all students are getting the quality education in SPPS - ALL students. She recounted her experience in working with students in special education and her structure in the classroom in advocating for her students, and also to be there for all kids and looking for alternative ways to build schools, curriculum and programs to begin the experience in serving all students.
- Director Kopp noted that this is her 5th year anniversary in thinking about enrollment in SPPS, and recounted her experience as part of a school community that was under enrolled. She noted the schools that year after year, are seeing losses and those struggles, and sometimes delayed reactions based on size, or ability to fundraise through parent groups, and many don't see those gaps. This is an emotional topic, and in thinking about what other board members have raised, there is a tired system and is really telling about the number one reason why families leave is because they didn't get the school they want. Our response to that is important. We can build capacity to a point where we physically cannot put more students in a building, but when talking about popular programs - why are they popular and what is it about the programming to address difficult questions. We have families who are reluctant to enroll their children at higher poverty schools - no matter what they offer and availability. That we need to talk about. Are we trying to replicate programs or student body? These are uncomfortable questions to deal with. We need to ask why schools are popular and why families are choosing to go there and find specific information.
- When we talk about wait list schools, we want folks to be happy with where they are going - also want to be thinking about how we are talking to those families about other options. She noted the language we use when talking about schools and the narratives that are created. A school needs relationships and connections. She recounted her experience with her own family. We need to talk to families about that as a way to attract them. Other aspects are important as well, but we can decide how to frame that conversation about education, and what does it mean to be well-educated and a good school? We let it be driven externally. There is a tremendous amount of expertise in

Administration and in the district for us to decide what that means to us, and how we should drive who we are and what we do. The middle school model is important and we need to show those results to identify middle school and will be things that draw families to us. In elementary schools, what can be conceived and imagine at that level that will draw people to us and how can we communicate that? Supports for schools to have updated websites and robust social media. In defining who we are and communicate who we are - we have to decide that. We have been reacting to what people have been doing and saying. She shared her experience at Hamling and that work to grow took time, and it was collaborative. Communication through parent to parent conversations or family to family is how we get there - to talk about the things they love at their school. Parents shouldn't have to do that all on their own, but with support from the district. School and education is relational, and while data also helps to make decisions, we need the relationships as well. Love and connection is what bring people to SPPS. The story we tell about ourselves will bring families to us. Grateful for the mention of Envision SPPS, because we need to have this conversation and cannot be afraid to frame it to be proactive, positive, and affirm who we think we are. We don't want to chase people who don't think we're good enough. People who stay or don't have the option to leave deserve all attention and work to ensure their needs are met. Excellence attracts excellence, and those who thought we weren't good enough will come back, but we need to frame the conversation. She noted that she wants to be a part of doing that work and her colleagues to do that to support the district.

- Director Allen noted the wonderful presentation and amazing colleagues. She appreciated the openness around enrollment, and the effects of low enrollment. She noted that being in community she noticed the cultural responsiveness in charter schools, and is excited about Envision SPPS and culturally relevant instruction and curriculum, which will help to attract families coming into our schools. We really need to start looking at our schools as pillars of the community to service all students in all areas. She was happy that we are partnering with charter schools, because the reality is that all children in the community grow and create our society, and it's the responsibility of the public school officials to ensure we are building a positive society.
- She went on to note that for the schools with waiting lists, she would like to know the schools that have openings available, so that she can do marketing and advertising and intentionally learning what families in those communities need in those schools.
- What can we do to start to market specifically and change programming in areas - how much flexibility is there once we identify what the community needs? Response: While we are past School Choice Fair, and in the throws of allocations in a pandemic, normally Envision SPPS would gather 20 different teams to organize detailed questions to bring information together to inform decisions. Marketing is so critical, and this year we did try new things with the School Choice Fair with some success, and need sustainable future. One of the most difficult things is sustained enthusiasm and excitement. In looking at the things that are exciting, it forces us to look at the things that are not, and there is the difficulty in selectively abandoning things to pool resources and align with the strategic plan and with community to ensure their needs. At decision level, it gets really personal, and need to approach in thoughtful ways to be mutually beneficial to all schools. We need the incredible support of leaders and teacher to hold it together. As we move forward, there will definitely be ways for engagement and work in areas or collectively to get the word out and ensure we are aligned with messaging.
- Director Allen noted that historically certain groups have been left out when gathering data, and need to intentionally dive into the community to as them and build relationships. We need to engage with the community to really determine the needs of students. Data is important, but the data from families in community is also important by applying what we know in society and in our communities and look at out of the box thinking

- Director Foster noted the importance of how we frame things - in talking about what we value in SPPS community and modeling our schools around vision of communities and being proactive versus being reactive. It will take more than just schools - but also the community. In thinking about inequities, we will need communities to step up to be resources and solution-focused to the problems in our communities. She noted the importance of the partners who stepped up, especially during the pandemic. She noted that all schools are community schools, some have different resources, and need to think strategically about Envision SPPS. She noted her experience in building about hearing celebrations from staff, and negativity - and what we can do to provide support and resources for those buildings that may have been negative to ensure they feel valued, honored and respected in their space. We all need to be able to step in and provide support as a District - including legislature, elected officials, and everyone with a connection to our schools to be a part of it.

C. FY21 Budget Update

Marie Schrul, Chief Financial Officer, then provided an update on the FY21 Budget.

Our Mission

Inspire students to think critically, pursue their dreams and change the world.

Budget Process

- We committed to an ongoing, priority-based budget process for the FY21 budget.
- The timeline and steps were also reviewed, with the current step at Implement Plan.

1. Plan and Prepare

- The FY21 Revenue Projection figures were shown. Full details can be found in the BoardBook.

2. Set Instructional Priorities

- Strategic Plan Instructional Priorities
 - Positive School and District Culture - create a shared sense of community to build trust and collaboration within and outside our schools
 - Effective and Culturally Relevant Instruction - provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom
 - College and Career Paths - expose students to more college and career opportunities while in high school, including the ability to earn college credit, certifications and internships

3. Pay for Priorities

- Prioritize Investments to Sustain
 - Strategic plan priorities to sustain and increase were reviewed
 - Other priorities to sustain and increase were reviewed.
 - Full details can be found in BoardBook
- FY21 Resource Allocations
 - General fund investments for the FY2019-20 Adopted Budget were reviewed, as well as the FY2020-21 Proposed Budget, and Individual Schools - Title I dollars. Full details can be found in the BoardBook.

4. Implement Plan

- FY21 Budget and Staffing Timeline
 - May 15: School and program staffing decisions due to Human Resources; school and program budgets due to Finance
 - May 18 - June 1: Human Resources continues to process staffing changes; Finance continues to process budget documentation
 - June 9: COB Meeting - FY21 Budget and Staffing Updates
 - June 23: BOE Meeting - Final FY21 Budget presented for adoption
- FY21 Staffing Impacts (as of 5/15/20)
 - FY21 staffing impacts by job group were reviewed, with FY21 FTE reductions, and FY21 FTE vacancies. Full details can be found in the BoardBook.
- 2020 Contractual Settlements and FY21 Impact
 - FY21 Impacts to FY21 FTE reductions and FY21 cost were reviewed in the areas of SPFE contractual obligations - additional proposals, reduction of 8 TOSAs in programs, reduction of site level elementary and secondary content coaches, use of Title I resources, and use of Title IV resources. Full details can be found in the BoardBook.

5. Ensure Sustainability

- Put strategies into practice and evaluate results
 - Improve resource allocations through:
 - Assessing program effectiveness
 - Aligning resources with priorities
 - Preparing a multi-year financial plan
 - The FY2020-21 budget development timeline (updated 4/15/20) was also reviewed. Full details can be found in the BoardBook.

QUESTION/DISCUSSION:

- Appreciate presentation and description of priorities, which are helpful for all.
- In understanding the staffing impacts, what the FTE reductions are showing as those are the number of the FTEs that are reduced? Are the vacancies current posted positions? Response: Correct - since May 15th. The vacancies in reductions are impacts due to budget, and vacancies are a result of retirements or transfers in the district.
- Further information was discussed on the 57 reductions and 89 vacancies and they are not dependent on content areas. The 57 could be in elementary schools, but the 89 could be a combination of content areas. Teachers being reduced may not have the correct license for the vacancies that are there.
- In looking at the chart on slide 7, on resource allocations and different buckets of funding, there was a \$7M dollar decrease in support and funding for schools, and approximately \$3M is moving from Title 1. We still have a \$4M decrease on individual schools. How did that shift happen, with the contract settlements with SPFE mostly school-based positions, and most is headcount in terms of FTE. What are we looking at for net change in FTEs at schools? Response: As of last Friday, we are still waiting on 16 schools and 8 programs for the overall staffing picture, and can give a better pictures once all of those reports are back - this shows about 60% We are seeing hits to some of the larger schools, and that is there the \$4M decrease in resources allocated to sites, when 85% of budget is salary. The allocation itself will impact staffing, and that's where it correlates a lot with the projected decrease of 1,200 students in the regular sites alone. A previous report showing this was also noted. Chief Watkins also noted the impact on grade level sites, with less flexibility at the elementary level to address section sizes, so there are more grade level splits as a result of reduced head count with fewer people.

- In the school supports services, are SPED and MLL in that category? Response: Correct. Contract obligations for the increase in MLL just shy of \$1M also in that category.
- It was noted the \$10M spread is due to the increase of inflation, and inflation alone for staffing in that category. SPED and MLL staffing, as well as Transportation are the largest 3 programs in that category alone and the inflation for those. The inflation factor is built in because of contractual agreements, and one of the areas within priority-based budgets is that we were going to leave inflation in for programs this year and allocating for that.
- Dr. Gothard noted his thanks to Chief Schrul and her team for their work in completing each budget milestone in this atypical year. For this operation to go remote is incredible, with continued coordination and work with staff to deliver the required instruction in terms of staffing and ensuring they are able to navigate those changes. We have a lot of work to do and will present a balanced budget on June 23 and continue to provide updates.

D. Human Resource Transactions

The Superintendent and Board recognized Rich Currier, Instructional Media Technician, and coordinator of the streaming and televising of board meetings, as he retires from the District after 37 years. They thanked him for his work throughout the years and dedication to Saint Paul Public Schools.

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

The motion was approved by roll call vote:

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

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding items C9 - Request For Proposal (RFP) No. A20-0547-A Student Transportation for 2020-2022 School Years, E4 - Long-Term Facilities Maintenance (LTFM) Program Expenditure Revision Submittal to Minnesota Department of Education (MDE), F3 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS02-A Demolition: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F4 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-A Concrete: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F5 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-B Structural Precast: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F6 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS04-A Masonry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F7 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-A Structural Steel Material: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F8 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-B Structural Steel Erection: Gate #4 –

Contract Award; Gate #4A – Finance Plan Update, F9 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS06-A Carpentry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F10 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS07-H Roofing: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F11 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS08-F Entrances, Storefronts & Curtain Wall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F12 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-A Drywall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F13 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-B Tile: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F14 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-C Ceilings & Acoustical Treatments: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F15 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-G Terrazzo: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F16 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-K Painting & Wall Covering: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F17 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS11-F Food Service: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F18 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS21-A Fire Suppression: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F19 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS23-A Combined Mechanical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F20 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS26-A Electrical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, and F21 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS31-A Site Clearing & Earthwork: Gate #4 – Contract Award; Gate #4A – Finance Plan Update for separate consideration. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

BF 32051 Olga B. Hart Gift Acceptance

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

BF 32052 Acceptance of Gift from St. Anthony Park Association

That the Board of Education authorize the Superintendent (designee) to accept a gift from the St. Anthony Park School Association to support the school volunteer tutor program & library program. This gift is to be deposited in the intraschool fund: 19-557-999-000-5096-U001.

B. Grants

BF 32053 Request for Permission to Accept a Grant from the Gen YOUth Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from Gen YOUth Foundation to support summer meal delivery during the COVID-19 Pandemic; to accept funds; and to implement the projects as specified in the award documents.

BF 32054 Request for Permission to Accept a Donation from Hunger Impact Partners

That the Board of Education authorize the Superintendent (designee) to accept funds from Hunger Impact Partners to purchase packaging equipment for the Nutrition Services Department; to accept funds; and to implement the project as specified in the award documents.

BF 32055 Request for Permission to Accept a Donation from the Minnesota Vikings

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Vikings to support SPPS Food for Thought; and to implement the project as specified in the award documents.

BF 32056 Request for Permission to Accept a Grant Application from No Kid Hungry

That the Board of Education authorize the Superintendent (designee) to accept a grant from No Kid Hungry 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 32057 Request for Permission to Accept a Grant from Outride

That the Board of Education authorize the Superintendent (designee) to accept a grant from Outride to improve social, emotional, cognitive and physical health through biking at Murray Middle School; to accept funds; and to implement the project as specified in the award documents.

BF 32058 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to Transition Plus classes at Harding; to accept funds; and to implement the project as specified in the award documents

BF 32059 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 the Ramsey County Workforce Solutions to support Software Development/Coding training; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 32060 Reauthorization of Saint Paul Public School Adult Basic Education to Work in conjunction

with and to act as fiscal agent for Minnesota Literacy Council (MLC) and Saint Paul Community Literacy Consortium (SPCLC) and Related Management Contract for the Consortium for the 2020-2021 School Year

That the Board of Education authorize the Superintendent (designee) to approve the Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium.

BF 32061 Reauthorization of St. Paul Public School Adult Basic Education to Work in Conjunction with and to Act as Fiscal Agent for Saint Paul Community Literacy Consortium (SPCLC) in Providing Basic Skills, English Literacy Training and Occupational Training Classes through the Saint Paul Public Schools Adult Basic Education Program and Nine Consortium Members

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for reauthorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Basic Education program and the Saint Paul Community Literacy Consortium.

BF 32062 Request for Permission to Enter into a Contract with Ramsey County Workforce Solutions
(WFS) to Provide Jobs for SPPS Students

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Ramsey County Workforce Solutions (WFS) to place students into jobs, provide compensation to students, and provide support for these students.

BF 32063 RFP #A217036-ARFP | Dairy and Juice

That the Board of Education authorize the renewal of RFP #A217036-A to BevSo for the furnishing and delivery of Dairy and Juice for the period of July 1, 2020 through June 30, 2021, for an estimated value of \$2,000,000.

BF 32064 RFP #A217128-ARFP | Fresh Bakery Items

That the Board of Education authorize the renewal of RFP #A217128-A to Bimbo Bakeries USA for furnishing and delivery of Fresh Bakery Items for the period of July 1, 2020 through June 30, 2021, for an estimated value of \$245,000.

BF 32065 RFP #A214209-A | Petite Bananas

That the Board of Education authorize the renewal of RFP # A214209-A to Russ Davis Wholesale, Inc. for furnishing and delivery of Petite Bananas for the period of July 1, 2020 through June 30, 2021, for an estimated value of \$245,000.

BF 32066 RFP #A212562-A | Prime Vendor for Produce

That the Board of Education authorize the award of RFP# A212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of July 1, 2020 through June 30, 2021, for the estimated value of \$1,800,000 and \$1,200,000; respectively.

BF 32067 RFP # A219429-ARFP | Prime Vendor for Non Food

That the Board of Education authorize the award of RFP# A219429-A to Trio for the furnishing and delivery of Non Food supplies for the period of July 1, 2020 through June 30, 2022, for the estimated value \$600,000.

D. Agreements

BF 32068 Food Service Agreements with Various Schools and Programs

That the Board of Education authorize the Superintendent or designee to enter into agreements to provide food service for non-SPPS schools and programs.

BF 32069 Memorandum of Understanding between Genesys Works Twin Cities and Saint Paul Public Schools

That the Board of Education approve this MOU and authorize the Purchasing Manager or Board Chair to execute the Memorandum of Understanding between Genesys Works Twin Cities and Saint Paul Public Schools.

BF 32070 Lease Agreement for School Buses

That the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Santander Leasing LLC (as assigned by Hoglund Bus Co., Inc.) for five school buses for a total of \$822,555.00 over a five-year lease. The purchase orders/contracts have been approved by Jamie Atkins, Purchasing Manager.

BF 32071 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representative for Supervisory Employees 2019-2021

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 supervisory employees represented by the Association of Supervisory and Administrative Personnel for the duration of this agreement for the period of July 1, 2019 through June 30, 2021.

E. Administrative Items

BF 32072 Monthly Operating Authority

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

(a) General Account	#724433-725781	\$52,802,843.14
	#0003681-0003701	
	#7003671-7003707	
	#0004461-0004570	
(b) Debt Service	-0-	\$7,650.00
(c) Construction	-0-	<u>\$2,755,844.03</u>
		\$55,566,337.17

Included in the above disbursements are two payrolls in the amount of \$36,357,419.56 and overtime of \$171,293.98 or 0.47% 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 August 31, 2020.

BF 32073 Approval of 2020-2021 Sabbatical Leave Applications

That the Board of Education authorizes the Sabbatical Leave recommendations for 2020-2021.

BF 32074 Settlement of Partially Insured Claim

That the Board of Education approve the settlement of the above referenced lawsuit, authorize the Superintendent to sign the Settlement Agreement, and authorize School District administration to issue payment.

F. Bids

BF 32075 Phase Gate Approval of the Maxfield Flooring Replacement (Project # 4180- 20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize the award of Bid No. A20-0836-A Maxfield Flooring Replacement (Project # 4180-20-01) to Construction Results Corporation for a lump sum base bid of \$249,248 at Gate #4 and Gate #4A Finance Update.

BF 32076 Phase Gate Approval of the Washington Technology Tennis Court Resurfacing (Project # 4040-20-02): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize award of tennis court resurfacing at Washington Technology Magnet (Project #4040-20-02) to Bituminous Roadways, Inc. for the lump sum base bid for \$418,250 at Phase Gate Check #4.

G. Change Orders

CONSENT AGENDA ITEMS PULL FOR SEPARATE CONSIDERATION

BF 32077 Request For Proposal (RFP) No. A20-0547-A Student Transportation for 2020-2022 School Years

The Board requested more information on this item, such as about the timelines and overall costs.

- This is for bus service for students, and given the models of school for next year and distance learning, are there savings or changes to the costs that we anticipate, and is that built into the contract amount? Response: This year the current budget cycle and we have paid contractors the majority of the contracted amount, and are paying them as requested by the Governor's Executive Order. Moving forward for next year, these contracts are written in such a way that we pay for the services we use, and in the event that we don't use a particular bus company due to distance learning or other reasons, we will not be required to pay for that services, unless another Executive Order is issued. The contract is flexible enough and written in that manner. There are savings from the reduction of field trips and after school programming. We are building the system as if it will be open because we do not know what Fall will look like.
- There has been discussion about Metro Transit to bus an increased proportion of high school students. With COVID, there are fewer and less regular bus routes. In the event that students do return to buildings, there may be opportunities there, and previous discussion when the change to start times was made, and a topic of conversation that community members have been asking, and the partial adoption of Metro Transit for a few buildings. Where are those conversations at? Response: We do meet with Metro Transit every 6-8 weeks with their leadership team, and the focus has been on what we can do to support students to increase experiences on buses. While they are not in a position to take on the entire school, we have been talking about after-school programming, or summer programming, and in the midst of a pilot project to look at supporting those in after school sports and activities for passes for a particular time. Those conversations have halted since COVID, but we are willing to continue that conversation once we are back. We have been willing to be creative, and in looking at providing Metro Transit for a portion of the school is not financially feasible because we would be paying for yellow buses and bus passes. We could bring up these opportunities in our meeting with Metro Transit.
- Director Marchese encouraged the team to have these conversation with Metro Transit and to think about how to push for increased opportunities for students to use Metro Transit, which will allow them greater access and potentially free up capacity in busing. He also noted conversations with other elected officials in the county and city, and Met Council.
- Director Allen noted that this does have the support of other board members, and if Administrations needs help to push anything forward to feel free to reach out.
- SEAB Member Ali noted this with students this year, and the driver shortage, they were hoping to get a Metro Transit pass to get to school early or after practice, and helpful to partner with Metro Transit. It would be a great way for students whose families may not be able to drive them to school and appreciate the access to the community.

- The appreciation for Tom Burr, Director of Transportation, and his team was noted, including their dedication to student by delivering meals and caps and gowns and yard signs, and their precision in rerouting, and their smiles and kind hearts in delivering items to our students and families.

MOTION: Director Marchese moved that the Board of Education authorizes the Superintendent (designee) to award contracts based on responses to Request for Proposal No. A20-0547-A for Student Transportation for School Years 2020-2022, with the ability to extend the contracts, in one year increments, beyond the initial contract periods to the vendors as indicated in the attached documentation. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

BF 32078 Long-Term Facilities Maintenance (LTFM) Program Expenditure Revision Submittal to Minnesota Department of Education (MDE)

The Board requested further information on this item. Director Brodrick noted to bring this forward to get further explanation for the sake of board members, but also for anyone in the public watching for sake of transparency because school financing is complex and complicated and think relationship and interaction to take place in regard to long range facilities master planning and bonding, the relationship and interaction between school districts and MDE, is very vital to all this work.

The LTFM revision presented is what we have started with last July, and the submission of the LTFM application for 10 years, that is a cycle and happens each year. This is a revision of that application of our FY20 or current year expenditures and also for FY21 expenditures. What will be presented in July is the kick-off of the new Pay21 levy and will be the FY22 LTFM ten year plan.

- Is the impact of this not only the Facilities, but also the General Education fund? Response: The funding here is with our general fund levy, as most LTFM is our general education levy. We do receive a little through state aid, but most LTFM is through the general levy, and not part of debt service and bond portion of the levy - this is separate. That debt service and bonding is with COPs and capital bonds. The LTFM portion of the levy is part of regular general fund portion of the levy and are separate buckets.

MOTION: Director Brodrick moved that the Board of Education approve the Long-Term Facilities Maintenance revised Summary of total planned expenditures by category for each of the next 10 years.. Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

Director Foster	Yes
Director Brodrick	Yes
Director Xiong	Absent
Director Allen	Yes

- BF 32079** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS02-A Demolition: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32080** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-A Concrete: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32081** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-B Structural Precast: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32082** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS04-A Masonry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32083** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-A Structural Steel Material: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32084** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-B Structural Steel Erection: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32085** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS06-A Carpentry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32086** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS07-H Roofing: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32087** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS08-F Entrances, Storefronts & Curtain Wall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32088** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-A Drywall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32089** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-B Tile: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

- BF 32090** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-C Ceilings & Acoustical Treatments: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32091** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-G Terrazzo: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32092** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-K Painting & Wall Covering: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32093** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS11-F Food Service: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32094** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS21-A Fire Suppression: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32095** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS23-A Combined Mechanical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32096** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS26-A Electrical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- BF 32097** Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS31-A Site Clearing & Earthwork: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

Board members pulled these items for more information. These were placeholders on the agenda and materials were provided a few hours prior to the meeting, and they merited discussion or presentation by staff.

Chief Turner provided an overview of the timeline to now with the FMP and gate point checks. A timeline for Frost Lake was presented at the February 18, 2020 Regular Meeting, which was approved by the Board for scope, scale, and schematic design. Now at the gate point check with the birds in regard to the project budget. The approved project budget was \$36M and approved at the February 18th meeting. In working with the capital design team and our Purchasing department, we received over 140 bids, which allows for greater opportunities for competitive bids. Based on these bids, we are projected to come in \$6M under budget, and want to thank Director of Facilities, Tom Parent, and his team for their work, as well as Jamie Atkins in our Purchasing department. This project will continue to be reported to have a project budget of \$36M, as Jacobs recommended to not change the project budget amount once approved. Other additional contingencies are also built in to show additional savings. Appreciation was also extended to Saint Paul Building and Trades and the general contractor community for their interest in this work. Moving forward, there will be a different way to show the Public and the Board on the board agenda item in a clearer format

- To be clear, the Board approved \$36M - will there be another check-in if that number exceeds the approved amount? Response: Yes, that's correct.
- Director Brodrick noted concerns about these items, and the previous issues of projects running over budget due to unforeseen circumstances. As a recommendation from Jacobs, the Board is to be informed consistently and regularly about additional money, and because we have stated tonight that we can do this project for \$30M, if it turns into an amount above that, the public is going to be somewhat skeptical again, with the worst case scenario being if it turns into \$37 or \$38M. Needs assurance that while we are starting off at the favorable bid of \$29M, but that it will not creep up towards \$36M, and surely not beyond, and noted the harsh criticism from past projects that went over budget. Response: Chief Baker highlighted that one of the recommendations from Jacobs was to ensure that once a budget was set, that it doesn't change, and while there are strong savings in this case, there may be other things that come up and still have flexibility. Jacobs also noted that if there is money left at the end of any projects, that it goes into a bank portfolio of work to another project.
- Will MDE be giving permission to levy for the amount of \$36M, when we found out we can do it for \$29M? The funding source for Frist Lake is a portion through capital bonds, and remaining from LTFM. It is different from COPs, which is was was presented at the special meeting for AIMS. This is only a bid amount, and not project budget scale and scope of project. It is simply a budget, and that should not change because bids came in lower. The \$36M was approve in gate check 3 based on the scale, scope, and schematic design. Tonight's gate check 4 is the approval of the bids. If we do not need a certain amount and the cash flow of the great bidding environment, ensuring that we are able to direct those resources to other needs throughout the District. Contingencies were also factored into the numbers if we need to adapt or change due to unforeseen things.
- Will MDE authorize this amount, or will we need to take funds from future projects if this projects does come in over budget of \$36M? Response: We can plan for future conversations and for new board members especially, to work in additional questions and presentation on the financing of construction projects.
- Are there ideas as to why bids came in under budget? Response: The COVID crisis is a major one with flexibility in bidding, especially with the uncertainly in the construction marketplace. Contractors are anxious to have projects and bank on them. We are a strong bastian in an otherwise stormy sea, with public financing, and are consistent, and will be here at the end of the COVID crisis and the ensuring economic turmoil.
- A suggestion was noted in presentation within BoardBook - it would be helpful to have a cover sheet for each project to give high level information in an easily accessible space and then provide the individual bids for each subcontractor - more of a summary format in front.

MOTION: Director Marchese moved that the Board approve the below items, respectively:

- **That the Board of Education authorize the award of Bid No. A20-0797-A Frost Lake Elementary Addition & Renovation demolition (Project # 1100-19-01) to Viking Demolition & Specialty Services, LLC for a lump sum base bid of \$547,428, and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0798-A Frost Lake Elementary Addition & Renovation concrete (Project # 1100-19-01) to Hollenbeck & Nelson, Inc. for a lump sum base bid plus Alternate #4 of \$1,049,400 and approve Gate #4a Finance Plan Update.**

- That the Board of Education authorize the award of Bid No. A20-0799-A Frost Lake Elementary Addition & Renovation structural precast (Project # 1100-19-01) to Molin Concrete Products Company for a lump sum base bid of \$512,821 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0800-A Frost Lake Elementary Addition & Renovation masonry (Project # 1100-19-01) to Harbor City Masonry, Inc. for a lump sum base bid of \$664,685 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0801-A Frost Lake Elementary Addition & Renovation structural steel material (Project # 1100-19-01) to Briese Iron Works, Inc. for a lump sum base bid of \$265,300, and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0802-A Frost Lake Elementary Addition & Renovation structural steel erection (Project # 1100-19-01) to Patriot Erectors, Inc. for a lump sum base bid of \$239,500 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0803-A Frost Lake Elementary Addition & Renovation carpentry (Project # 1100-19-01) to Meisinger Construction Company, Inc. for a lump sum base bid of \$1,266,000 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0805-A Frost Lake Elementary Addition & Renovation roofing (Project # 1100-19-01) to Berwald Roofing Company, Inc. for a lump sum base bid of \$335,770 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0807-A Frost Lake Elementary Addition & Renovation entrances, storefronts & curtain wall (Project # 1100-19-01) to M&D Management dba Artic Glass Company for a lump sum base bid with Alternate #5 of \$299,900 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0808-A Frost Lake Elementary Addition & Renovation drywall (Project # 1100-19-01) to RTL Construction, Inc. for a lump sum base bid of \$726,969 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0809-A Frost Lake Elementary Addition & Renovation tile (Project # 1100-19-01) to Grazzini Brothers & Company for a lump sum base bid of \$329,675 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0810-A Frost Lake Elementary Addition & Renovation ceilings & acoustical treatment (Project # 1100-19-01) to Twin City Acoustics, Inc. for a lump sum base bid of \$319,360 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0812-A Frost Lake Elementary Addition & Renovation terrazzo (Project # 1100-19-01) to WTG Terrazzo & Tile, Inc. for a lump sum base bid plus Alternate #4 of \$266,915 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0813-A Frost Lake Elementary Addition & Renovation painting & wall covering (Project # 1100-19-01) to Steinbrecher Painting Company for a lump sum base bid of \$194,300 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0815-A Frost Lake Elementary Addition & Renovation food service (Project # 1100-19-01) to Plexus Company dba Culinex for a lump sum base bid of \$424,600 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0818-A Frost Lake Elementary Addition & Renovation fire suppression (Project # 1100-19-01) to Breth-Zenzen Fire Protection, LLC for a lump sum base bid of \$292,000 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0819-A Frost Lake Elementary Addition & Renovation combined mechanical (Project # 1100-19-01) to NAC & Electrical Services for a lump sum base bid plus Alternate #3 of \$4,752,500 and approve Gate #4a Finance Plan Update.

- That the Board of Education authorize the award of Bid No. A20-0820-A Frost Lake Elementary Addition & Renovation electrical (Project # 1100-19-01) to Muska Electric Co. for a lump sum base bid plus Alternate #3 of \$2,683,100 and approve Gate #4a Finance Plan Update.
- That the Board of Education authorize the award of Bid No. A20-0821-A Frost Lake Elementary Addition & Renovation site clearing & earthwork (Project # 1100-19-01) to Urban Companies, Inc. for a lump sum base bid of \$1,065,000 and approve Gate #4a Finance Plan Update.

Director Allen and Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Abstain
Director Xiong	Absent
Director Allen	Yes

IX. OLD BUSINESS - None

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Marchese reiterated the request for waiting list schools with a list of information.
- Director Brodrick reiterated his request for a comprehensive set of data in regard to distance learning participation, and iPad usage.
- SEAB Member Ali noted he missed the part about waiting lists, but recounted his experience in not receiving his first choice school, but is so happy with Como Senior, and it is a great place with family and community, and how the District can work to provide same opportunities at every school for each student.
- Director Foster reiterated her request for partners who have stepped up during this time.
- Director Foster noted her congratulations to SEAB members who are graduation, and starting their next journey in life, as well as congratulations to all our seniors.

B. Items for Future Agendas

- The report on health and wellness in the district was noted and work to keep staff, students, and families safe during this time of COVID-19.

C. Board of Education Reports/Communications

- Director Kopp noted her experience in visiting 2 ECFE classes, and their great work in connecting families with young children to other families. She also recapped her personal experience as a mother of a young child and the need to be around others, and their public service to the community and how these virtual format meetings could continue, including for those who may not have transportation, or are reluctant to leave their home. She also noted her time with Tony Walker, Director of Community Education, and the overview of Community Ed from ECFE to ABE to driver's ed, ACT prep, programs for adults with disabilities, and currently Essential Kids Care, and to hear him speak about the pride of the team, and the excellent service this is providing to our community. She

thanked him for his work. She also noted a few retirements and background of those retiring, including Rich Currier, Jill Gebeke, Joan Ellefson, Jill Griffin, and all other retirees from the District. We see you and are grateful for your work. She also thanked Vice Chair Foster for stepping into the role, as well hold our Chair Marny Xiong in our hearts and wish for recovery and return. Vice Chair Foster has stepped into the role with grace and confidence. She also noted gratefulness for Sarah Dahlke and Kaying Thao for their support in this transition and work behind the scenes. She also thanked the Communications team and Office of Family Engagement and Community Partnerships for their work in graduation ceremonies and celebrations. Big thanks to families, students, and staff and community members for sharing what is working and what is not. Please stay in touch and connecting. We're all experiencing loss and grief and uncertainty, and the greatest hope is to find meaning for all that, and give ourselves space and grace to reflect and rest, and recommit to the shared purpose for SPPS kids. Proud to serve on this Board, and represent this District.

- Director Marchese noted that he shares in appreciation for our Vice Chair and staff and everyone working together, and his colleagues. This has been a rough period of time and we have all been doing what we can to support each other, the district and this work, and looking forward to the day when our colleague is back. Sending her and her family prayer and support and she is much on our minds.
- Director Ellis noted a recent photo of Vice Chair Foster and Chair Xiong, and herself that popped up on social media. She is thinking of her and sending much love to her family and has been on her mind every day. Wishing her a speedy recovery and thanked Vice Chair Foster for stepping into the role. She noted the MSBA call with the governor and school board members across the State, with questions on graduation. She attended MSBA clerk training with questions on upcoming elections. She noted a recent call with Commissioner Ricker, as well as a meeting founded by Ramsey County in partnership with SPPS, City, and County on finances and the CARES Act and AMSD meeting, which noted the impacts of COVID-190 funding and impacts to education. She also noted the Superintendent's virtual staff meeting and family meeting, and feedback. She noted the different way of ending the year and feelings on that and the grieving that must take place. She noted that recording graduation speeches was difficult to not be in the room with students and families.
- Director Allen thanked staff for their great work and is appreciative of the opportunity osee students and staff working together. She noted middle school pranks. She thanked Vice Chair Foster for stepping into the role and being a listening ear when worried. She can't wait for Cahir Xiong to come back and spin jokes with her. She also noted her experience in feeling positive energy from the community and ensuring that Chair Xiong can also feel that energy.
- SEAB Member Ali also wished Chair Xiong a speedy recovery and was saddened by the news, but he adn SEAB are thinking of her and her family. He also noted the special night of Ramadan and the belief that prayers are answered, and will be keeping Chair Xiong in his prayers. He also thanked the Board for their communication to ensure he is a part of our virtual meetings.
- Director Foster added to the prayers for Chair Xiong. Saint Paul is about relationships, and the COVID crisis has hit close to home, and continues to keep Chair Xiong and her father and family lifted in her prayers, sending good and positive energy. She thanked staff and the Board, and thanked them for the opportunity to lead and we all lead differently. She thanked everyone for the encouragement and invited all to continue to contact her for questions and items.

XI. FUTURE MEETING SCHEDULE

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

- June 9 (Special – Non-Renewals: 3:30 p.m.)
- June 23

- July 21
- 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)

- June 9
- 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 and Director Allen seconded the motion.

The motion was approved by roll call vote:

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

The meeting adjourned at 11:47 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