

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

**COMMITTEE OF THE BOARD MEETING
Via Telephonic and Video Conference; Available via Live Stream at www.spps.org/boe**

**November 10, 2020
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m. by Chair Foster.

II. ROLL CALL

Board of Education: Z. Ellis, J. Foster, J. Brodrick, C. Allen, J. Kopp
 S. Marchese arrived at 4:32 p.m.
 J. Vue arrived at 4:34 p.m.

SEAB: K. Ali

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; Stacey Gray Akyea, Director, Research, Evaluation & Assessment; Kenyatta McCarty, Executive Director, Human Resources; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Sarah Dahlke, Secretary to the Board

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Agenda. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

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

IV. SUPERINTENDENT'S REPORT

Superintendent Gothard began the meeting by congratulating Director Vue on his successful election win. He noted the large turnout for the election results, and thanked those who also ran for office during this time.

He also acknowledged the great work in our District in collaborating across the District as we successfully transitioned Stage 1 schools to hybrid learning. That is no small feat, and three weeks in and sharing additional plans. It is important to share his pride in folks coming forward to plan, do so safely, effectively and follow our plan that has been shared, and open and transparent with decisions. We have a team who are working well together. The manner in which we have come together with expectations to provide our students, staff, and community.

We are also in a time where COVID cases are at a pace we have never seen at any point in this pandemic, and it is alarming. We have a lot of work to do, and we are working with Saint Paul and Ramsey County to partner in this work. He has never felt alone in this work, and others to share their feedback, and those willing to lean in to help us make decisions, educate us, and answer questions, and truly extend their knowledge and resources to make the best decisions. This meeting is to share the many ways SPPS works together to deliver in these uncertain, unprecedented times. Though it is becoming far too normal, and noted the Governor's comments, and the illustration that there will be another side to this, and focus that Minnesotans and Saint Paulites will come together to get to the other side of the pandemic. The presentation will include the planning, partners, and feedback to address in the best way possible.

QUESTIONS/DISCUSSION:

- Director Brodrick noted his conversation with Dr. Gothard earlier, and is feeling confident that we are moving along in a deliberate manner.
- Director Marchese thanked the Superintendent and team for working under these circumstances, and the amount of planning into the process, and appreciate that this is an endurance race and the Superintendent and his team are committed to - it's noted and recognized by community members who are also seeing it.
- SEAB Member Ali noted that the Superintendent and his team have been working tirelessly, and that this is an uphill marathon and he is doing what they can to help students, staff, and the community, and thanked the Superintendent for his work.
- Director Foster echoed her colleagues in thanking for the tireless efforts, and there is no easy solution, and are digging in every day. Thanks to the community for continuing to engage the Board in meaningful ways.

V. SEAB UPDATE

SEAB Member Ali provided an update on SEAB and their work. They have been working working with Restorative Practices staff to build a better community and review the SEAB manual and discuss their role. They have been working to build a better SEAB community, and important to establish a strong SEAB group to the Board and community.

They have been working to update the SEAB manual and ensure all have a voice in this, and is transparent, and are hopeful to discuss these changes with the Superintendent and Board.

SEAB job description update has also been a topic amongst members, and the role of SEAB and their influence districtwide and in the community. Hopeful to have a better informed role in the District

regarding students and the District. Future goals are to interview a new SEAB mentor/facilitator and recruit new SEAB members.

Over the past few weeks, individual SEAB members have been working on the census count and voter registrations, as it is important to be counted and registered to vote.

QUESTIONS/DISCUSSION:

- About how many registered voters did SEAB connect with? Response: Individually, SEAB Member Ali connected with about 157 voter registrations in his community, and other SEAB members have been working individually, and working tirelessly to get new voters.
- About how many people were contacted in regards to the census? Response: The census has been a little more challenging, and started when the pandemic first started and folks were hesitant in their response. He has contacted a few families, and word of mouth and they contacted others. He mainly did the counting in the Oromo community at the mosque and community center, and from March to the end of July, there were about 2,500 families to ensure they were counted.
- More information was requested about the role of mentors in SEAB and bridge SEAB with the District. Response: There hasn't been a mentor or facilitator for a bit, but have been working with staff how to establish the new role of the facilitator and what hope to accomplish. Usually the role of facilitator was a bridge between SEAB and the Board to discuss matters in regards to students and the District. Working to hire a facilitator soon.
- What kinds of characteristics would be helpful to the role of facilitator? Response: Knowledge of the District, and also understanding what students need and what the Board and District can provide to be the bridge between SEAB to understand better and influence on the decision-making of the Board.
- Thanks for the work of SEAB and SEAB Member Ali.
- Talking about doing recruiting, and it's difficult right now, is there a way for the District or Board to support in that - ways for videos to grab the attention of the youth, Tik Tok videos? Response: That could be the start. That is important for students to know that board members and the District care about the students and want their input, that more students would be interested in applying. Hopefully work with the Board to establish that.
- Board members encouraged SEAB to reach out and work on recruiting together. They thanked SEAB Member Ali for his work in reporting and attending meetings, and excited to see work on the SEAB manual. It has been a difficult year, and excited for it to be better, and know a lot are seniors and thinking about who comes after and wanting it to be good for them is inspiring. Also thanks to Becky and Kurt in Restorative Practices to build bridges and heal, and take us forward. Excited where it goes next. Want to see border enthusiastic representation and join the great work in progress.
- Thanks to SEAB and SEAB Member Ali, and several board members have been in conversation and community with SEAB about how to move in a good direction in new ways. It's important to think about how we can tailor what we are doing to reach students that will be effective, and that voice is amplified in this space and throughout the District. Becky and Kurt have done wonderful work and they are talented folks.
- Thanks to SEAB Member Ali and SEAB, Becky and Kurt, and Kaying for keeping the work moving with the Board. In thinking about the level of work and appreciation of SEAB and still trying to find what it looks like, but the time taken, this is real and tangible and affecting change for students and commitment by showing up and engaging other, work in school and out of school, is so appreciated, and understand that student voice is about ebb and flow of what we do and look forward to as we refine and have authentic engagement and work with SEAB, and support from the Board.

- How many SEAB members are there currently, and what is the capacity? Response: As of right now, believe there are 7 SEAB member, but highest number was 13 last year. It's especially important to recruit fast and quick, as most members are seniors.
- Superintendent Gothard thanked SEAB Member Ali, and hearing him speak with such energy was uplifting, and thanks, and leadership is one role, but leadership is another level when things are as difficult as they are, and says a lot when continue to raise hand, show up, and says a lot about SEAB Member Ali and his leadership and commend him and thank, and proud of him, and what SEAB wants to create in SPPS.

VI. REOPEN SPPS PLAN UPDATE

Superintendent Gothard then welcomed Chief Watkins and staff to present the Reopen SPPS Plan Update. The presentation reviewed updates and information in these four areas:

- Ramsey County Collaboration
- Dial Back and Temporary Shifts
- Student Support: EDL and Credit Recovery
- Hybrid Stages 2 and 3 Update

The guiding principles were reviewed, as well as the timeline, dial and recommendations for stages of return to in-person learning, including Distance Learning, Hybrid Model, and Return to In-Person.

Ramsey County Collaboration

Partners from Ramsey County, including Dr Lynne Ogawa, William Moore, and Dana Janowiak, presented information including the MDE Situation Update for COVID-19, Ramsey County COVID-19 Dashboard, Ramsey County COVID-19 Cases by Race, and Saint Paul COVID-19 Cases by Race. Data on Ramsey County 14-day rolling case rates by city were also shown. They also discussed the County perspective on COVID-19, including that trends suggest case rates will continue to increase, basing decisions about reopening or dialing back on multiple factors, regular SPPS/County check-ins, and that SPPS is on the right track in planning, tracking, and managing exposures.

Dial Back and Temporary Shifts

Staff then reviewed changing course, in dialing back in response to widespread changes with the pandemic, and the District pivots from the current instructional model to the prior stage, and impact is felt across the District. If in hybrid, pivot to distance learning; and if in-person, pivot to hybrid.

A temporary shift may occur in response to a localized concern, adjustments are made to the regular running of the site/program as appropriate. Guidance is provided by District experts; impact is felt at site/program. Examples were provided.

Indicators for dialing back and temporary shifts were also reviewed.

Dr. Ogawa noted that things are constantly changing, and everyday, the County is making decisions based on exposures of staff, supports to other systems, and things are rapidly changing.

QUESTIONS/DISCUSSION:

- Director Ellis thanked staff and partners for the presentation. It was mentioned that the County supports community members who test positive, and more information on that. Response: Local public health is required to support individuals who test positive for any reportable infectious disease,

especially those that require to isolate and quarantine in essential services - food housing, access to health care, etc. We have worked and provided everything from groceries to picking up pharmacy, to delivering individuals for PPE, and to anyone in the county who needs it.

- So if a person that the County is providing essential service to has to quarantine, they are not able to go to work - what does support look like? Thinking of families working outside the home and have children. Response: A lot of the County work in support the basic needs in public health, and linking with other county services like job corps for support in jobs, or other programs that we can connect folks to. Part of the referral from essential services is referring to financial assistance department as well, and changes in administering emergency assistance during the pandemic.
- Around having to quarantine and essential services, how are employers informed, and supporting what is relayed to an employer? Response: Most of the employee exposures are also handled at the state level and MDH tends to inform businesses of exposures by clients or employees. Often, MDH can only say that someone in employment has tested positive, and may need to evaluate and inform employees of exposures. As a county, it does get difficult, as a provider of care and employer, and sometimes do not receive all the information expected in terms from employees. Employees also need to give consent to giving their name.
- Director Brodrick requested further information on the rates within the cities in Ramsey County. What we have been hearing is that there is a difference in impact in communities, particularly communities of color, but these numbers seem to belie that notion based on the rates, and what is the explanation? Response: Some cities do have an asterisk among the smaller communities, and a number of things in calculating these rates and may depend on the population, and the smaller the population, the more difficult it is to note the rate is consistent, and can jump faster, or drop faster. The size of the community makes a big difference. We are also seeing a broader community spread, and would expect the numbers to be closer. Some communities also have large long term care centers, and an outbreak, such as at Stillwater prison, and Washington County's rate jumped dramatically, and those settings can affect rates. Earlier, when we would see jumps, it was because of that, but that is not currently the case, and community spread.
- The 38.4 for the city of Saint Paul - is that the number reflecting the ratio of positive to number of people tested, or based on the number of overall population? Response: it takes into account the overall population, but is the case rate, the number of positive to those tested.
- Are we seeing that communities of color are not really getting tested to the degree that other communities are? Response: That is a more difficult question to answer, but that in the beginning earlier, we were definitely seeing that communities of color did not have access to testing that the white population did, and one of the reasons that as Ramsey County, we specifically set that up for multiple no-barrier testing, and working with community partners to specifically focus - like Karen Organization of Minnesota, Hmong American Partnership, and CLUES, and work with them specifically to ensure communities of color have access to testing. The rates we are seeing are rising, and knowing that at our testing sites, we are seeing up to 75% of patients are people of color.
- In looking at that number, Saint Paul - that's our school district. Are people of color in the city of Saint Paul, do they seem to be more vulnerable to COVID-19? Response: We are seeing whole communities of color being at a much higher risk for being exposed and getting the disease. In addition, we know individuals of color are at higher risk of complications. Talking in a broad sense, and focusing on medicine is through a public health lens and has to do with social and political determinants of health, economic opportunity and all components. The populations within Saint Paul and the populations of color are at a higher risk for lots of different reasons.
- Interesting to see our students and the elder citizens of their community, and connections between elders and students.

- About the 14 day lag time - due to that lag time ,what are some of the best practice approaches in the case rate? Response: The best mitigation works at all points, and so, it's difficult and matter of fact that we don't always see results of mitigation for almost a month. Also don't see items rising due to loosening or adding for four weeks, and because of the 14-day lag in data, and the way that COVID is passed and symptomatic for up to 14 days. We are chasing old data regularly. We do wish we had the crystal ball to predict. A lot of the information looked at is almost a month old, and that also makes changes difficult, and testing those changes is difficult in waiting for four weeks to see the results of the changes.
- Board members thanked everyone for their work and to Ramsey County and seeing the services, and essential services, and know how important those are, and to our families. We're fortunate to have a good partner in Ramsey County for our students and families.
- Appreciate the work and partnership between district and county - critical at this time, and really critical right now, and rely on folks such as Dr. Ogawa and her team to guide the work of the district and be appreciative of support.
- Thanks for the work, and keep up the good work.
- Director Foster echoed her colleagues in thanks to Dr. Ogawa and her team, and Ms. Langworthy.
- Superintendent Gothard thanked the team, and invited William Moore to share more information on the outreach with our Black community. He also shared that earlier Dr. Ogawa mentioned that the data right now, is from Labor Day. That was a big lightbulb moment in putting it into motion, and cycle of events. Today we are seeing an exponential growth different from September, and the numbers projecting forward, will increase based on what we are seeing each day in Ramsey County and across the state.
- William Moore then shared information - from ensuring fliers in different languages in the community for free testing, engagement with African-American owned businesses, and doing footwork in driving, picking up masks and delivering them to businesses on University and across the city and talking with folks to let them know we have masks for them and employees, and customers. The community at times, is hard to tap into when representing an organization like Ramsey County Public Health and any governmental agency, and how a lot of organizations charged with helping to address issues are really the cause of a lot of issues that have existed for decades, and how to regain the trust of the community. When we are doing outreach, we are combatting that some in the community are wondering if the pandemic is a reality. We also need to take into account the trauma of the community has faced, and past and current events and their impact on the trust of the community for governmental agencies. Not only do we need to battle outreach dn ensuring services are accessible, and will the community trust to accept it. When an individual is traumatized enough and others enough, they will traumatize themselves and may not take precautions to be safe, such as being proactive in being tested because of the fear of the organization is too great, and put more trust in those who may look alike, or live nearby in the community and work with, versus someone from the outside. Want to ensure that it's not overlooked how hard to do outreach - dealing with many different layers and medical systems and public health organizations. Response: Appreciated learning and these efforts, and thanks for all the work and continued work.

Student Support: EDL and Credit Recovery

Staff then reviewed EDL support, such as Academic Support Centers - targeted services, hybrid opportunities, and distance learning program option, and middle school on-track classes such as English, Mathematics, and AVID.

Credit recovery supports were also reviewed, and include current credit recovery supports, such as evening high school, Academic Support Centers; existing school efforts such as Academic Support teams; and new opportunities such as expanding Academic Support Centers and outreach coordinators.

Stages 2 and 3 Update

Staff then presented Stage 2 and 3 staffing and enrollment updates, including assess staffing, prepare our administrators, and plan for implementation.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ellis noted questions about the number of students in credit recovery, and requested more information on that data, and students in high school and middle school. Response: We don't have the final grades yet, and at the end of the year, there is a bottleneck as students work to recover their grades. The data is about double the number of fails compared to last year. For the credit bearing courses, it was higher, and thanks to the assistant superintendents and Division of Schools for their work with administrators in innovative ways. It is about credit recovery, but also how to keep students on track during DL, with engagement and various supports.
- The supports available for students, and personal experience in expectations that students reach out to teachers when assignments not completed. Who are teachers reaching out to for support? Teachers are connecting with students, but where does that happen in the process? Response: There are multiple pieces, such as the Academic Support Center, which has been well received. The other piece is in-building supports, and teachers reaching out, and to the school counselor through the teacher. We don't want the students and families to have to be proactive to seek out those supports and academic support teams. Our support staff are doing all possible, such as phone blitz or Google Meets, and innovative solutions during this time. A huge initiative is to push out more information and communication instead of families needing to navigate the system.
- The 400 - is that 9-12, or more 9th graders, or 12th graders? Where are we seeing that credit recovery needing to happen? Response: Evening high school is primarily 11th and 12th graders. Typically it is 12th graders, but the finish line is closest, and prioritized for 11th and 12th graders. Como and Johnson started more in school credit recovery where more 9th and 10th graders can access to allow them not to get further behind before evening high school.
- If our students are struggling in distance learning, and having to do online evening class, what is the difference? Response: The supports to create are needed; we need to be responsive and adaptive to our students, and work with principals about what we have learned in distance learning for supports we need, and one of the reasons for Academic Support Centers for in-person instruction. Where we're seeing the best reaction is when we can get students to Academic Support Centers, particularly seniors, and started a blitz to let seniors know these Saturday courses exist, with 8 between now and December. At those times, we are seeing students digging in to do the work, and is about the transfer of knowledge to show the teacher and demonstrated they reached standard. That has grown exponentially since we communicated that in four languages. Saturdays are for the blitz, but also opened up for seniors to walk-in anytime to come to Washington and ensure they received transportation home, such as bus cards. We are strongly encouraging high school seniors to come for reliable, consistent wifi, quiet space for work, and others to help them with their assignments and questions. We are learning that Academic Support Centers and need to be just in time, and flexible and amendable to get that assignment done, or project completed, or technology questions. We have started the Saturday workshops for seniors to have that time to catch up, and offered same day walk-in, and out to counselors and families for opportunities. The difference with

Academic Support Centers is that it is in-person, and learned that many students need person, accountability, and have guidance and encouragement. We are finding our high school students need help with motivations and need that space and similarity to their school and structure.

- Director Vue noted questions on engagement and criteria to help us understand if students are successful in distance learning. Are there any indicators to identify which students need more supports and resources for better engagement? Engagement wanes - is there anything we have to be more proactive to identify that with our students? Response: We are meeting regularly with senior high principals and conveyed that they need to do specific touchpoints with their students, and for students to come to their localized location and provide in person tutoring and support. We also heard about the work of the leadership teams to identify every student by name and their attendance and meeting with them and following up with them. Unfortunately, there is also a small group of students with whom we are unable to connect and it troubles us greatly. They conveyed they need the District resources and support, and exercise a plan that works for their school and their students. Assistant Superintendent Collins also provided details about conversations with high school principals and the urgency, and looking at how to mobilize our resources in a different way. Each building is beginning to isolate the data to understand who we are focusing, and a list of every senior and criteria for each if on track, at risk, person of contact, when they reached out, and next steps. The first piece is data speaks when organized, and working to create and be effective in action at a building level. Buildings have a theme of what they can do today for each student, and think about leveraging staff in a maybe new way, and need to be student-centered and action oriented. One piece is engaging with families and problem solving with students. We want to work productively in collaboration with OFECP and leverage LanguageLine and resources, and reach out to families to ensure they understand services and supports available. Lots of outreach, and wanting to create a sustainable system to help students feel success, and staff to feel success. Motivation and positive momentum are key in this. Conversations are happening to talk about how each building is different, and to be focused, action-oriented and tracking the data and reaching out to kids to bring them in and ask what they need and how adults can help the child based on the child's perspective and help that is needed. Dr. Gray Akyea also noted the metrics of distance learning to gauge engagement were attendance/check in and interaction with Schoology. We are continuing to use those metrics to how engagement could look. We have internal dashboards to report attendance check-in, and report that as one metric of engagement at the very basic level, and the other through a dashboard is percentage of students who are engaging in submissions through Schoology. It is limited and only particular grades using Schoology (PreK-2 uses SeeSaw), and does give a representation.
- Glad to hear everyone is thinking things through and being adaptive. The more different ways to look at this, the better. Data needs to be organized, and at the point to organize what we have, what students are doing and submitting and how everything is going.
- About the dial back - based primarily on case rate data? We have established that is 14 days lagging - is there any further criteria to better inform that decision to make more proactively? Response: In terms of dial back, two of the indicators to be used in concert are based on 14-day case rate at County and City, and there is a lag, and the other is the percentage of buildings that have 5 or more confirmed cases from staff and students on site, and that data is from district COVID reporting platform, which is current data, COVID team received as entered, and use those pieces in concert to jump conversation if there should be a dial back. Two are in lag, and one is in just in time, and tracking a number of confirmed cases as they happen. Individual schools and cases are leading indicator, and may not get to that number due to staff or 5 or more cases. We look at it both ways - great potential for spread based on case rate, or seeing it on a daily basis and impacting the ability to offer safe and effective services.

- How do those numbers affect the Academic Support Centers? At what point do we dial back and the system in place to measure that. Response: The dial back option, if we make the decision as a District, the Academic Support Center would be included. If impacted by the temporary shift, then the decision would be based on what is happening at Washington. Since we have been in operation since October 19th, we have done extremely well with following the guidelines on social distancing and masks, and encouraging staff to stay home if sick. We are ensuring we are monitoring staff daily, and to overstaffed to be supportive and continue to welcome students when there if we are down in staff, to continue to offer programming with more staff than maybe needed. Social distancing is a must and at Washington, we can do that for the physical space to be able to do that.
 - Is there a consideration to open another site for social distancing? Response: We did have an idea and excited to rollout 5 academic support centers in each region, and after further thoughts and planning, staffing, and recruitment, it appears it is realistic to continue to support the one center to do it well and the one location. We still have plenty of room in Washington with the house format, and right now in 2 houses, and within those 2, have another portion of the house. We have 4 floors at Washington, and can add the other side. We have several different configurations to remain safe, and using front entrance and back entrance, and flow of students in and out. We can serve several additional hundred students at Washington because of the space available. Although the idea of expanding is possible, but at this time want to put all efforts to supporting the one site and ensuring students can access it.
- When 5 or more jumpstart the conversations, that means we start the conversation whether to dial back or not? Response: It is one of the indicators used in concert with the others. In the space of dialing back or temporarily shifting, we are constantly monitoring the data, and could start the conversation and look at the other pieces, or extreme situations where it would take precedence. In this space, it is context specific. There are many ways into the conversation, and out of it. We look at all indicators, and any one could take precedence, and look at them all together too and the conversation to temporarily shift. Mary Langowrthy also provided details in monitoring the case information and working with administrators on site, and have building level data to review, and monitor that and bring forward. We are not seeing internal spread, and if there is a positive case in a building, there may need to be a quarantine. We have protective measures in place which are also beneficial, and layering to help prevent. We will continue to monitor and work with administrators and have further discussions.
- Director Kopp requested information on the maximum capacity at Washington Tech and Academic Support Center? Response: We had initially 200 as the maximum per day at Washington, and we are serving about that looking at the number of ACS students and EDL students. However, we also didn't take into account using other houses or spaces. We could have about 100 students on each floor if needed based on how Washington is set up, the size of their classrooms, and the schedule and program design to move about the building in separate ways. If we were at 400, it would be to then move to a different site. We are learning that Washington is a nice site to train staff and the program, and once have enough staff, move onto another site. Operationally we are ready, and is about program staff. Transportation, nutrition services, and custodial services are in place for another site when needed.
- Director Kopp noted that in hearing from staff speaking to the different environment and the impact of that in learning and work.
- Regarding the readiness targets, and have 23/24 readiness targets. As we are learning about COVID, are we looking at those readiness targets in thinking about dial back and temporary shifts, how do those things fit with our existing readiness targets, or are those completely separate? Response: They are like two sides of the same coin - the first is the readiness targets were determined to help us when we are ready to re-engage and move forward to next stage, and

designed based on our values of re-engaging or delivering learning in a safe way for students and staff. There are a lot of readiness targets dealing with facilities, and the case rate at that time the guidance from MDH was 30 and below, and our community's views, staffing. Once we are moving forward, those readiness targets are not relevant, but only relevant once moving forward and know we meet those. Once we are in the stage and situation becomes one where community spread, localized concern, or widespread, it shifts us to decision to dial back at district level or decision at the localized spot in the school or site, or program. They are both very important, but serve different functions and work differently. There were dealbreakers, and with the dynamic environment, we will revisit the readiness particularly with dealbreaks, particularly with MDH guidance and flexibility, and there may be revisions, because they are all together a good indicator if ready to move forward. We do need them both to make informed decisions and to deliver safe instruction for students and staff.

- Director Marchese noted that when thinking of Academic Support Centers, and though 200 was the maximum, and could support more, but not necessarily open more centers. Concerned about the students we are not hearing from who could benefit from that work who we don't know because we don't have the referral for the ASC, or counselor to confirm or not their participation. Is this right now being utilized to its fullest extent, or should there be a concrete push to identify additional students for ACS by our staff and figure out where students are who are struggling? Worry it requires more of the student or family to raise their hand? Response: One of the reasons we chose and purposeful in referral because we wanted that to come from a district staff because they saw disparities in assignments or lack of engagement, and haven't received a response to communication. We asked initially was strategic because we are catching those on the extreme. If allowed families to start, had more diverse that families felt student was doing okay but not as good. Staff are referring the highest need, and could use more and do more. Although, the way the center is structured, it's built and scheduled to get as many students as support as well. There is an AM cohort, with a break for cleaning and organization, and there is a PM cohort for another 3-4 hours of support Monday-Friday, and an AM cohort on Saturday. There is enough times to see quite a few students. That has been helpful and excited for the work of secondary administrators to bring forward, and see a lot from secondary schools to do something similar. Also learning that a number of schools want to model, and what they can do within one classroom - laid foundation for how it can be done, and take a few staff who are committed and desire and will to work with students, and families. We are learning how it can happen organically at several different sites and will see more.
- Are there any buildings moving forward to do more small scale models? Response: Some are in initial stages and the complexities, and what to do in person. Principals are saying ASC are great, and students want to see familiar faces, and what we can do to expand that. If principals can find those students, and support them in person. Principals are trying to find capacity of staff to engage in safe way, and ensure get students to the finish line or back on track. There are initial stages. A number of our partners are also offering in person supports or distance learning supports across Saint Paul. We are also finding that a space already designed and supported for social distancing, staff are meeting their students, and seen a number of teachers who want to help students just in time with assignments or essays or college applications, and check out a room or space set up for social distance, PPE is provided in the room, and a mini-training to come into SPPS space, and tutorial in partnership with the Health department, and a group of students can meet for the day, and was a idea from the field, and adaptiveness and flexibility has been helpful. We have rooms booked where teachers and other staff are doing that, and social workers to connect with students. As we continue to see more throughout the district, others will understand and see we can continue to provide in person support in a safe manner and do it well. Our executive order 20-94 is specific to supporting students with disabilities, and we have seen almost 500 students, and 100 left, for

individual assessments and support at Harding with special education staff. It maintains our permission to do that.

- Like the thinking about using ASC in creative ways for teachers to use as central space, and like idea that we have a lot of available space, and think about who is the right person and right location to keep connections going, that we be multi-dimensional in approaches, and the ASC can be used in different ways, or for schools to do in their local building with staff their student knows, which is critical as we know students miss their teachers and school staff.
- Director Foster noted that with engagement, and continue to ask how families are being made aware of resource and their ability to tap into it for the success of their student. Response: We started with staff, and we got to over 1000 referrals with staff. The blitz went out to staff to send to counselors, to send to students. We created a promo video shared with community, and shared information with partners, city, community-based agencies, and faith-based agencies that they are also open to refer. Community members may also refer students. Lastly, Student Placement Services are taking on official registration and placement of students into the program. There are some changes due to the scale and interest. It started with a grassroots program to offer supports to students, and all students and families are participating. We have moved beyond informal and more to a formal program, and district supports are stepping in to provide a formal way for messaging to our community. We also need to be careful to ensure we have enough staff for students who need the support. We are trying to balance referrals with staffing. We have also found that students need more one-to-one support, and one adult to three students ratio, and use the time wisely and try to have a small ratio with our youngest learners.
- Going back to credit recovery, what is the family outreach and connection proactively? How are we working and partnering with families during this time? Our families and parents are the first and best teachers. In that dynamic, how are we reaching out to families to help them understand where their child is at? Response: Our counselors are doing anything and everything possible to have those personal connections, and Schoology to connect with families. Our high schools are doing their best to connect with families, and needs to be ongoing, and find more effective and efficient ways to connect with families, as well as technology. Support staff are also helping to connect with families about resources. We knew the challenges when in brick and mortar, and there are new ways to reach out, including with support staff. Principals and teachers are ensuring there are connections with paraprofessionals to ensure students and families are contacted regularly. We also enacted Google Voice to reach out to families. Schoology also sends notifications and updates. For students who are struggling and evening high school and credit recovery, there are synchronous times to learn the materials and ask about barriers. We also had conferences with parents and families, and the virtual environment increased some opportunities, and learn to be better for the next quarter.
- In college and career readiness, where are we at with dual credit and PSEO students and what that looks like in this model? Response: SEAB Member Ali shared about his day as a PSEO student. PSEO needs to be taken personally with the college career, and there is no forgiveness. Most PSEO students understand that and hopeful they focus on that. He spends most of the day in virtual classes, and has a few in person classes, which may move to virtual. There is support with PSEO advising, and relying on high school counselors to keep him on track, and attend office hours to talk to the counselor and get all support through Schoology and available to all students, but to take PSEO personally and ensure not falling behind. It is difficult, but also taking every opportunity in PSEO. IB teachers are also offering additional supports, and dig into data to compare from this year compared to previous years in terms of supports.
- She also noted questions about internet connections communications. In this moment, if families don't have access, what should they do? Response: If families do not have access to the internet, the easiest way to connect is to tell their teacher that they need access to the internet, and our new

partnership with the County and internet essentials, and offers a few different things. We have internet essentials and the hotspot. District staff know exactly what to do with a form to submit. We are now at the point to where hotspots within 48 hours. Internet essentials does take a bit longer in working with external partners to get the actual internet. If needed just in time, and need internet right away, best to start with hotspot. On the district website, under COVID and Digital Learning, we can post that to share with the Board and click on family support link that is sent to those who process those requests. The link to family support on the SPPS website is: <https://www.spps.org/Page/38790>

- Director Foster also noted that because as talked about organized data, there are things that continue not to sit well during COVID state, and in talking to students, and hurt for their hearts and their education and loss, and looking at change. This system was not working for a lot of kids pre-COVID and looking at right now in Saint Paul and across the country, this is the best time to re-envision public education for students and create public schools that work for all students. Thinking about MDE, the legislative body and how they currently fund or don't fund mandates that create barriers especially for families of color, and wonder what we are doing right now. COVID has been prioritized, but the academics continue to deteriorate. We continue to do band-aid approaches, and the coalition of educators, parents, students, legislators to say pull together to re-envision public schools so every student will thrive, and leave our schools ready, whether it be online learning or in person learning. Not critical of staff and district, and all working hard to make it work as best as possible, but a systemic root deficiency in errors adults making at consequences for students and children we serve continue to think critically of personal role in this. Been very thoughtful about the state of public education and as we shift into new administration. Seriously concerned, and understand hard work and effort, but concerns about collective efforts as a community.
 - Director Brodrick noted that he appreciated the question about outreach, and comments were about communication and outreach and trust between the District and the Board, and our communities. He noted the previous impression that was that our District is doing, leadership work by those heard from tonight, and work daily from staff, it seems like our communities are trusting us and looking to us, and while we could do better at reaching out, that we are doing a good job of communicating to our students and families, and trying our best and care, and are they trusting us? Response: Think that we are trying to be just in time, and able to put plans and pieces in place at that moment. When we started this work, that we started digital learning in about 2 weeks in the pandemic in the spring, and adjusted, learned, and make improvements for DL 2.0. It is different. We need to adjust and willing to make changes in real time. Our team had a saying "move quickly and not slowly - act like speedboat, not the Queen Mary." proud of the work, and can always do better, but collectively working together to meet needs of individual students, schools, and student groups; including with students in Stage 1, academic support centers, and seniors needing support to improve their grades and Saturday blitz in days. Our families needed Schoology and access to real time training on how to use iPads, and at the ASC families can walk in for in-person support to walk through how to access Schoology, SeeSaw, and help their student use their iPad. We are trying to do just in time and make adjustments, and can always improve on communication too.
 - Director Brodrick also noted in what we are doing now during these trying times, and what we will be learning from these times, so that when we come out of this period of the world, that we will be doing a better job. Think that connection between communities and the district is based on trust and feeling a sense of trust between trying what to do now, and eventually do when we move out of these times, and building trust. Continually come back to theme because that's the most important. Applying the concepts of priority budgeting to what we are doing now and what we will

be doing as we become a better school district based on what we are learning. Response: Superintendent Gothard noted that sensed preserving the status quo which has not served our students, and the COVID conversation has been dominant, but there have been efforts to move in a new direction. Perhaps we can come back and share with the community outside of COVID and focus on that work, such as the 3M Community Coalition for racial justice equity work and intentional efforts to do that to make it better for our kids. Look at our strategic plan and budget, there will be nothing normal with the next months, enrollment changes, the state budget, and it will be difficult, but want the Board and community to know, and move obstacles where to be most efficient, but not lose sight of what we started to do that will continue. Our strategic plan is aimed at improving long term student outcomes, and will keep moving it forward. We will look for intentional times to bring to the Board and community work that we are doing that is continuing.

- Director Brodrick requested information on trust of the Superintendent, and one of the fundamental difficulties has been trust between communities and the district. As we proceed through this pandemic and out of it, this is what we will need to build. Superintendent Gothard noted the 11 million meals served, 39,000 iPads, hotspots, connections, doorstep delivery, learning kits, greatly reduced possibility of transmission because we value the safety of our students, families, and staff. This community should trust that we are putting the needs and well-being first, but not lack of trust with colleagues. Director Brodrick noted that the things we are doing is complimenting the trust, but also need to be able to communicate that in different manners. He noted the previous mention of distrust of the government by communities to help them because they have been traumatized, and that he believes that is incorrect, but have a lot of folks in Saint Paul who do trust us, and the Superintendent. We need to do better at communicating that mutual trust between communities and the district. Director Allen noted that acknowledgment from Chair Foster, and think the work of the District and ASC has been amazing and thoughtful in the process. Believe that academic outcomes are the problem, and deficiency that this type of work creates across the board in education, we have to know that this is causing a greater burden on Black and Brown communities. This deeply rooted distrust and speaking from own perspective and how communities have been treated, and share concerns, and see the hard work of the district to provide the necessary shifts to be successful in this district. Necessary that our concerns are valid - looking at achievement gap and academic outcomes for Black and Brown children, that is a valid concern, and cannot say that we are wrong, and there is correctness with distrust for agencies that have mistreated, and education has not benefited Black and Brown children as it has for other children. Director Brodrick noted that he agrees, and didn't meant to suggest that comments around traumatized communities and trust, but emphasize that SPPS is an organization that is working on building trust and we are doing a pretty good job in building trust. The beauty of this Board is the diversity and the ability for each to speak their truth - and that is to be able to feel that board members can speak freely and true deliberation and to best serve all students in Saint Paul.
- This conversation about cultural relevance needs to continue.

VII. FISCAL YEAR 2019-2020 FINAL BUDGET REVISION

Next, Chief Schrul and staff presented information regarding the Fiscal Year 2019-20 final budget revision. Details on revenue changes - all funds, expenditure changes - all funds, and fully financed funds were shown.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Are we officially closing the books on the 19-20 budget? Response: We need to be officially closed on November 30th per state statute, and then issuing financial statements in December.
- Further clarification was requested on the approval of the final budget revision and the official acceptance.
- Director Vue requested information on the \$885.6M final revision, and what that number represents. Response: It represents the total overall budget the district has - for FY20, it is the overall approved budget by the Board. In many years, that full amount has not been spent, and then the District has a fund balance, which is carried over to the next fiscal year. That is the highest amount the District can spend in FY20, but coming back in December and January are the financial statements to show the budget versus actual expense by the auditors. This is the protocol for finalizing the budget and limitations around Board authority.
- What was the enrollment loss? Response: The final enrollment loss from adopted budget to projected actual is 1,662 students overall.
- In terms of budget, what dollar amount that does amount to? Response: Overall, our previous revision for the Board was a loss of \$4.4M, and as we did a final revision, we are doing another \$7.7M now that final revision includes increase in Safe Schools funding, but those 2 losses added and subtracting out Safe Schools, all that represents the enrollment loss. That is a budget amount to the actual, which is different than other projections of the District. It's a little over \$12M.
- Board members thanked Chief Schrul for the presentation.
- Chief Turner also noted that there is a healthy balance in food service, which does come with specific requirement sna categorical items to use the money for and will continue to need students and families to fill out applications for FRL applications. That balance is not applicable to overdue lunch accounts or lunch accounts, and need to work together to get as many applications as possible. The revised budget, and referring to food service budget of \$33.9M, and food service has \$32.7M in expenditures, and \$1.2M difference in revenue and expenses. There is a fund balance, but limitations, and FRL count drives our compensatory education funding, which does generate funds for General Funds and resources for schools. The district cannot cover the unpaid lunch accounts within the food service budget. We utilize the food service fund balance to restore equipment in cafeterias, additional labor costs, meal costs, changes in meal planning, and some food service fund balance has been spent down due to changes. There will be more details as we finalize in late December.

RECOMMENDED MOTION: Director Foster moved to accept the report and approve the Fiscal Year 2019-20 final budget revision as presented. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

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

VII. REPORT OUT OF THE 64TH COUNCIL OF THE GREAT CITY SCHOOLS ANNUAL FALL CONFERENCE

Chair Foster then noted the attendance of our Superintendent and board members at the Council of the Great City Schools 64th Annual Fall Conference. This is an annual conference that was held virtually on October 13-17. Under the banner “Championing Urban Education,” the conference gave big-city school superintendents, board members, senior administrators and college deans of education a forum to discuss issues and share information and best practices to improve teaching and learning. Each year, board members may attend and report back their learnings to their colleagues and community. Below are the summaries from board members:

- Superintendent Gothard noted it was virtual, and not in Dallas, TX, and admiration for the Dallas superintendent. CGCS was able to pivot to a virtual conference. He has been meeting weekly with other superintendents and staff and a mini-conference each week. He noted Dr. Ibram Kendi’s address and Thomas Feedman’s keynote, and the idea of radical reskilling and how to prepare students for the future. He facilitated union/district leadership and talked about different ways to negotiate and ways to work tougher, which was good perspective in layers and relationships in place to do our work. Learned each week of the great results or struggles, and relationships with colleagues. Thanks to the Council team for pulling this off and great way to bring us together. He also noted the CGCS board meeting with Chair Foster, and started by recognizing Marny Xiong and into the executive minutes as well.
- Director Ellis noted in thinking about it with Marny in January and the importance of board development with the Council. She attended different sessions throughout the day, and focus was around COVID, equity and race and academics. MPS was presenting around school resource officers, and it was good to hear from different school districts across the country and how they are rethinking school security and safety. There are a few speakers she feels she resonated with, and would have sought them out for deeper discussions, which was the difficult part, and not having the opportunity to network further in the virtual setting. Think this is great professional development for board members, and to learn from other school districts and the work we are all doing, maybe on a larger scale, and listening to speakers and leaders. One of the highlights of the conference is the student portion of the conference and the town hall student speakers were amazing.
- Director Vue’s biggest takeaway noted the overwhelming and difficulty in virtual format as the newest board member, and that he has an understanding that sometimes get caught up thinking SPPS is the only district and easy to do when spend all time here, allowed to see other perspectives from other districts with larger student bodies, and their perspective in operating really helped to understand what to do better in SPPS.
- Director Kopp noted she was excited for Dallas, and disappointed when it was virtual. Whenever the Council started their weekly meetings, and gathering with superintendents on a weekly basis and opportunities for school board members to do the same, and knowing folks and hearing their experiences, and started the pandemic in the same way and to share what we have been doing and learning from others and not feeling alone was valuable to know how we do our work ,and what others are doing. Board development was impressive and different ways in working and doing the job, which appreciated learning. One session was on crisis communications, and that was fascinating to how different districts were responding, both externally and how there was building relationships with local media to broadcast like a learning channel to broadcast into homes and another way to reach out to families. The challenges with communicating effectively with large amounts of information and detail. She also noted the board governance session, and intense work with the Council to develop some board structures and guidelines, which was interesting to learn. She noted the different structures of boards across the country and how that affects their work. The keynote speakers were excellent, and the town hall with the students and great way to be inspired, and look forward to going in person with colleagues and share in that experience.

- Director Marchese noted that he did miss the opportunity to be away and in another environment to focus, instead of shifting back and forth, which he enjoys in the immersion with others in this work and marinate in that work together, and that is really enriching. He did miss that in this context - logistically easier, but little less satisfying. Council is the best professional development opportunity to learn from peers and share practices and information and feel enriched. Felt like there are glimmers of that. Second observation about Friday Council calls with peer districts and amazing opportunities to learn and real exchange of information, and like to be in person with same people on the screen every week. The keynote speakers, student panel and listening to them speak their truth, and appreciate that. At the session about school resource officers, and there are good practices to use and feel like there is a lot to learn, but not completely figured out and continuing process and remember all on this journey as school leaders. He noted a session on legal issues and that was helpful with interesting and important changes to Title IV and sexual harassment policy and ahead of the curve with EEO and real traction ahead of changes. There have been outlandish executive orders and guidance from Department of Education at the federal level and litigation strategies to fend off things was really helpful to learn about and remember operating we have headwinds from people who should be helping us, and doesn't make it easier in pandemic and significant challenges already. There is wisdom in so many places, and walk away from Council interactions - share wisdom, learn, explore ideas, and recognize all grappling with same issues and seem impacts within our district based on the size and board actions and impact of those.
- Director Foster noted this year felt disconnected and distracted, and one of greatest joys is to listen to innovative work of other districts who are showing successful outcomes, which happens through the conference and networking and back and forth dialogue, and that was missing this year. In several sessions with Director Ellis, and phenomenal speakers. The highlight of it was the student town hall, and every year, because love listening to young scholars and pride in themselves and their role in change in the future, and impactful conversation around education and race, and connection there even though in a distance environment. Hopeful for new board members to experience this differently next year. One of the most impactful professional development opportunities for board members and working with others in this same work, and finding successes, opportunities, and ways that work.

QUESTIONS/DISCUSSION:

- Director Brodrick requested information that in thinking about cities in CGCS, whether Saint Pual, because of our demographics, we are one of the most diverse school districts in America? Response: The Council is only about 80 of the largest districts, but there are other large districts that are diverse as well, and other smaller districts. SPPS is pretty comparable to the other districts. Some districts are 99% students of color. Further information was requested on the representation within those numbers. We have a situation in Saint Paul that is unique, and our "pot of gold" - all of the different cultures that we embody. Saint Pauls' rainbow.

VIII. ADJOURNMENT

Director Ellis moved to adjourn the meeting; Director Marchese seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes

The meeting adjourned at 8:35 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