

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

October 6, 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: C. Allen, J. Kopp, S. Marchese, Z. Ellis, J. Foster, J. Brodrick, J. Vue

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 Allen.

The motion was approved by roll call vote:

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

IV. SUPERINTENDENT'S REPORT

Superintendent Gothard began the meeting with a brief update and comments. A video was also shared on the reopening work. He noted the events of the past months and the timeline since announcing that SPPS would begin the school year in distance learning. He did that ahead of a board meeting - to begin

working with the Board and community on the steps in place before opting for a less restrictive learning model. We also received the first of reports of 14-day case rates for Ramsey County - a determining factor in the learning model recommendation. More information was shared for the recommended learning model based on that data, and the case rates in Ramsey County. It currently stands at 15.5. That is what we are working with and determining how that fits in with our metrics and learning model. With that comes complications, including feedback from stakeholders on either side of the decision from in-person to all distance learning, and speaking their truth in expectations for their children. We have also heard from staff and preventative measures in place and teaching and learning expectations, as well as in-person with Essential Kids Care, Discovery Club and other in-person opportunities with our community partners. As a system, we have not met the readiness indicator beyond Stage 1, which we are working towards a successful re-opening for our Stage 1 schools on October 19th. Months ago, there were questions on the basis of the decision. It was at that point that the metrics of readiness to guide our work toward bringing about less restrictive learning model. The numbers referenced for Ramsey County are one of the metrics, and closely monitoring. It may decrease or increase, and will impact our future stages. Important marks will be shared, and our plans are based on guidance from the CDC, MDE, and MDH. Our teams have been on call with any organizations, and those who are here to support school districts in the state of Minnesota, with our SPPS multi-disciplinary team that is working in every form and fashion for this work, and put this work together that is timely and safe, and pride in that work. We are working to plan in taking in feedback and assessing the transition in the model. He appreciates the support of the Board to do this for our staff, students, and community. It is very important to listen to the stakeholder in this district, through emails, texts, phone calls, etc. He noted the impacts of that feedback in decisions. It is an emotional time. It's a real and authentic education about our schools and the value of education in this community. While he will listen to all concerns, he will also need to make decisions that may not make everyone happy or pleased based on their shared perspectives. He feels as though he is making 36,000 individual decisions, and not one for the entire district, but an individualised way for impacts. Sharing the reality of what it feels like to be executive leader of the district during this difficult pandemic. It would be easy to compare us to other schools, states, districts, and we have learned a lot and great reciprocation from our colleagues and forced us to tackle subjects in local and national calls - each district is different however with many different factors. We are a network of schools and districts, who are all truly trying to do the best we can during challenging circumstances. He shared about the decision making as it started on July 30th, and led us to this position of recommending Stage 1 transition, and awaiting confirmation of Stages, 2, 3, and 4 as well, and collecting feedback and survey results, and encounter different challenges taking into consideration.

A video from our Facilities Team was then shared to give our community a perspective of the work done for the return to eventual return to in-person teaching and learning, including facilities updates and safety protocols.

V. 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:

- Distance Learning 2.0: Access, Bilingual Support
- Hybrid Stage 1 Preparations Update
- Workforce Updates
- Hybrid Instructional Model
- Survey Results

The guiding principles were reviewed, as well as the timeline, and recommendations for stages of return to in-person learning, including Distance Learning, Hybrid Model, and Return to In-Person. SPPS Transition to Hybrid Planning was also reviewed, with notes about transition by grade level bands and Special Education needs, with each stage to transition or hold based on science and data. The key dates of September 25th to hold; October 2nd to go forward with an October 19th transition, and the upcoming date of October 14th to determine whether to transition on November 16th for Stage 2.

The full presentation can be found in the BoardBook.

Distance Learning 2.0: Access, Bilingual Support

Information was shared about access and connection, with 99% students having access to an iPad assigned to them and 96% of student having access to WiFi on their assigned iPad, as well as additional efforts in support tickets, item deliveries, data sharing, and Google Voice.

Bilingual supports were also shared, with the goal of providing bilingual paraprofessionals in order to help EL students and families stay engaged in Distance Learning. Data regarding the Bilingual EA communication log was shared regarding language and purpose of communication. Bilingual EAs in the District then shared their personal experiences with distance learning and the supports provided to students and families. Ms. Fatuma Aden, Bilingual EA at Central and Humboldt; Mr. Jonathan Burnett, Bilingual EA at Frost Lake; and Ms. Hsacushee Zan, Bilingual EA at Harding shared more details and information.

Supports for students and families experiencing homelessness through Project REACH were also shared, including referrals, assistance with accessing emergency shelter, assistance with accessing prevention funds, delivery of iPads and technology, technical assistance, and personal items.

QUESTIONS/DISCUSSION:

- Director Allen noted questions about the filter systems, and wanting to know if all schools have those filter systems and switching the type of filter in building use? Response: All buildings do have ventilation systems that incorporate filtration, and these are not new systems. These are the changing of the filter medium to an enhanced MERV11. There are also supplemental air purification in smaller spaces, and able to supplement the existing mechanical systems as part of our overall plan.
- Also, are we checking temperature of sinks to ensure the water is at a temperature to adequately wash hands? Response: This is something that is a constant maintenance issue, and ensuring our plumbing team is prioritizing handwashing sinks.
- For the sanitization chemicals, what is that, and are we notifying parents and families about that due to allergies? Response: The chemical used for disinfection is Oxivere, which is an EPA-labeled disinfectant that we are excited about due to ease of use, non-toxicity, and safe use for staff using the machine. For notifications, all safety data sheets are available online for families to review, and ask our environmental safety to confirm we are compliant for guidance.
- What is our method for contact tracing - we have the room set aside for students with symptoms, but how do we do contact tracing for earlier? Response: We have the reporting system, and when investigation work with nurses, asking key questions on close contacts during the day, looking at students, staff, and visitors, and asking those questions for more details and following up with individuals. Additional information can also be provided, which will be a main part of our reopen, and main area to readily communicate with buildings, staff and community as well.

- For Project REACH, and the homelessness number which is 274, do we know how many students are in the encampments throughout the city, and what are the supports for students? Response: We are talking to all outreach workers who support the residents of the encampments, and if they talk with families with young children, to ensure they are coming back to SPPS to ensure we can meet with them, and find ways to move them to a shelter. Interfaith Action has expanded with programs in a hotel in Downtown Saint Paul. Ramsey County also continues to provide motel for families who are unsheltered as they prepare for a shelter program, as the turnover happens. We are doing our best to reach out and support with resources and knowledge of different shelter programs.
- Director Kopp thanked staff for the presentation, and enjoyed hearing from our bilingual EAs. The scope of the work is impressive and dedication is obvious.
- As we move through the stages, what does the work for bilingual EAs look like in the next stage, as some students are in hybrid? Response: With our staffing work, we expect the staffing needs with bilingual EAs to still support distance learning and also be in-person with social distancing. That is part of the equation to ensure there is safe distancing within small groups, and those details will be worked out, and guidance provided to EAs. Schedules will be addressed, and are usually worked at the building level with principles. EL teachers and the leads manage the bilingual EA schedules with students and arranged accordingly. All of that will be sorted through and organized for a balanced rotation of bilingual EA support. We now have tools to communicate with families, and hope they will stay for families to stay engaged with a balance of distance learning and face-to-face.
- The background and efforts of this work are things that carry forward, and make it easier to stay engaged and connected whether at home or in the building.
- Director Marchese also thanked staff for the presentation - it was thorough, and appreciation of the video and learning about the work of bilingual EAs, and our plans for our students experiencing homelessness.
- Director Ellis noted appreciation for the presentation. From the video, and knowing we are showing a classroom where it's Kindergarten, 1st, or 2nd grade, but not the grades in the iteration of Stage 1? Response: The video does show Adams, and meant to show as an example of all schools that come into hybrid with the tools and supports available. The main point was the filtration system treated the same, and signs and descriptors in each school. It may differ based on schools, but to show signage, and appropriate protective equipment, hand sanitizer and wipes. Each school will be outfitted for 50% capacity and classrooms with 6 feet apart for students. Some buildings will personalize it, such as signage based on programming. We are asking them to keep the base of information the same.
- Also more information on safety in Stage 1 sites including special education sites, and what our other buildings may potentially look like in phase 1 and important to recognize there are differences, and this is what these sites may potentially look like and information collected from staff as they return to buildings. Response: The sites in Stage 1 are participating in a tour with administrators, Facilities, and Assistant Superintendent Doud. We do plan to share that information with those sites, and the team will be doing a special tour of those sites to experience and see things within the video and accommodate and align to students in Phase 1. Future slides of classrooms at Bridge View were also noted.
- Within Project REACH, the numbers are lower for students experiencing homelessness and wondering if for the students that may have been identified, with 274 identified and resources for families, but as they are transitioning to shelter and other housing opportunities, how are we staying connected with them? Response: We do work diligently to ensure we stay connected with families. For the families living in our local shelters, it is easier to meet them, and connect with them. A good amount of our work is trying to stay in contact with families, especially when in transition or moving. We have found that for the most part, families have cell phones and appreciate texts to them. We do

try to stay in contact. We've had a number of calls from teachers asking to check on students, and additional phone numbers of relatives. We do definitely try to stay in contact.

- Director Vue noted questions that it was mentioned that it was one aspect of how bilingual EAs support families but open minds to other kinds of supports, and what those are and how we can move towards those supports? Response: Since we have gone to distance learning, our bilingual EAs are viewed as helping much more than academics, and broadened their perspective to engage families through different tools, and led to the collaboration of OFECP can and will have done for our families with our families, and in personalized learning to be a part of our families' lives, and family angle of engaging all and providing support and families to advocate and navigate systems. In our personalized learning, now come together to talk about technology access in a new way, and in a silo somewhat previously. Right now, there is a new call for collaboration that is like none other before, and have to rethink and think differently, and the assets of our families. Our different departments are experience family needs and demands in different ways, and leads to opportunities to explore new tools, platforms and approaches. We're going to keep an open mind, and MLL to expand across multiple teams with opportunities in DL and hybrid, will change aspects for our multilingual families.
 - Like to hear different teams are collaborating. Mentioned bilingual language spans 1/3 of the district and everyone can benefit. Encouraged the team to keep that mindset going as we move forward in pushing this work ahead.
- SEAB Member Ali noted a question regarding districts around the metro already operating in hybrid, whether universities or local colleges, are we taking data from them as we move forward with stages? How are we working with the data from MDE or local schools? Are we utilizing that data to better prepare? Response: In listening to our high education partners, the environments are different, and take the planning and technology and innovation. We are learning from our neighbor districts, and schools are having cases, and contact tracing, masks, handwashing and social distancing are important. We are learning that many of the cases are from external sources with the contact tracing, and it isn't as though that the infection is spreading from within the school. Schools are following the guidelines, and contact tracing is working. We often talk about the "group ahead" and consistently looking at and learning from them, and asking others what they may have done differently. The other school districts have been very helpful in that regard.
- Regarding ELL and as we engage with families, what is the response rate in communication, and what are we doing to encourage more participation from parents and students. Do we have bilingual support in Google Meet to engage more in classroom? Response: The communication and supports for students in academics is a two-way street, and the relationships have existed long before this pandemic and DL and leveraging that. When we went to DL, our parents felt comfortable to reach out to our bilingual EAs for supports. We are hiring 10 additional bilingual staff to support th language needs across the district, and put together an EA interpreter support plan, for all schools to have access to an interpreter in Hmong, Karen, Somali, and Spanish. That is a new structure we are testing, and hoping to enhance the way for families to access the language they need. We have changed structures so families have access in ways to support their child's academics. It's another opportunity to re-look and rethink our support systems, and increase the participation of our EL families to lean into their child's education and ways for the MLL team to support our students differently, especially our younger EL students are articulate and vocal and interaction with teachers online, and a parent is able to see that in real time and see, feel and experience it and interact and see their child in action that has brought such value to the relationship.
- Director Foster appreciated the presentation, and speaking of collective work and responsibility, and building and maintain our community together, and solving problems together. She thanked our bilingual EAs for their work, and important to see their work and understand their work, and joy of connecting our students to our school community to access and opportunities for supports. She also

thanked our Project REACH team, and recounted her experience in seeing a young child at a local encampment and wondering if he is an SPPS student, and knowing that Anne and her team and working to provide supports. There will be more challenges as it becomes colder, and board members are interested in helping.

- She also noted that within Facilities, folks want to hear that as we slowly move to reopen, those without upgraded systems, there are alternative plans for filtration to support air flow in buildings. Response: The key message for families in terms of mechanical systems and fresh air in our schools is that 100% of our mechanical systems will have enhanced filtration from baseline, and all have MERV 11 or better filters, which is true for all spaces in the district. There are some circumstances to deploy supplemental air purifiers for very specific programmatic uses, and areas where social distancing isn't available. There are many people pushing hard to understand the risk mitigation for the physical environment, and an area evolving quickly. There is only a theoretical risk within mechanical systems, and taking the appropriate steps to manage risk and reduce it. Open windows are an option, and working with administrators on guidance for fans, and fresh air and mechanical systems to move that air, but trying to balance risk with what will be effective knowing what we know about the virus and its spread.

Hybrid Stage 1 Preparations Update

Information on Hybrid Stage 1 was shared, including that SPPS has met all targets needed to transition students in Stage 1 to hybrid learning, and that Stage 1 students will begin transitioning to hybrid learning on Monday, October 19, with staff returning to their buildings on October 8th. Stage 1 programs that will begin hybrid learning on Monday, October 19 include:

- The Downtown School (JDC)
- Care & Treatment program
- Hospital program
- River East
- Journeys
- Bridge View School
- Focus Beyond (Pathway 1 & 2)

QUESTIONS/DISCUSSION:

- Board members thanked staff for the presentation
- Director Kopp appreciated the mention of social stories, and because this is so different, and the attention to their academics, but also the emotion of their return. Thanks for the thoughtfulness and the intention.
- Director Marchese echoed similar thoughts. It sounds like the planning is going well, and the appreciation of the thoughtfulness of the students' well-being.
- Director Ellis noted hearing from families when they are back in our buildings and our students.
- She requested further information on the number returning to sites. For Bridge View, we have about 50% of students, 70 students; Journeys is 94%, 50 students; RiverEast is 73%, 26 students; and Focus Beyond at 80%; 121 students returning.
- About Bridge View, and hoping it's clear in community the District isn't forcing anyone to come back and families will make the best decision for their family, and the option to continue in Distance Learning, and to remain in SPPS in the way most comfortable.
- There will be 4 students in a Bridge View classroom, and with a classroom teacher, and will there also be EA or TA also in the classroom? Response: Yes, our paraprofessionals will be returning in the hybrid model supporting our students during hybrid, and paraprofessionals also continuing to

support in the distance learning environment. There will be both. Classrooms can have 50% capacity, and are okay with capacity of staff and students as we support the hybrid model. There will be other adults in the classroom, as well as our students.

Workforce Updates

Details were also shared on the workforce update, with Stage 2 and 3 staff notified of the hybrid transition on 10/1/2020, with Stage 2 of PreK-Grade 2 and Special Education, and Federal Setting III, and Stage 3 with Grades 3-5. Information was also provided on the readiness indicator of 50% of stage staff comfortable with transition, and data on the survey.

QUESTIONS/DISCUSSION:

- Director Kopp noted questions about Stage 3, and those target dates. Response: One of the things we are challenged with, is in looking at the calendar, and November, December, January calendar, it is choppy and transitions of this magnitude around an already choppy calendar, we want to be extremely cautious and respectful of everything typically happening, and will need to look at windows where we might transition, and it is realistic and accomplished. As we continue to go through stages 2 and 3, we will continue to come back to the Board and community with dates to get out there for potential dates. While we didn't hit the readiness target on September 25, and October 2 was date on the calendar, and date we put on there to reconsider. There may be dates communicated to know what dates for readiness, and dates to propose to start similar to that first readiness target date proposed.
- Board members thanked staff for the presentation.
- Director Vue noted questions in understanding that some staff have changed roles to fulfill a greater need, and for those staff who may be switching back to their original role, how much of a notice are they given before they transition from their current role to their past role? Response: There are a subset of staff supporting other programs, and made a commitment that as we moved back to hybrid, that they would also move back and would like to give them some lead time to transition back to their role. Some staff started work, and some in DC and EKC, and move back with notification back to their buildings once we moved to hybrid. They do have pre-notification, and would like to let them know that we notify all staff in notice to return and gathering for stages, it also includes paraprofessionals, while teachers are primarily still supporting students in their school through distance learning. They are getting that in advance of their assignments changing.
- Chair Foster noted questions around the numbers of surveys sent to staff, are we not sending out to all staff, or just a certain portion? Response: We are only sending to staff a part of that particular stage, and did send them to Stage 3 staff. That number is larger, and did because we needed to notify specialists who may serve K-5 in buildings, and wanted to ensure a good sense and headstart on ADA accommodation requests on Stage 3 staff. We also want to time our groups surveying, so perception data is based on conditions that are consistent. If we were to collect perceptions now to implement in January, they may change their mind. We want to tighten the window and eliminate any of the mischaracterizations of data collected.
- Knowing that we are trying to make as many accommodations as possible, and concerns about staffing numbers, what guidance are we giving to principals around staff returning, is there a subpool, and how are we looking at that? Response: The team is committed to supporting all buildings for a safe return to hybrid learning, and know there are different safety guidelines, and our job to manage that. If our principles are needing additional support or problem solving, that is our job and will ensure we fulfill that commitment and is the backbone of our work. In terms of subs, there are a couple things a bit different than in past years. One item that has been helpful is our Teachers on Call account manager has continued to work with her team on recruitment. We also had to meet a

contractual obligation of including building subs, which for any building, had unfilled sub rate, and if they met the 50% threshold, they received a building sub for the year. We also have permanent subs, which are subs provided for last minute assignments, and also traveling subs, to support a subset of schools. We have created additional cohorts of subs to support schools.

Hybrid Stage 1 Preparations Update

Information on the SPPS Hybrid Model was also shared, including prioritizing the safe return of students and staff this fall in stages, readiness targets, building staff and enrollments of 89% opting for hybrid in-person option, and 11% opting for virtual learning school.

A schedule for hybrid learning for students was also provided, with students on-site for learning two days a week, and distance learning three days a week. More information was also shared about Distance Learning 2.0 is also hybrid, with a blend of both synchronous and asynchronous learning opportunities. Hybrid learning for teachers was also provided, with posting lessons in Seesaw or Schoology for each day; whole group, small group and individual work with students Monday through Thursday; and Fridays to plan for the following week, hold office hours, and work with students. Information was also shared for Virtual Learning School (VLS) as a choice option with consistent well-rounded content. Hybrid realities were also discussed such as teacher reassignments and changes, and schedule adjustments.

QUESTIONS/DISCUSSION:

- Board members thanked staff for the thorough presentation, and intentionality and thoughtfulness of schedules, and appreciation of consistency of students, and hopeful to also push to teacher changes. Concerns about when cases rise, and go back to DL, do the students then switch back to the original teacher, and ways to set up so it sustains consistency? Ensuring we stay thorough in consistency. Response: We do know at some point, there may be a need to move to a more restrictive model, while knowing the foundation of all this work is built on distance learning, and know we have a solid default that is growing every day.
- Director Kopp especially thanked the team for addressing the hybrid realities, for the Board and community, and attention to them. Sometimes knowing what's in front is helpful, and we're accounting for these items and working hard to mitigate where we can. Appreciation for the level of detail and work on this.
- Regarding Virtual Learning Schools, when can folks move in and out, and what is the process around that? Response: We want to be responsive to families and help support their students, and our number one priority - the safety, health and wellbeing of our students. We are working to make any changes at natural breaks with appropriate amount of lead time, to make changes to staffing, transportation, and class size. There is an opportunity for families to move, and respond to medical need, but be cautious at the rates we make sweeping changes.
 - Appreciate and makes this planning to have set dates, and dates available for families for exit and entrance; if folks know that's a conversation for choice for VLS, it doesn't feel like the final item yet, and anxious to see that process.
- Appreciate complexity of putting everything together; thanks for work and intention bringing to it.
- How much do families know in advance to make their choices? Families want to hear more that might factor into decisions, and more that feel concerned wanting to stay connected to school and teacher, but knowing a window of time to make choice about VLS. What do families get to hear and know in advance of making that choice, and how are dates and time frames coinciding together so folks know they can make that choice? Response: Regarding the lead time, we have a lot of discussions and talking about our progress with hybrid, and have a survey on the timing; the other piece is that we have been meeting at the administration level to ensure folks know what is coming,

and in stages of expanding the stage pieces for 1, 2, 3, and 4. We will be able to provide our community early advance notice in the proceeding stages, which will allow for sites to better understand and work through logistical items, and ensuring parents are aware of their groupings. There may be adjustments, but offer in a good place to provide early notice to parents in terms of which assignment for Stages 2, 3 and 4 as we move on. The first was sharing where we are with stages, and now share with our community on what it will look like in terms of individual and family schedules and adjustments. Feedback from families since the beginning of the summer has ebbed and flowed - at first wanting information about reopening, and as plans have unfolded and since announcing hybrid, families wanting to know about environment in school in person, and more questions to do with what is the student's experience going to be. Our communication with families has been as fast as possible, and not cough up with multitude of questions happening - what is exact experience for the students? We have answered many, but the specifics are not there yet, but are as detailed and transparent as possible, while providing specific information based on program. We have tried to manage expectations, at the same time being transparent.

- This is tricky and limited amount of specifics early on and more refined as we progress, and cannot completely customize everything early on, and concerns about when families need to make those choices in terms of hybrid or VLS, what families and caregivers know at that moment because it will be very specific by student and choices for families. Folks will be making specific choices based on what they know and understand, but how folks will process that will be through specific decisions - if we can be as flexible as possible with families in hybrid or virtual learning and that process. As much as we can provide at decision-making and processing that, the better. Highlight that parents will have a decision point and an anxiety curve to decide where they are at, and know folks may look for opportunities for accommodations around deadlines.
- Director Brodrick noted commendation to the presenters, and being impressed with their clarity on acceptance of the fact going into this, that we have to expect problems, but as listening, a good job of anticipating the problems already encountered and thinking about, and understanding there will be more, and preparing for them.
- Director Vue mentioned that with “cascading effect”, are there indicators if some schools are more susceptible, and what are steps to prepare for that in advance? Response: The “cascade effect” is one variable or item will have a dependency on another, and as that variable happens, there is an effect to that, and so on and so forth. The transportation piece is another piece with the cascading effect. In terms of what we are doing to address them, by the early data from surveys and data from distance learning options, and ADAs, strong data points to identify those that may be more experience staffing, decrease or adjustments in enrollment, and a collaborative effort to balance out the different imbalances - whether staffing, students, or services and ensuring we have that balance. That is one of the proactive approaches, and as we continue to unpack the hybrid model, we find other scenarios and problem-solving around those adjustments.
 - What are the indicators to build off of, or more in the data gathering stage? Response: The data is what is indicating the adjustments needed in our system - whether it's staffing, that's an indication to determine a plan for that site; or a site experiencing adjustment in enrollment, and what is needed to adjust accordingly - the data points are the indicators to how we will respond and react as fast as possible.

Survey Results

Stage 1 family pulse survey results were shared, which was administered to families later September with a 31% response rate, and 50% of families responded as very comfortable to tend to feel comfortable when asked “What is your level of comfort with a transition from distance learning into a hybrid setting during the fall” and dates of future surveys for Stage 2 and Stage 3 families.

QUESTIONS/DISCUSSION:

- Director Kopp noted the response rate of 25% was only for Stage 1 families? Response: Yes, that's correct.
- Directors thanked staff for the presentation.
- Director Marchese noted that with a 25% response rate, we are missing a significant percentage of families. What are the additional ways we solicit feedback from families? Concerns about language barriers or understanding of the survey where families will be directly impacted by the overall results. Will building staff or OFECP engage in different ways? Response: For Stage 1, we administered the pulse survey asked program staff to also administer the survey, and that information was then collected as well, primarily through Asst. Superintendent Doud on the concerns and compared to the results, and then monitor and move from into program evaluation and monitoring phase where we are designing a regular time to collect information and to make adjustments. It does not preclude programmatic changes made as necessary. For Stage 1 it is a smaller scale stage, and for 2, 3, and 4, which are larger scale, we would want to build in additional pieces to collect feedback and working with OFECP and that workgroup to hear from families, and a level of saturation once hearing same consistently and then using that to triangulate the data. There is always more outreach to be done.
- Concerns to get the broadest range of information from families, and for planning, this is to understand what families are thinking, and separate from what they decide to do. Want to ensure we are getting broad feedback we need at this point, which is more acute, than when done earlier for pulse surveys for more general questions, and honing into age groups and those affected by the changes, and want to ensure a good cross-section of student and family community.
- How many surveys are going out to families for Stage 2 and Stage 3, imagine the numbers will be different, and how many have gone out for each? Response: For Stage 2, we have sent out approximately 15,000, and give caveat that some of the students had more than one email in our system, and sent to all emails. For Stage 3, there were approximately 7500 surveys sent/emailed, again with some duplicate email addresses.
- The deadline was this Sunday, 10/11.
- Are these surveys available in other languages? Response: Yes, they are administered in five languages - English, Hmong, Karen, Somali, and Spanish.
- Director Brodrick echoed similar questions - we have sent out these surveys to a significant number of families, and though many time when surveying, is that sometimes, families fill them out with a certain suspicion or sensitivity if they will really have their input heard. How are we going to go about publicizing the results of the survey to folks who did take the survey? If we do make decisions, which may run counter to some of the survey results, will there be a way to explain the decisions made? Want to ensure families feel it is meaningful instrument, and that we are able to share results, and how we used that information to make the decisions. Response: The hard part about surveys is not the instant feedback, but our team will continue to be extremely transparent in sharing information. We want to ensure that families know if their top three choices aren't show, that we can provide an explanation why - that is our commitment. The decisions made based on regulations, safety don't always fit with each family, and we will continue to communicate and challenged to do that and more.
- In thinking about the timing October 5 and 6, and how are they understanding these are different surveys being sent? Response: It is a challenge for the timeline. The October 6 for Stage 3 came pretty quickly. The way we tried to address it, particularly for families in Stage 2 and Stage 3, is that on the guidance of Communications staff there are links in the survey and clear that Stage 2 for specific groups of students, and language indicated if student in a different stage, there would be a different survey for that stage. We also in addition to the link and language, is a visual of the dial with

the visual of the stage for the survey representing. We did try to get in front of that knowing it may potentially be confusing, and to determine if those were helpful in lessening the confusion.

- Superintendent Gothard thanked the team for the presentation, and to hear it in flow of how it works interchangeably and feedback from the Board has been helpful. It is all good feedback - from surveys, social media, phone calls, and collecting information to do the very best we can.

The Board of Education then provided the below statement in support of the work of the Superintendent and his team, and the direction this district is taking:

The Saint Paul Public Schools Board of Education is committed to the educational achievement of our students and the health and safety of our students, staff and community. Our ultimate goal is for our students and our teachers to be back in the classroom, and only when it is safe to do so.

The Superintendent and his team have developed a deliberate process and pathway with specific clear metrics to evaluate whether and when it is safe to begin returning to school in a hybrid manner. This included soliciting responses from parents and educators as part of the multiple readiness targets. These decisions are also informed by science, existing MN Department of Education / MN Department of Health guidelines and operational needs. We support this approach.

The staged approach to hybrid instruction allows the district to take measured, cautious steps to fully evaluate each stage, independent of political pressure or what's happening in other school districts. We understand that even a small, staggered reentry into school buildings can create questions and anxiety for both families and staff members, which is why district leadership continues to proactively engage with families and staff to better plan for anticipated needs.

We realize that distance learning has been necessary to ensure a safe start to the school year, and we also know it is neither optimal for long term learning nor equitable for our students and families. We acknowledge that our students' academic and social / emotional well-being is additionally strengthened by teachers and school staff. While we work towards returning everyone to school in a timely, and safe manner, we also recognize that we must be flexible and responsive to the way this virus may move through our community; we are prepared to return to distance learning if necessary.

We respect and support individual family choice and want to ensure the district offers a virtual option for those who, for whatever reason – need or want to have their students in distance learning. That is why the district created the Virtual Learning School.

Our students have endured significant disruption over the past seven months. All staff, administrators, parents and caregivers need to remain laser focused on providing the best experience for our students. We know distance learning will not fulfill the long-term learning and social / emotional needs of our children. We owe it to them to place their well-being and needs at the center of our work.

None of this is easy. We hope that the Saint Paul Public Schools community will continue to extend compassion, patience, and grace to one another during this time, as well as the expected changes to come. We notice and deeply appreciate the efforts of our students, families, educators, staff members, community partners and district administration to navigate these challenges. Thank you for your hard work and dedication to our students.

Superintendent Gothard thanked the Board for the statement of support, and on behalf of his team. Since March 15th, he has shared information about this work, and informed, and great partners, pushed and challenged, and held accountable, and to have this to move forwards is appreciated.

VII. CONSTRUCTION PROJECTS AND FACILITIES MAINTENANCE IMPROVEMENTS

Superintendent Gothard then introduced Tom Paren, Director of Facilities, to provide an update on construction projects and facilities maintenance improvements, with progress of construction projects, sharing of the great work of maintenance and custodial teams, and a brief update on the launch of the next capital plan. Photos and information were shared on the construction projects of Como Park High School, American Indian Magnet, District Service Facility, Frost Lake Elementary, Humboldt Senior High, Phalen Lake Hmong Studies, and Washington Technology athletics facilities.

Custodial and maintenance information was also shared, including photos and information around deep cleaning in schools and buildings, floor refinishing, and building automation systems.

Within the portion regarding the launch of the next capital plan, the capital planning schedule was shared, with work with the Board to share and refine an update on the condition of the SPPS facilities, work prioritization, coordination with Envision SPPS process and timeline, long-range bond and levy strategies; and optional, in-depth presentations for board members in fall/early winter.

Superintendent Gothard noted the diagram of the venting, and amazing to show the depths of how we have taken advantage of this time, and prioritize areas.

QUESTIONS/DISCUSSION:

- Director Allen thanked the team for the presentation, and appreciation of the deep cleaning, and noted the painting of the Central lockers.
- Director Kopp noted her personal experience in knowing what is under construction is important, and appreciate all the work of those projects that aren't seen. She also noted speaking with a building engineer at a local school and how he was removing layers of wax, which is difficult and there is never enough time. Tell from his enthusiasm he couldn't wait for everyone to see this work, and the reminder that all staff and community contribute to our learning environments. Thanks to everyone for this work because it will make a difference when we are back in buildings and will be seen and appreciated.
- Director Marchese echoed comments - to the staff in the buildings who are using this time, while we may not have expected or wanted this unprecedented time. We have that opportunity and excellent to see we are using it, and our custodial and maintenance staff have the space to focus on these projects. It's important when thinking about perception of the buildings and looking at the maintenance, cleanliness, maintenance, and floors, walls, etc. Our buildings are used hard during the year - they are used and well-used, and we rarely have the time to focus on these items. When we are back in buildings, hope that they can see the difference, and speaks to the way we value their work and our students for buildings that are clean and sparkling, and for our community to show them as well. Thanks for the presentation and the work of our building staff.
- Curious about the capital planning process - what is the timeframe? We have had the plan and talked about it in the past and know there will be a reboot - a preview of the ente of that discussion and the elements to see? Response: Our intent is to provide the holistic view, and programmatic look at why we are doing the work, the data points to look at when assessing our buildings and alignment to strategically, and financial conversations to commit to a bond/levy program, and tie into

long term needs as an organization. We have heard about making confident decisions in time of great transitions, and recognize where we are as we launch the Envision SPSS process for smart, informed decision to confidently invest in buildings. Our hope is to tailor the approach to all that is happening, and time and attention in managing today for safe and smart transitions to hybrid transitions, while also being able to lay out to dive into those holistic programmatic views of the capital program intentions and meaningful steps to achieving it. We want to be targeted and efficient, and tailored to what is available today.

- Is this a conversation about how to move forward, or create or re-create the plan? Or is it the plan? Is it process, or data-decisions and already gathered? Response: The intent is to demonstrate all we learned through FMP external review, fidelity from 2015/2016 process and synthesize them together. This will be about the next iteration of the plan.
- So there will be decision points this winter for the board to make decision about prioritizing? Not several month additional process? Response: Yes, there will be active decision points for the Board and a few other strategic growth moments that will set the trajectory for the plan.
- Director Ellis thanked staff for the presentation and time going through the buildings. As going through Phalen, and hearing the building engineer talking through construction and being told that they are great partners in construction and really know our buildings and appreciate them. They are doing so much and the feeling of getting buildings ready for students to return - with construction and building engineers.
- Director Brodrick requested clarification on the levy process and FMP alignment. He also noted the long-range facilities master plan, sustainability of the district, how we will levy and expectations for our taxpayers, and enrollment figure into this. He also noted the photos in the presentation, and that's what we want for our students, and to see what our maintenance and custodial staff and tradespeople are doing, and experience in seeing a shiny floor on those first days of school. He will continue to ask about those items previously noted.
- Director Vue thanked to the custodial maintenance staff and for their great work and pride in their professions. The buildings look immaculate.
- SEAB Member Ali noted that he has waited 4 years to see Como, and it looks great, and to everyone for their work and using the time wisely, and to make the buildings clean and healthy for students to come back. Director Brodrick thanked SEAB Member Ali and recollected when Como Park Junior High was built in the mid-1950s, and the extensive renovation to make it a senior high to open the 1979 school year, and now we are in 2020-21, and the years of evolution. That's what we want for our students.
- Director Foster thanked our construction and maintenance crew and tradespeople, and the collective work of what we can accomplish together, and often those folks behind the scenes and appreciation. Deep appreciation for their skills and the care given to our buildings.
- Superintendent Gothard noted we will continue to work towards the future of our facilities, and the impact of the current learning environment, and spaces for our students to thrive.

Superintendent Gothard then noted the recommendation to hold an in-person Board of Education meeting on October 20th, and asked Chief Baker to work with teams to coordinate. Chief Baker then provided more information, including parameters and thoughts, for the first in-person meeting for the 2020-21 school year as we transition to hybrid for students and staff. He also thanked Chief Turner and Mr. Parent for analyzing the space, and to provide the Board with specifics in the upcoming days, and items to think about, including Public Comment. We will do this in a safe way, and also thanked Mary Langworthy and Laura Olson. We also need to think about the virtual nature of the meetings as well, and recommend continue certain virtual aspects to be safe and adhere to CDC guidelines. As a reminder, we will phase in other participation, and would primarily be Board and some staff during this transition time.

Just as we are doing hybrid for schools, we are also looking at a hybrid model for meetings. Superintendent Gothard mentioned that we may not have the exact metrics, but the virtual foundation will be critical, and to be sure to look at similar targets for board meetings. More information to come, but the October 20th will be limited in person and virtual for board members and staff.

Director Foster noted in being at 360 Colborne and seeing the board room.

Superintendent Gothard also thanked the community, and the feedback is important and valued, and considers hearing from our stakeholder as an important part of his job in leading this District for all students, staff, families and community. Grace and patience in the way we do things. Safety aside, we owe it to each other to work hard together for our students and for each other. With that encouragement and big heart from all to do great work and be safe and support students in this community, and looking forward to our successful transitions.

VIII. ADJOURNMENT

Director Foster moved to adjourn the meeting; Director Marchese, Director Brodrick, and Director Allen seconded the motion.

The motion was approved by roll call vote:

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

The meeting adjourned at 8:33 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