

**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**

**June 16, 2020
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m. by Vice Chair Foster.

II. ROLL CALL

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

SEAB: K. Ali, A. Rajamani

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 and Director Brodrick.

The motion was approved by roll call vote:

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

IV. SUPERINTENDENT'S REPORT

Superintendent Gothard began his report with a few updates, including the final weeks of school, including virtual graduations and thank you to our Communications team, Office of Family Engagement and Community Partnerships, and Strategic Planning Office. Their personalization of each was excellent, and work from school staff to ensure students had their caps, gowns, and signs to celebrate. He thanked

everyone for their work on the ceremonies during this difficult year. He also noted coordination for materials in the hands of our students and materials returned, in partnership with Transportation. Thanks to all school sites for their dedicated work. He noted the use of iPads for returning students and use for St. Paul Connect this summer. He noted the appreciation of the work of staff during this undefined system, and know that we will come through and driven for students, families, and community. He has begun our SPPS Reopen Task Force and have been meeting for six weeks or more to plan for next year. He tasked the team with the three possibilities - traditional setting with health and safety considerations, in Distance Learning 2.0, or a hybrid model, which leaves ambiguity and widens our playing field with options for coming back to school. The guidance from MDE has been those three options, with more details to narrow our playing field. Our Reopening task force has been working with these options, contingencies, and plans. Virtual meetings will continue to be shared with staff and families with updates. In thinking about the fall semester, we have been involved with colleagues across the country in all teams, as well as networks in the Metro and MDE. He previewed what to expect for the summer as we continue to plan, and understandings of the process and high expectations for the plan, and include the community. He noted the feedback on distance learning, and also noted feedback on traditional school learning. There will be variability and provide guidance and support to move forward with excellence as our goal. He noted the funding variabilities, and upcoming budget conversations. He is grateful for the Project Management Office for their organization and guidance.

QUESTIONS/DISCUSSION:

- Director Allen wondered the plan for flu season in late October and November, and our current COVID numbers. What is the plan for flu season and prevention for spreading, and are we prepared to go back to distance learning in the middle of the year? Response: Those are the contingent scenarios we will need in our plans, because there are so many unknowns. In 10 days, we were able to shut the district down and open in a new way. We have logistical items in place as a foundation for the future. We will need to work hard and closely with Public Health folks guiding this work and using their data. We will make decisions accordingly. If back in the building, there will be cleaning protocols as well to decrease the opportunity for spread. He noted the possibilities of higher education, and work of Department of Health for guidelines.
- Director Kopp asked while waiting for guidance on the options - is there a window of time to let families know to anticipate when a decision will be announced? Response: The guidelines will be received before July 27th. The Department of Education and Governor Walz have been working collaboratively to ensure they are working together and groups within the state. The sooner the better, but also don't want to provide information and then change it. We want it to be accurate. As things change with the virus, there are ramifications that are occurring and trends in cases. There will be a lot we learn in the summer months, and the next 4 weeks can set the stage for those guidelines.
 - In thinking about parents, and if knowing a decision will be coming around a certain time, it's helpful to table that, and helpful to approach that thoughtfully for the utmost care and maximum amount of time for families to plan. We don't want to reverse, but once certain, that we communicate it.
- Does SPPS have a health expert who works for the District in Public Health in consultation with? Response: Yes, Mary Langworthy is our Supervisor of Health and Wellness and partners with the Department of Health. She is an expert in this and directing our work forward. We have plans to bring forth a presentation with guidelines to the Board.
 - Director Ellis noted that In having conversations about Fall, that will be a helpful presentation.
- Director Marchese noted the planned for Distance Learning 2.0, and it will be helpful to hear about the lessons learned though that experience, and what will be different and to tell the community about the differences that will be in the future, and the shift for change for the Fall. Response: Director

Brodrick also asked about data in terms of iPad usage and student technology, and our REA team has been gathering an incredible amount of information and data, and will continue to do that. Dr. Gray Akyea is working with student focus groups and staff focus groups to learn more from a qualitative perspective as well. Surveys are also great, but these allow us to go deeper into this work, and that will be shared with the Board and entire community.

- SEAB Member Ali wondered who is a part of the task force. Response: There are different layers of the task force, with a core team that meets who are responsible for reporting to the team. There are different groups involved that then report to the core team, and there will be an engagement plan. There is a core team responsible for the work done, while listening to feedback from students, families, the Board and Superintendent. As we go deeper into this work, there can be a project plan in a shareable form for an upcoming board meeting.
- Director Foster echoed Director Kopp and Director Ellis. She asked in thinking about the Governor and MDE, is there an anticipated date or feeling of what to expect? Response: They have been very data-driven and based on data collected. As an outside observe, make sure decisions based on current and relevant data, and some of the reason for that later date is to ensure have the most relevant data to guide us, and avoid starting to go in one direction, and have to go back because of the current situation at that time. There may be guidance locally too, with a lot of possibilities.
- These are helpful perspectives and appreciated.
- Director Allen noted the protestor status and diligence about masks and hand sanitizer, and noticing that out of 3,300 tested, the percentage was only 1.2%, which is significantly lower than the average of positive results. There were factors involved in the protests that helped to keep the numbers low, even with low social distancing. Diligence about that, and learned from that march that folks that consistently came together day after day and were able to keep the numbers low.
- When we come back, there will be behaviour changes for the short, and long term future right now until a vaccine is available. Physically distancing, masks, and clearing will be a part of our plan, and learning more about containment of the virus and community spread in isolated spaces. These are the kinds of scenarios that the team is working on and plans.

A. Reflection on the Loss of Chair Marny Xiong

Superintendent Gothard then moved to remembering Marny Xiong. He noted the tributes to her life both nationally and locally. Two things made clear - Marny loved her family and loved her community. He noted his sadness for the school in which she worked - Hmong International Academy in Minneapolis. Marny loves Saint Paul, MN and loved each member of the community and wanted what is best for every student and family. He then shared a statement from the Xiong Family:

Our hearts are in pieces as we share the news that our beloved daughter and sister, Marny Xiong, passed away on Sunday, June 7, 2020 following a month long courageous battle with the Coronavirus. We prepared a celebration for her return and waited, and waited but she never came home. We prayed and prayed for a miracle but none was granted.

Marny Xiong, 31, grew up on the Eastside of St. Paul and was a proud student of St. Paul Public Schools. She attended Longfellow Elementary, Washington Middle School, and Arlington High School, graduating with class of 2007. She graduated from the University of Minnesota Duluth with a BA in Political Science and a minor in African and African American Studies in 2012. She was a School Administrative Manager at Hmong International Academy in the Minneapolis Public Schools District. In 2017, Marny was elected to the St. Paul School Board. She was elected Chair of the Board in 2020.

Marny will be remembered as an inspiring community organizer, a courageous leader and fierce champion for education, gender equity, and racial justice. She was a selfless public servant who made the community's problems her duty to solve. To those who knew her, Marny was more than a loving daughter, aunt, niece, cousin, a devoted friend and sister. She was beautiful; she was a book of generosity and fire.

Marny's parents Zahoua Xiong and See Xiong came to Minnesota as political refugees from the CIA's Secret War in Laos. They instilled education, family, hard-work and public service in all their children. As the youngest daughter, Marny began her leadership at home and as an NJROTC Cadet at Arlington High School. Marny fought for racial justice. She dedicated almost all her adult life towards education because she believed education was a foundation to dismantling structural racism. Marny was a Union and Community Organizer with TakeAction Minnesota, and Service Employees International Union (SEIU).

Marny has gone back to be with the ancestors far away in the sky where all Hmong people come from. She is survived by her parents, Zahoua Xiong and See Xiong; two sisters, five brothers, two brother in laws and a sister in law and four nieces and nephews and a large extended family. We thank all the hospital staff, doctors, nurses, assistants for taking great care of Marny at Regions Hospital and the University of MN Fairview Hospital.

Marny loves to smile and to make people smile. Mark Twain once wrote, "Wrinkles should merely indicate where smiles have been."

The funeral arrangements will be shared in the coming weeks. At this time we ask for privacy as we grieve, and to not dwell on how she passed on but how she lived.

A moment of silence in honor of Marny Xiong was shared.

Board members then shared their thoughts about Chair Xiong.

QUESTIONS/DISCUSSION:

- Director Brodrick noted the tragedy of Marny's death is not only so sad because of her very young age, but also because she was a young leader who was content to simply carry a single agenda. Marny Xiong listened to all voices, and listened with respect, empathy and sincere desire to do what is right and just. Therefore the loss of Marny feels so heavily on her hearts is not only her family's loss, not only the community's loss, and her friend's and colleagues' loss, but a loss to what this city, this country, and what this world needs more than ever. We need leaders who want to and have the skills and talent and sincerity and the love to bring us together. Marny Xiong was that kind of leader and am so proud to be able to say she was Chair of the SPPS School Board while a member.
- Director Ellis noted her previous message at Admin Academy 2018, and introduced Marny Xiong as "The Powerhouse," because she was going to change this Board. She had a different kind of energy to change it. Anytime with Marny or at an event, she was the one to take a selfie, and taking pictures. She had this light and energy and positive force of everything good. We never imagined that she wouldn't be here to do the work going forward, and so difficult to imagine doing that work going-forward. We will continue to do that work that she wanted, but also missing her and wanting her to be alongside us in this work. She also noted the conversation about the importance of names and pronunciation. Even when in disagreement, she didn't want to walk away and end on bad terms

and checking in to ensure they were okay. There were conversations going back and forth, and always ended with being okay, and may not totally agree but will go in the direction and path to create as opposed to the one that's always been. It wasn't enough time with her.

- Director Allen noted a speech from Marny in which she was interrupting racism from the inside. She admired her from afar and her work to things happening, and the energy she brought to issues to start changes in our district. Once elected, and noting excitement to work with Marny Xiong. The two months working together was an extreme honor to see her personality, sense of humor, making others feel comfortable in uncomfortable situations to express what needed to be said to start the navigation of change. Will miss her tremendously, and in working with her these past two months was an honor and impactful. As a visionary, she noted she did see that Marny Xiong and her spirit was going places, and why this happened, still doesn't understand, but her spirit will continue to live on and those changes will be seen and her impacts will be seen beyond this district because who she was as a person. Will find a way to gather her spirit, and will be carrying Marny Xiong's spirit with her so she will live on.
- Director Kopp noted meeting Marny as a parent in her school community, and the importance of meeting with the school board, and recalled meeting with her at a local coffee shop for conversation. She noted how she felt she knew Marny her whole life - like education and process and structure of enacting change, and to hear someone else say that was inspiring. She was so proud to vote for her, and during her campaign, and Marny remembering her daughter, which meant so much. As much as her professional leadership prowess, it was that experience that will also carry-forward. So grateful to learn from her about encouragement. She believed that anyone who stepped in could make change, and wanted everyone to be at the table who wanted to be to make changes, and use process and structure changes to do that. Always felt incredibly powerful and meaningful and excited for that work. In thinking about not fully processing this, and doesn't feel real - she planted so many seeds as a resident of Saint Paul and her many roles, and consider it an honor to tend to those seeds and ensure they grow. She noted how much she loves and cares for Marny, and what she means to others who also love and care for her so much, and her heart is with them as they grieve and celebrate this wonderful leader and wonderful human being.
- Director Marchese noted the different emotions and echoed his colleagues. Marny made everyone pay attention to what was going on and most important to this work. Marny was such a presence in this space that felt like knew to trust her instincts, motives, and vision. He recalled meeting Marny in 2015 and in early-2017 about her running for the school board, and seeing what is happening, and what she could bring that is unique. He recalled being excited about her wanting to run, and she is what we need on this board, and willing to do what it takes to be elected, and the community behind her. In working with her at events, or when things got tough, there were moments and eye contact with her that they were aligned and thinking similar thoughts, and share observations. Felt so proud of her and her leadership, and in her work as Chair during the strike and leadership demonstrated. She rose to the occasion and did a terrific job and proud of her work and leadership. Thought there would be more opportunities to do that. She was a unique presence to this Board and the community. There is a hole in this space that will not be filled, and although not physically with us, her spirit is in this space and around us to motivate us, and want to honor that memory and purpose and the work we do, and thankful for sharing this time, space, and work with her. Hoped to see her as the first Hmong mayor or Governor, or State Senator. Consoled that she is with her ancestors cheering us on, and need to do her justice and thank her for her presence. Hard to continue this work without her, but that is our job.
- SEAB Member Ali then provided a statement by SEAB in honor of Chair Xiong. He noted the impact of Marny on this district and on SEAB, and SEAB's experience with Marny and her active effort to listen to student voice, and her efforts to ensure all were welcome and able to succeed in this district.

We must strive to live up to her legacy. Sympathy goes out to her family and friends. She was always a friendly face at school board meetings and made sure to listen. Her passion for education and equity was powerful. Every SEAB member able to work with Marny noted her work in creating a better district, and work towards a vision of school that works for everyone. She also provided a personal experience with Marny in talking with her after a late board meeting, and in staying late and listening to students in creating change, and she saw herself in SEAB Member Ali and continuing to work together.

- SEAB Member Rajamani noted that Chair Xiong had a positive impact and inspiration. As the Board Chair and Asian woman, Chair Xiong spoke to her with positive interactions, and a friendly face at board meetings and could tell she was listening. She noted in 2019 with a presentation to the Board, she stood up and was crying and expressed her thoughts in response to the presentation, and was emotionally invested in their work, and meant so much to see a leader connect with SEAB's vision. She had so many values that aligned, and enjoyed time working with her and getting to know her. Greatest sympathies to her families and friends, and she was a great inspiration.
- Director Foster noted that she is deeply saddened by the loss of Chair Xiong, and the 31 years of impact she had on Saint Paul and MPS. She was a warrior of social justice and against inequities in racial justice and gender inclusion. She did it with charisma and a sense of humor. She recalled her first meeting with Marny and the excitement of her running for school board because as the district is 1/3 students who are of Asian descent, representation matters, and her voice needed to be here and present. She noted Marny's time as Board Chair, and it was time for Hmong students to see leadership and representation on the Board. Marny was a visionary, a planner, and knew how to move forward, and bring people along and with us. Marny was a tremendous blessing and believed in people and leader for what is right. She leaves a legacy to continue her good work.
- Superintendent Gothard noted the incredible words spoken about Chair Xiong, and testimonies and resonates with the community. He is proud to have shared this space with Marny, and to learn from her and all perspectives.

V. SEAB REPORT

SEAB Member Ali then provided an update on the work of SEAB, which has, unfortunately, been unproductive in leadership, way handled, and communication issues. It has been a slow year, and they hope to rebound in the upcoming year by strengthening the collaboration with board members, and also the recruitment process, which is currently on hold. The past few weeks, SEAB members have been working tirelessly to help the community impacted by the pandemic and recent protests, and discussing issues around those events.

Board members expressed their thankfulness of the work of SEAB and their tireless efforts, and look forward to continuing to look at ways to work together, and their leadership in the community. Director Xiong spoke about how everyone has leadership, and SEAB continues to exonerate that, and continue to be gracious as we move through different difficulties and transitions. From the Board, SEAB members are all valued and honored to be in this space with them.

VI. DISCUSSION ON THE DEATH OF MR. GEORGE FLOYD AND RECENT EVENTS

Superintendent Gothard noted this is the first opportunity to be together since the murder of George Floyd, and with the recent events, this opened very real and very raw wounds within our community. He noted the space for talking and sharing with the Senior Team, and to come together around this topic and share thoughts and feelings. There's an incredible need for us to give space to each other and stay

together during this time. The recognition of pain, anger, and demand for changes is real. While we are saddened that our students aren't in school to experience this together, it would also have been a very difficult situation during the unrest in Saint Paul and Minneapolis. He has taken several calls, texts, and emails from staff and community members with ideas for change for real problems and solutions, and the calls and communications most memorable are those expressing despair - and to talk about them and hear more, and better understand, which have been amazing in reaching out to talk to staff, parents, those impacted, and trying to be understanding and strong for them. He lives in this community and is proud, and noted his experience here and in other places, which are each different, and the way this impacted so many he cares about, and it calls for real change. There isn't one answer and in hearing others across the country talk about George Floyd and what it means to be Black in the United States and face tremendous injustice. As an educational institution, we welcome 2500 students into our district every year, it gives us 13 years to nurture, love, educate, believe and build up and do the very best we can to serve our students, and still part of a system that many times, it can be the first day and that possibility is taken away. The great injustices and predictability of Black and Brown students served, and this spells it out - community and schools are connected and one big web as a way to work as part of this system to reduce that level of predictability and work in a way that helps manifest respect and justice for all. We have tremendous work to go and to do in the district. Our students have screamed loud and clear to make learning real and relevant, and is now more important than ever. There is great work happening, and those are part of it. He noted his comment at the virtual meeting, it's the first quarter a Black student has not been suspended, and it took closing our schools to achieve that. The impact of that in closing doors and opening doors, and the work to take place so that when the doors open, the work is far different than in early-March, and be the commitment of everyone. We need to believe in all our students, and begin with the assets we recognize and the students of who they want to become, and guide that identity. We are committed more than ever, and the soul-searching in ensuring this isn't repeated in small and large ways, and understand our community of what they want. He also thanked the Board for reaching out, and being connected to the community during this time. It has been incredible to witness, and pride to hear the things, and see the things the Board does to support the community. In letters to staff, communication, and work with the Team, he also credited them in sharing perspectives to help grow, learn and understand more. It's been a hard thing, but also brought us closer together, and for that, he is grateful.

QUESTIONS/DISCUSSION:

- Director Ellis noted not be able to view the video, and having conversation with her son, and it's not the first time, or even the the sixth time, and it happened again in another state, and how to process that as a family and mom to three Black men. In conversations with other parents and what to tell them and teach them, and why they are endangered and continue to be. She noted walks in the neighborhood, and driving past Gordon Parks and on University Ave, and our SPPS facilities team on site putting up plywood on buildings. It has been a while since seeing our SPPS Facilities team, and the process to ensure the buildings were cleaned and boarded up. The next day, she was with Vice Chair Foster and others and a part of the Community Clean-Up. It was so hard to see plywood up on Gordon Parks and becoming emotional about it - this needs to happen so that our students have a school to come back to. She recounted her conversation with another teacher at Gordon Parks, and wanting to have a conversation with his entire class, and not being able to do that in a way he envisioned. In watching it happen the response to it, and also seeing the best in Saint Paul, seeing Director Allen out in community for clean-up and art on plywood, with more locations for students to help out and appreciated the opportunity to do that, while struggling with also having her son see it, and struggling because wanting to keep him safe due to health and the pandemic. In walking through the neighborhood and into a protest on the freeway onto Lexington, and knowing something was

happening, and seeing it. Recognizing so many student shout there, and educators and community members out there and seeing togetherness and unity. As painful as it was to have lost George Floyd and his murder, also saw the best in Minneapolis and Saint Paul, and continuing to see the best in people across the country. Hope and belief that change is going to come - may not be the way we wanted it, but it will come. It felt good, and also very heartbreaking at the same time because George Floyd's daughter will grow up without him. While he will change the world, it would be better for him to be with her. She noted her feelings, and ready for this fight, but disheartened that it continues in this way.

- Director Brodrick noted that during this time, and going back to March 13th, and the last time physically with colleagues on the Board and the day that the press conference after the strike where Supt. Gothard and Chair Xiong presented themselves in a wonderful manner for the school district. That was three months ago, and during those three months a lot has happened to the whole world. He noted the impact of all those events and the impact on each of us and the impact onto the world. In navigating the pandemic, and the events in Minneapolis, his reaction was the same as the reaction of many Americans, and how we all experience sadness, fear and anger. He noted these three overwhelming emotions, and learning and trying to learn and do is to replace fear with faith; replace sadness with hope, and replace anger with love. That is what our world needs right now. If Chair Xiong was with us today, she would not only agree, but be able to lead, and lead with the support of the Board and Superintendent. When we come through this, we're going to have faith in one another, and the ultimate hope that goodness will prevail and extend love with the same kind of passion we sometimes use when angry. Faith, hope, and charity. We all rely on the goodness inside each one of us, and all in Saint Paul and SPPS so that we can come through this terrible time and this questioning of our own thoughts and motivations, and the ability to believe what each person knows in their hearts - that people are good and we must be good to each other.
- Director Allen noted her organizer role in the community, and how it began with Katie McWatt, and noted the racial and civil justice events and movements in history, with Rodney King and the walk-out she organized at Central where students dropped their books and walked out with other leaders in the community to help guide that frustration feeling about how our people were being treated. Throughout the 90s and early-2000s, continued to experience police brutality through family members, and own personal harassment and terrorism by the police department. She could feel things begin to bubble up with the murders of others before Black Lives Matter. She recalled gathering on the government steps in Minneapolis after the murder of Terrance Franklin, and feeling like their voices were still not being heard. Dr. King said a riot is the voice of the unheard people - and when Jamar Clark was murdered in front of over 100 people, she was there door-knocking to gather witness statements before starting to rally to the 4th precinct, and they were not there to listen, she stayed and occupied that space for 18 days. She is true believer in peaceful protest and white supremacy is the negative energy and are engaged in spiritual warfare. Through peaceful protest, we can win this battle. She recalled her time at the rally and de-escalating, and convincing others to give witness statements to get justice. She noted attending school and the majority of staff would disregard the events happening in the community. There were few teachers willing to have those conversations, and knew the consequences if the conversations went back to administration. She noted conversations talking about Jamar Clark, and Eric Garner, and philosophical debate about the executioner, judge, and jury and police officers. Many would have ignored this was going on, and students continue to funnel into classrooms and no one is addressing it. We need to change that. If a riot is the language of the unheard, it is our responsibility to teach folks how to listen, how to speak up, and have conversations realizing where we are in this work. She noted her experience in peaceful protesting after the murder of Philando Castile in de-escalating folks, and in working with leaders in the city and Minneapolis to start to change policies and laws to protect all citizens. She noted her role after George Floyd was

murdered. She was repositioned into another spot in the rally, and getting to the precinct, with the crowd already out of control. None of the organizers were able to manage the rage and anger of the youth and individuals that were there - the whole nation watched George Floyd be murdered. The whole nation watched him call out for his mother. There were about 30 organizers attempting to lead a peaceful march, and were adamant that she would be hurt if she attempted to stop what was happening. In watching things progress, this is the unrest and holding down since Jamar Clark, and didn't want to see that battle, and knowing the brutality of rubber bullets, and didn't want that happening in the community, and looking to leaders for change since Jamar Clark and turnover in leadership in mayor and city council, and chief of police. We have continued to turnover individuals, and recognize not about individuals, it's a systemic problem to be addressed by everyone from every angle. As a school board, it is our responsibility to respond to these situations, and put selves in positions for change, and how to get their voices heard. George Floyd did change the world. Hoping that ultimately does more to change the world, but also policing policies and how everyone looks at each other and seeing each other as human beings, instead of just bodies. This didn't happen over night - it has been a build-up. She noted her experience in schools with racist actions on a regular basis and since being on the Board, avoid that school, and let them be there - from now on, she is going to that issue head-on. She will do something about the racist practices that exist in our schools and will not be a leader to allow the voices of the unheard rise to a riot. Believe in peaceful protests and that love will win. She noted she helped to organize the rally on Lexington mentioned by Director Ellis, and the peacefulness as they marched onto the freeway and down University. That was a win, and a shift we need to shape the community back toward love winning again.

- Director Kopp noted her time as a new school board member. She shared her reaction to the murder of George Floyd, and watching the video with another human so unconcerned with the life of another human being. It has been a time of great reflection and contemplation. This isn't new, and not recently discovered, uncovered or released. This is the result of decades past, and in this role, the responsibility is so great because policing is an institution, and education is an institution and need to look at how people act, policies, and practices and habits in situation, and the harm caused by them that may not be on video, but it is real and like a million little cuts. She reflected on the words of others and a different kind of reflection with deep discomfort about how we arrived here, and serving in this role and its responsibility. She is grateful to serve on this Board with people whose immense leadership, talent, and experience. She has been reading a lot and read a statement that especially rang true to her now more than ever is that how it is easier to learn about racism than to live it. That is why she is as deeply and profoundly as express committed to learning, and to acting and being active in her work, and reframe her work and reframe how to enter this space and do the job, which will take time and there will be stumbles, but will be moving forward in pursuit of that work, and thinking about George Floyd's daughter and how she is in our schools, and she's our's and part of us, and we owe her something. Profound change to all of our children. She humbly and graciously join arms with her colleagues to do this work, and thanks for the work done for years and years waiting for everyone to catch up.
- Director Marchese noted he is proud to be with his colleagues, and examine the reasons he is here, how hard it is to be in this space, decision making, and in a time like this, to determine the way forward. He is so proud of Director Allen and he looks for people bringing hope, because there is a lot going on that is bad, and a lot that in the midst of badness that there is hope. He has been trying to figure out his role and place in this and appreciate of this Board who have taught and continue to teach him generously because they are there in his life. This murder is not the first that we have seen in our lifetime. He recounted his time in protests throughout the years, and the context called to be in and use the space and place to amplify the voices not like him, be in community to take leadership from others, and to help designing systems for those who may not look like him and share an

underlying humanity to have these systems work. He noted the opportunity to stand with fellow board members. We have the opportunity to construct the world we hope it to be like in this space, and an opportunity to show up with intention and best efforts to bring to create a district that is about humanity, seeing and valuing people, and making this palace that is a model for others. It will not be easy because white supremacy and racism are embedded in our lives the same as other places. It is ironic that it happened here because others think it may not - having grown up in New York. This demonstrated that it happened here that is supposed to be progressive, but know that is not the reality that many people are living. As a white person, acknowledge it and also step outside where get stuck in guilt factor - guilt is not a luxury we cannot afford and need to move into action and allyship. He noted his relationship with Marny Xiong in being a co-conspirator. Consciously make decisions to dismantle the systems that oppress our students. We need to be our best selves to do this, including taking the heat and holding out our hands when it is difficult. We have the opportunity to do this differently. He noted his role in the community in helping to clean, deliver groceries, and push information on social networks and volunteering. He will continue to use his voice and ears to listen. He comes to this as a student, conspirator - this work isn't finished and is a lifelong journey. There is more that needs to happen. He knows there will be mistakes and asks for patience and bring intentionality and to be held accountable. We can heal from this place if we take the opportunity to heal, and to show the different connections to make change. We are all in this together. He thanked his colleagues for their friendship, and is prepared with a shovel and spade and gloves and ready to dig into this work.

- SEAB Member Ali shared his personal experience in a conversation with his mother, whom he has not seen in 7 years, and one of the first things she said was that she wants to see him again alive. He noted his experience in not wanting to draw attention to himself as he bikes home or encounter the police because he does not want to be the next George Floyd. He noted seeing Director Allen at the protests, and being so concerned for her that she would make it home safely once it became too dangerous. He noted his opinion on police officers in schools and not feeling safe with them in the building. He shared a saying that his grandfather would say that in order to gain something, make sure to lose something loved. What we lost was the community the past few weeks, and hoping to gain something by building a stronger community and make differences that will last for generations.
- SEAB Member Rajamani shared that she feels lucky to be existing during a time when change is happening and able to witness change and contribute to that change. As a woman of color, she does not know what it's like to be black or fear for her life when stopped by the police. She feels extremely privileged to learn about racism rather than experiencing it. While she does experience certain biases, they are nothing compared to what other people experience every day. She noted that its interesting to see the differences the past 11 years in the school district, and how she has now learned the extremely important wealth of knowledge during this time and in living in these experiences. Happy there is change occurring, and a lot more needs to occur. She went on to note her passion in areas around SROs and Ethnic Studies, and glad that we are making changes toward a better future during this uncertain time.
- Director Foster noted that Black Lives Matter. She recapped her experience in watching the video of George Floyd and calling out for his mother. In conversations Black Lives Matter, specifically those of ADOS-descent who continue to be oppressed systemically, and when we raise them up, all other cultures follow. There is a George Floyd in every city. Her heart breaks for the community, state, city, and more important for our students as they have inherited a system that is founded on racism and injustice, oppression by generation after generation. She recounted other names such as Philando Castile, Breonna Taylor, Ahmaud Arbery, and how we all live in the land of the free, except the people who are Black in this county. In Saint Paul, we need to start working to solve our own problems. She noted our former president Barack Obama and that Black Lives Matter. It is time for

transformation of our legal systems, institutions and places of oppression. We need to start having conversations about the myth of white supremacy, and anti-Blackness. The State of Minnesota has a tendency to sugar coat things, and it is time for us to reflect on the systems that oppress and deal with them in a straightforward manner. Institutional racism exists. What does an anti-racist instruction model look like for college and career? How we rebuild systems after they have failed marginalized communities. She noted the diversity of staff in leaders in SPPS, yet we cannot seem to make movement. We need to be honest and have dialogue for people to be uncomfortable and step back and shift the framing. She noted how Director Xiong stood in frustration that it is 2020 and kids are still learning the same things as when she was in high school. What does it take to get movement? She charged all members of the Board and others to think about their role in the myth of white supremacy and anti-bias. If our children are not thriving, then our community is not doing well. We must root it out, and not sugar coat things but have courageous conversations. She noted SEAB's video on microaggressions and her pride in our students for their voices to be honored and elevated. We need to think about the community we serve and work with our bargaining units. We need to think about how white supremacy precipitates down - examine policies, procedures, practices, and require measurable equity progress in this district. She noted her role as mother to a Black son, aunt to Black nephews and godsons. We stand on native ground that was taken away from those who live here, watched her people be taken from their homeland and brought here as slaves, and then had to watch their community be torn down as in the Rondo community. We need to build up the Black community and repair the harm that has been done through change, policy, and action. We need to honor each other, honor our kids, and staff, and have courageous conversations internally and externally and address the harm being perpetuated in those buildings. She noted her experience in visiting many classrooms in 2017 and hearing about the exodus of Black staff in the district, and we need to be honest about that. We need to work with our bargaining units and practices and impacts. We cannot be silent. We need to challenge each other, because inaction will get us nowhere. It is time for folks to stand and realize their part. We may not have answers, and that's okay, but keep asking questions. She then ended with a quote from Robert Kennedy about being open and listening to change this world to decency and justice for all.

VII. FY20 QUARTERLY BUDGET UPDATE

Superintendent Gothard then welcomed Marie Schrul, Chief Financial Officer, and Kimberly Cordes-Sween, Senior Budget Analyst, to present the Financial Projection Report for the period ending April 30, 2020. Included in the report were highlights of the Financial Projection report, Financial Projection report for the period ending April 30, 2020, and glossary of financial terms. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Brodrick requested confirmation on the action of the recommended motion at the meeting. As we vote in an upcoming meeting on the projected budget for FY2021, and knowing that within the next 12 months, things may change? Response: Yes.
- There was appreciation for the question and the diligent presentations for a thorough understanding of next year's budget.
- Other noted appreciation of the Finance team to be available to answer questions in this complex system.
- Director Marchese requested more information on the impact of decline in enrollment in revenue, but also decrease in expenditures, which was due to not having extra circular activities, staff or vacancies, EDL, and there is a balance with some transportation costs.

- More information was also requested on the operating funds impacts of the COVID environment on the budget, with an increase in some costs, but decrease in others.
- More information was also requested on the CARES funding, and GEER, and the application process for reimbursable-based funds, which can be expensed back to March 13th and goes through September of 2022 and to plan it accordingly. We will also be applying for other state service funds for revenue through reimbursement process, with information on that received last week.
- It was helpful to hear the availability of funds, with aggregate numbers, and will expect to see more in future reports to indicate those changes in revenue as well as expenditures.

RECOMMENDED MOTION: Director Foster moved approval to accept the financial projection report for the period ending April 30, 2020. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

VIII. FY21 BUDGET UPDATE

Chief Financial Officer Schrul then provided a FY 21 Budget Update. The full report can be found in the BoardBook. Highlights of the report included a review of the District mission statement, steps for the FY21 budget process as an on-going, priority-based budget, FY21 revenue projection amounts for FY 2020-21 compared to the adopted budget of FY2019-2020, strategic plan instructional priorities, prioritization of investments to sustain, FY21 resource allocations, General Fund budget categories, FY21 proposed budget expenditures with the total proposed FY21 budget of \$822.3, and SPPS proposed budget recommendations. The FY21 budget and staffing timeline was reviewed, as well as FY21 staffing impacts, 2020 contractual settlements and FY21 impacts. Details on the FY21 budget engagement format, schools’s general engagement approach cycle with examples, and a summary of feedback received from stakeholders were also shared. Strategies into practice to evaluate results by improved resource allocations were also presented. Finally, the FY20-21 budget development timeline was also reviewed.

QUESTIONS/DISCUSSION:

- In looking at Recommendation 1, and Positive School and District Culture, and the decrease, and PBIS impact and SEL implementation - information specifically about that reduction? Response: In that area, the department was able to maintain SEL and RP TOSAs - they did make a change in TOSA to PBIS and reorg structure for supervisor around MDE SEL cohorts and integration of SEL, and other TOSAs with PBIS capacities built as we move forward.
- In Title IV for PD and materials - what are the materials? Response: The materials support the implementation of PBIS. Specific details can be sent.
- Director Brodrick noted that during the discussion of the final revision of the FY20 budget, asked three questions in terms of this topic, because bound by law to propose a balanced budget at the June 23rd meeting, and also we know from previous discussions about the Fall in terms of face to face, online, or hybrid. Know the new year is full of question marks that will be influencing and will

have impact on the deliverance of services in terms of expenses and staffing and how we will look for SY20-21. Both expenses and revenue. We can't predict the future, but wondering as we look at some of these very profound changes to make in how we deliver services and will affect a lot of things - how much flexibility will we have in terms of our commitment to our kids and to our staff who we are trying to give them idea of where they will be? Response: We know right now that students are enrolled for next year, and directed staff to work locations for next year. We will open schools in some form around Labor Day. We're setting here with adopted budget is the parameters we work within to deliver our services. We don't have a lot of flexibility outside our regular adjustments like enrollment, and will need to look for flexibility in how we work. Not necessarily the financial impact but does our work force match our services we need to provide - and if not, deliver flexibility to change that and ensuring adequate staff for our buildings. If there are big changes, we will need to look for changes for those - such as a turn in the economy, we like others would need to look at changes are forces upon us and need to make. We have a responsible budget for the approval and based on what families and students expect on Labor Day. It's a matter of way that we're organized. There will be students in each school and schedules, and flexibility in roles and responsibilities to deliver what we have promised.

- Director Brodrick noted the assurance that the Superintendent is well aware and staff is as well about the obstacles we may face, and we are ready to adapt the game plan based on what is happening in the game.
- Superintendent Gothard also noted the intensity of learning, and speculation of learning lost during the pandemic, and that we may need to shift resources or programming in a quick way to address those losses or learning gaps. So flexibility in programming as well.
- Director Allen noted in previous meeting about challenging the role of PBIS which has punitive responses, and restorative practices and changes in culture. Where are our investments in those areas? Response: Part of the investment in building capacity in site leaders and through targeted goals and SCIPs, and unpacking values at the site level to identify restorative practices goals on metrics, and build training on that foundational assessment.
- More information was requested on how many years SPPS has invested in restorative practices culture, which is several years, but has been left to the fidelity of the site, and silos of excellence throughout the system.
- Director Allen also noted that the budget is a moral contract, and wanted to see the investments made build upon each other and see things be able to grow in the direction to shape the culture around restorative practices with students.
- Director Kopp requested more information for the past years of investments in RP and PBIS.
- Director Marchese noted a number of questions regarding the proposals to the strategic plan and to priority based budgeted, and it is difficult to tell the link or choices because we need to do operationally or because of another reason. He requested this information, that because it is the first time in this format, that questions be raised in a different venue. Expecting to see priority things blown out by COVID, but some opportunity to see the choices made to better understand those better, and difficulty to understand in this context. He requested more details in trying to understand the choices being made and how they fit into priority-based budgeting or the strategic plan, and the movement of funds to those proposals.
- Director Ellis requested information on the process for new leaders to the school community, and their work in the budget. Response: New leaders typically have a transition time with the current leader. They also work closely with their assistant superintendent to unpack the budget and understand variables, and staffing. Superintendent Gothard also recounted his time as a school principal and the support for principals in those hiring decisions.

- There were further questions on engagement with families and the timing of engagement. Principals were impressed with the responses received from stakeholders, and parents and families did admirably well with responding during a time of distance learning. Questions were also translated for families. School staff had a tool kit ready and did offer training and PD for bilingual EAs in the building. It was a great opportunity to explain priority based budgeting in a relational way for families, and to do this in a virtual environment, which we may be able to take lessons learned into future years.
- Director Kopp requested a way to view the digital or physical tool kit that sites use. She recounted her experience as a parent. She appreciated the translated materials so that everyone has access to the information. She brought up ways for the budget to be a year-long engagement process, and to scaffold learning and what we could do at the beginning of the school year to give everyone knowledge and capacity and engage in meaningful ways throughout the year, as opposed to building up to the budget within the last few months.
- Director Marchese built off this point, with efforts to put together a best practices guides on building on what we've learned, and encourage building leaders to think about how to do this and build it out over the course of a year, and help families see where things fit together. Curious about how there could be a 2.0 version of this. Response: Yes, that is deeply embedded in 8a of stakeholder engagement, with toolkits and support and training for leaders and administrators to improve upon the collective practices around budgets. There's a team in OFECP that is working on a toolkit for the Fall right now, and these are not meant to be static things, but to continue learning and continuing to improve practices in areas, and that can be shared.

IX. UPDATES TO SY2020-2021 RIGHTS AND RESPONSIBILITIES STUDENT HANDBOOK

Superintendent Gothard then invited Chief of Staff, Cedrick Baker, and Jada Wollenzien, Program Manager, Leadership Development, to review updates to the Rights and Responsibilities Handbook for SY2020-21. The full report can be found in the BoardBook. Committee members were reviewed, as well as changes made to the handbook, and reasons for those changes. Next steps were also reviewed.

QUESTIONS/DISCUSSION:

- More information was requested on the language around "gang activity" and why it was moved to a Level 4 or 5. Response: The definition of "gang activity" will be sent. It needed to meet a 4-prong definition, and if a student were to violate this, it would need to be egregious enough to be a Level 4 or 5 offense, and not low level offense of 2 or 3.
- More information on the 4-prong definition was also requested. There will be training done on this subject in August for administrative staff as well.
- Director Allen noted her experience around this topic, and her concerns about students who are not affiliated with a gang, but others who may judge that they are based on race, and wanting to control them. Level 4 and 5 is expulsion. Another concern is that middle schoolers are vulnerable, and starting to explore the world and a lot of times they will clique together and form a group for personal safety, which isn't necessarily a gang.
- It was moved to a Level 4 or 5 offense to show how incredibly high it is because we were seeing it as a catch-all, and over identifying gang activity in schools. The change is to show the high level offense that it is and the magnitude of what that is, and to not condone identifying kids as gang members who are not.
- Director Allen noted that in her outreach, very few kids are gang members - most are adults who have migrated from outside the city. When looking at the activity of students, and their methods of creating

safety, what can we do as a society and adults in community to create safety so they don't need to clique up.

- Director Kopp also noted interest in seeing the definition of gang activity. She recounted her time as a middle school teacher, and that kids deserve predictability and it is our job to create that environment that is predictable and safe for kids. Kids need to know that what happens in one class will happen in the same way in another. Consistency matters.
- Director Marchese requested more information on the process and data for the changes. Response: Anecdotal data that administrators brought forward. Also staff in REA who reported from federal and state level reports. Discussions were very heavy and with diverse perspectives.
- Clarity on "changes that may be perceived as major changes" were also discussed, with comparison to last year's handbook and the uncertainty of, for example, when to notify SEM based on an offense that took place, and technical changes. Also, from the administrative point of view, and being in the building, and what they may perceive as a major change. The group also went through each documented change and deciphered which may be perceived as major, not major, or sort of major.
- SEAB Member Ali asked if students are notified of changes. Response: Every year, post cards are sent to families to let them know about the Rights and Responsibilities and that it is online and available to review. Some schools require students and families to sign-off on reading through the handbook. The changes are planned to go to administration and then trickle down to staff and then to students. We are also open to suggestions on how to alert students to changes.
- He also noted the concerns about actions being identified as gang signs, and for administration to know what gang activity really means.
- Further details on the action related to each level of violation was also requested.
- Director Foster in thinking about policies and procedures, and as the 2nd largest diverse school district and alluded to the white supremacy and its impact on policies put forth, and looking at dismantling any bias.
- More information on the make-up of the current Rights and Responsibilities committee. It was included in the report, including the list of 23 members.
- Superintendent Gothard noted the continued learned and how it applied to student code of conduct, and echoed Director Allen's concerns. He also noted that no single staff person is put in the caustifying code of consult violation without due process and done so in the most respectful manner possible. This is ongoing work and something we will need to work diligently.

X. SCHOOL RESOURCE OFFICERS IN SPPS

Superintendent Gothard introduced this topic by mentioning the various emails to remove SROs from our buildings, and the various locations of those communicating. There were former students, a few current students, those from the metro, and others from the greater Minnesota area, and across the country. There have also been groups in supports of SROs, including high school principals, and the Saint Paul Principal Association.

He also shared the current structure of the Office of Security and Emergency Management, and the 7 SROs that are a part of that team at our 7 comprehensive high schools. The SROs are racially diverse, and many are SPPS graduates with deep ties to the community. This is a position that is hard to describe with the current happenings and understanding the effects of policing on communities right now. He then gave the Board space and time to share to give direction to the Superintendent and team. He also shared details about the current contract, which expires at the end of this month and we are not currently paying for the SROs as they are serving their city and not in schools. He noted the vision of SEM and

supports for students and meeting the relationship and engagement with students in a holistic way to keep students safe and the reduction in the number of arrests has been incredible.

QUESTIONS/DISCUSSION:

- Director Ellis noted the community input and conversations with students about SROs to be in a blue polo uniform with their names on them, and asking about student interactions with SROs, whether positive or negative, and in the past it had been on the basis of a contract that needed to be approved. She then went through the history of SROs on her time on the Board, beginning with more data in 2017, and cost of the contract and partnership with the City in 2018. She noted the understanding of what SROs' role in schools, with her own beliefs about law enforcement, and interactions that were uneasy or uncomfortable, and the question if they carried a gun. She then recounted her time spent touring and visiting with each SRO in each high school to bring that level of discomfort and from that place, and also to figure out the best decisions for students. These are officers who want to be in our schools, and have great relationships with students, and students coming to them to talk about things. She was also surprised to learn about the relationship with SROs and other officers, and hearing from an SRO that if he is working on his beat, and sees someone pulled over by a street officer, that he will pull over to see if it is a SPPS student because he wants to make sure nothing happens. While we shouldn't have to see it like that, it made her very thankful to have these 7 individuals in our schools to watch out for our kids. She shared in 2019 about her experiences, and also the cost aspect and the plan moving forward, and how it was approved unanimously. She didn't know if the District had a plan without them, and didn't want to put the District in that situation. Emails came in from across Minnesota and the country. There is a cry from our community. She believes our 7 SROs are really good people, and that they are being based on the organization to which they belong as police officers is what we are talking about, but that we are not talking about them as individuals. We could have a conversation about their job performance, but that's not what we are being asked to do. She noted the difference in feelings about these 7 officers, compared to seeing officers within the community or on the streets. While she fundamentally believes that police should not be in schools, yet she believes these 7 officers are really good people that we are fortunate to have in our schools. In thinking about the whole SPPD, and the 7 that we have invested time energy, and resources in and that our students have relationships with in school and outside of school. They have shown up and helped and been there, and first to ask to be at our games because they know our students. We are being asked to not renew a contract, and there hasn't been discussion about it to this point, and there hasn't been an opportunity for the new board members to learn more, and there are many pieces that are not just SROs, and how it will look different and the vision for what that will look like and the role of SEM. Feel like this was a conversation always having and always pushing and how can we get there, and still relevant question right now.
- Director Brodrick thanked Director Ellis for taking us through a comprehensive chronology and description of this issue over the last few years. It was helpful for perspective. What we are going to be discussing is whether we are ready to extend the contract we currently have with SPPS for the use of these SROs in our buildings, and as clearly described over the last few years worked hard and sincerely with SPPD and with Chief Axtell and his higher personnel to really look at expectations were for police officers performing the job of school resource officer, and feel did a good job of trying to determine the best use of SPPD personnel in our buildings, and we made sure that we softened the presence of these people in terms of being inside a school building, and made tremendous progress in terms of providing personnel in our buildings who were doing that dual duty that he has always felt good police officers are able to do - to be a peace officer, but also community police officer, and able to mentor and meaningful relationships with those they serve. It is evident that the 7 SROs

performing this job have been doing that quite well. Consequently, the phrase used to come out of this if we work together. Think over the past couple years, shown that SPPD and that particular cadre of personnel, the SROs, have done a job of partnering with all of us and our students to form an environment in our schools that is very good. The fact that almost unanimously at the high school principals, and from leaders in our buildings, that they feel the SROs are a vital part of our safety and security school climate efforts in our buildings. Last year when looked at the surveys, the overwhelming numbers of students who responded, responded that they were in favor of SROs in our buildings. He would not be in favor at all at this point of severing our relationship with the Saint Paul Police Department and particularity the service of the 7 SROs in our buildings, and do not think this is a good time for part of the Saint Paul community to cast the vote of no confidence in another part of our community, the SPPD. This is the time for us SPPS and SPPD to come together and be even more intentional of ensuring that we are coordinating and partnering in a way that makes our schools safe. This is not the time to sever this relationship, even though we are hearing from many in disagreement.

- Director Allen noted that a budget is a moral contract, and spending \$775,000 on 7 individuals equal approximately 20 community experts. We go from a security system of investigating through social media pulling kids from class and into a system where individuals know and have access to aunts, cousins, brothers, mothers and fathers, of those attempting to work with. They also have a thorough understanding of our community and conversations about safety mechanisms in our community. Do understand the impact of being involved in sports - all people to create safety. They know how to partner our kids with situations to create safety situations. When think about the shift made couple years ago and polo shirts - it didn't change anything. It was the same police badge and gun, and cuffs, and their demeanor remained the same. She recounted her experience at a rally with police officers, and wanted to explain more and triggers of the police uniform, which is where protestors are vulnerable and our kids are in schools and vulnerable. No one can learn when experiencing trauma. We know this through studies. If we're putting the traumatic situation inside the schools, how do we expect to increase achievement, which is the goal of this Board and Administration. We can sever that contract and hire 20+ individuals that are mentors, know our community, how to navigate through unsafe situations in ways that are safe for them and don't have to get involved with gangs, or navigate their lives in other ways, and a way to do in which they can be successful. She is not saying that our SROs are bad people. When she worked at Como, she intentionally built relationship with the SRO who was amazing as an individual and they understood each other in the systemic problems that was brought into the hallways with the police uniform. He had that uniform to carry a particular demeanor, and those who have experience with the police or watched it with others and carrying that trauma and didn't get close to the SRO and still triggered in the lunch room. When we do have a serious issue that requires police, that SRO calls 911, and we have 11-12 cops swarming in hallways. She recounted her experience in that situation where cops were hiding behind pillars and students were scared and went to find her for safety. As citizens, we should be able to call the police without having to pay \$775,000 per year. When look at the impact of policing on our community as a whole, all kids are traumatized and recognizing the danger. Students are concerned about their friends and family and others around them. We need to start to build an environment where all students can learn to close the achievement gap, and look at all factors of why it exists, including trauma. She recounted the origins of policing, and the importance of eliminating racism. We need to break the myth of white supremacy. We need Black men to also step up and be a safety measure, and mentors and offer guidance to young boys.
- Director Kopp thanks everyone for this opportunity to speak about this topic to make a decision as a Board and community. It's important for the community to be involved and engaging with us so that we are truly building something different and doing it differently. She appreciated the perspective of

her colleagues and recounted her experience as a middle school teacher and how she didn't know there was an SRO in the building, because everyone in education wants kids in their classes to learn. She noted the authority figure that others can point to in a building when things aren't working. In being new to the role, and knowing an SRO who is amazing, and seeing presentations from Director Laurie Olson and is impressed with the thoughtfulness, and refinements to get to a better place where we are moving beyond and past the worst parts of policing. Saint Paul is doing as well as a job that can be , and yet in terms of the SRO, we know there is still fear, and that fear is real. The challenge is understanding that multiple things are true at the same time, and it is ur responsibility to see and hear what people are telling us and to see down the road what else is possible. We need to take the same time to ensure that when we open in the Fall for safety, that we are also looking the same way at safety in our schools. She noted that in designing a new school, and how that would look to be excited, loved, and interested in learning and being values, that she doesn't envision an SRO or police officer in that space - in that image of a school being built from fertile ground. She noted that in reflecting on the different communications on this topic and a story about an SRO who checked in on a student, that means something, and the purpose of our SROs that are filled in our building. They are our SROs, and working with them in partnership with people who care about our kids and are important to us. Trust is so important. As an optimist, she wants to tinker and refine until it is right, but maybe we have brought this as far as it can go, amd finding it hard to plan and prep and imagining our community at the center and what life looks like on the other side of SROs and imaging what that could be. That is also part of our responsibility - to think ahead and to think about the ripple effects and to not make decisions without deep consideration about 3,6, or 9 months ahead and to be prepared for that. If we removed SROs immediately and we're not ready for the next part, there are still many practices that will cause harms, and have removed the possibility of for some kids, a source of strength and comfort that we have removed without replacing. It is our responsibility to to this in a way that acknowledges all truths and imagines something better and different because we are willing to listen and learn. She keeps coming back to the lack of trust that is real for kids, and while she doesn't know what it feels like and not a lived experience, she can only imagine what it means to sit and learn in a space where a child doesn't feel safe. That is our job to do and in a timeline to hold collective truths as a community and give enough time for our community to be heard in a meaningful way, and concerns about doing that in eight weeks. If we feel like we cannot come up with something meaningful, and informed by the community, that it could cause harm next year for students and staff, especially if there is not a plan in place.

- Director Marchese appreciated his colleagues' shared thinking and our experiences of the past 405 years, and each time struggling with this contract which has not been seen as the bigger picture issue of climate and culture we want to have in the district to support and nurture children to be the kind of place that is changing the narrative to be perceived as successful. We are approaching this not as a conversation about the contract to be reduced to a document about the work of our SROs who have done their job as well as we expected them to. The Board asked for data, changes, roles, classification and information, and he thanked staff for providing that. If we step back and ask the question if we are going to design a system to create a culture that we believe is in alignment with our values, do we have the pieces in place - and he doesn't think we are there yet. Education is an opportunity for caring adults to work with our children and for opportunities to be seen and cared for, and how do we envision that, and does it involve a licensed police officer to do that work - many can do that work, and not about making a choice just for the sake of making one decision. He noted the impacts of students seeing police officers after recent events is a different context than in December. He noted the feedback from principals, and Director Ellis' experiences. This also raises questions around the ongoing disparities we see in out of school suspension, interactions with police, and how our students are moving through the disciplinary systems. In stepping back to think about how to use

resources wisely to advance the culture and climate of safety, and also in alignment with the district goals. He also recognizes the role of SROs on staff, and the role they play, and many students feel safer. This is all based on what has been given as an option, and if the only option and this is taken away, there is anxiety that is felt that may cause some to make decisions. He went on to note the resource questions around this contract, and how the funds of this contract affect other areas of the budget and shifts in staffing. All need to be a part to create an antiracist school district with shared wisdom and participating in discussion if we move forward. He noted the stages of removing SROs from buildings and opportunities to shift to other purposes, and provide definitive data of when they are not in the building and process with changing culture, staffing models, and providing funding to that. The majority of correspondence is to stop SROs but also need to ensure this is an inclusive process. With 7 people out of the buildings, that doesn't change the policies and practices that maintain the system as adults. There needs to be change in classrooms and all levels of the buildings, and all staff are on board to have the skills to make decisions and see students and perceive in different ways, or we will continue to see the same disparate numbers and experiences of today. He noted the need for a plan that is effective and also in ways that are inclusive for students to participate in the planning process. Whether now or in the future if we move to a model of staffing that includes or has less licensed police officers, and protocols in place to know when to interact with law enforcement, to know the best way for staff and the time and who the person is to do that.

- SEAB Member Ali noted that it is time we move forward, and that even in polos, they are still police, still in blue, and still have a gun. We need to hold each other accountable and push back. Students, especially in the past few weeks, in order for authorities to listen to show that they are willing to lose something they love, and to get authorities to listen. He noted his experiences at his high school. He noted the survey data and it may be mis-representational. He notes experiences in which a police officer comes into a situation, that that situation then becomes more difficult to control because of the fear. He went on to note the role of teachers who are teaching students and positive role models to students, and school workers - not the officers. He shared the format at Como and officers working with staff and administrators to combat crimes, but it is not the officer - it is the community. He shared his personal opinion on officers and the threat of those officers on his own life.
- SEAB Member Rajamani shared of her research about SROs, and questions. She noted questions about the make-up of the SRO unit in SPPS. She shared that she has not seen a survey question about SROs, about their reports of interactions with students that are self-reported, and that it is not federally mandated for SROS to have special training. She noted a statement from SEAB that recounted their presentation in 2016 and that their stance has not changed. She went on to share statistics about SROs across the country.
- Director Foster shared that many of the SROs are graduates of SPPS and decided to create change they didn't see in the system while they were growing up by coming police officers, and she thanked them for their service to the community. She shared communications with others on this issue. She noted the question that if one child is in fear, like what we're seeing in the Black community and the myth of white supremacy, and if others feel protected, does one just get over it? That is something she cannot live with. She went on to note that these are seven individuals who are working with our students. She noted the disparities of suspension and dismissal rates for Black and Brown students and students who receive Special Education. It is not the 7 individuals in the buildings who are overused and misused. This decision rests with the Board and responsible for what comes next. We need to hold those in front of our children to be accountable to ensure our students feel safe in that space, and checkin bias and historical lenses. We need more teachers of color, and to train and recruit them, and our educators need to be at the core of that. The health and welfare of our district depends on how they show up to help our kids. We need to look at the responsibility and hold accountable our staff for relationships with students and families. We talk about the legacy of things

happening and waiting to do things differently - when? When will we make the change and the urgency of that change? Our students need to see their teachers reflected in their lives. She also noted the budget priorities previously mentioned and relationships, as well as engagement. She noted the need for students to feel safe in our spaces and not triggered, and experiencing trauma every day.

Superintendent Gothard requested further information for the team to prepare - including if there was a motion expected or resolution to be introduced either at the June meeting or the July meeting. He noted these are great discussions for all 65 schools, and that these are systemic issues across the board, and have a lot of work to do.

Responses to SEAB Member Rajamani's questions were also answered, including updating the SPPS website with current SRO information, their training and role of NASRO in training in adolescent brain development, sex trafficking, online security, and all things that affect youth, as well as SPPS training with PBIS, RP, and first aid, as well as others; she noted the role of SEM and working with students and experiences, as well as further information on the survey mentioned. She went on to provide more information on the data collected by SROs, with some anecdotal and other self-reported. If there are use of force or incidents involving the SRO, those are reported to the SEM office, and quantifying that and obligation for the Civil Right office and documentation.

Data was also provided for the 18-19 school year.

Director Ellis noted that the current contract expires on June 30th, and the next steps for the Board. Response: It's not uncommon to not have a contract in place, but do want to be clear on the next steps if the contract expires, and desire or not to engage in contract negotiations, and would want to know if there is support of the Board to do that before deliberations.

Director Brodrick requested more clarity on the decision for the June 23 Regular Meeting, and in terms of what we intend to do for the Fall, and specific direction from the Board to the Superintendent.

Director Allen noted that there are great relationships between SROs and students, but the system of policing is misleading. She recounted her experience with police, and how the relationships with students and SROs are different with students and police outside of school, and may give a false illusion to kids about how they show up when engaged by police officers in the community. She also noted a previous experience with an SRO at a school, and then seeing him at a protest in the community in full gear and the confusion and illusion that will lead to for kids when they encounter police officers in the community

Director Kopp thanked Director Olson for her opportunity to learn more and onboarding with SEM and SROs.

Director Marchese noted the conversations that will need to happen before Tuesday, June 23rd for clear directions to give to the Superintendent and the community needs to hear about the plan and where everyone is in this decision.

SEAB Member Ali noted the survey questions and how to frame questions and ask in multiple ways for honest answers from students. He also noted the structure of the police, and the oppression on many.

SEAB Member Rajamani would like to read more about the data about SROs in SPPS. She also noted a previous conversation about immigration in a class, and how if People of Color become the majority of the United States, how they are treated will be a minority in the way they are prioritized - just because the number of people are the majority does not mean they will be treated with the same sense of privilege.

MOTION: Board members then voted to postpone the discussion of Ethnic Studies to the June 23, 2020 Regular Meeting of the Board of Education. It was moved by Director Foster, and seconded by Director Ellis.

The motion was approved by roll call vote:

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

XI. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 11:35 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