

INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota

REGULAR MEETING OF THE BOARD OF EDUCATION  
360 Colborne Street  
Saint Paul, MN 55102, and

Available Streaming Online at [www.spps.org/boe](http://www.spps.org/boe) and Saint Paul Cable Channel 16

July 16, 2024  
5:30 p.m.

**MINUTES**

**1. CALL TO ORDER**

The meeting was called to order at 5:30 p.m. by Halla Henderson, Chair.

**2. ROLL CALL**

Board of Education: Y. Carrillo, C. Franco, E. Valliant, H. Henderson, U. Ward, J. Vue, C. Allen; Interim Superintendent Thein

C. Long, General Counsel; X. Yang, Interim Assistant Clerk

**3. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

**MOTION:** Director Henderson moved approval of the order of the main agenda. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

**4. PUBLIC COMMENT**

1. Abdirahaman Ali	Educational Experiences for Black Youth
2. Dashawn Robinson	Educational Experiences for Black Youth
3. Kanansia Abanesha	Educational Experiences for Black Youth
4. Liban Yunis	Educational Experiences for Black Youth
5. Ryan Alexander	Educational Experiences for Black Youth
6. Suleiman Hassan	Educational Experiences for Black Youth
7. Annie Kuthart	Crossroad Calendar Transition

**5. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

**MOTION: Director Henderson moved approval of the Order of the Consent Agenda; the motion was seconded by Director Vue.**

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

## 6. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of June 18, 2024
- B. Minutes of the Special Meeting of the Board of Education of June 18, 2024
- C. Minutes of the Special Meeting of the Board of Education of July 9, 2024

**MOTION: Director Henderson moved approval of the Minutes of the Regular Meeting of the Board of Education of June 18, 2024, the Minutes of the Special Meeting of the Board of Education of June 18, 2024 and the Minutes of the Special Meeting of the Board of Education of July 9, 2024. The motion was seconded by Director Valliant.**

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

## 7. COMMITTEE REPORTS

## 8. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:30 p.m. unless otherwise noted)

- 2024
  - August 20
  - September 17
  - October 22
  - November 19
  - December 17

B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)

- 2024
  - September 10
  - October 8

- o November 6 – Wednesday
- o December 3

**9. SUPERINTENDENT'S ANNOUNCEMENTS**

**Interim Superintendent Thien:** Usually at this time of the year, people will stop individuals who work in school districts and say, what are you guys doing, there aren't any kids in school? Well, I'm here to tell you that it's a very busy place at this time of the year. Summer school is in full swing, and it's 13,000 students and staff are in place to get ready for their future. Also, we have on the agenda tonight. A very robust report concerning the facilities, a 10-year plan, 5-year plan, long-term facility. We're getting ready to order supplies for the upcoming year and you have to realize that this is a billion-dollar business, and when you have a business at large, that means that you have staff, things that need to happen, negotiations that need to take place, filling staffing positions, finance. We start working on the budget long, long before anybody in the public really hears about it. It's a year-round business, where we're very, busy at this time of the year. Another thing, transportation, if you ever try to schedule transportation for 34,000 kids, it is complex, it's difficult, and if you only have one parent who calls and says, it didn't work for me today and they do that every day, that would be probably a huge success, but it's very, very difficult to make sure that every kid gets home safely, and also gets the schools safely. That's our goal. When you talk about food service, just today, we received a federal grant on school lunch program, School to Farm is the correct title. We have the largest restaurant in the cities we serve more people and probably any restaurant or many of the restaurants put together. I'm very proud of the people at work here. They do a wonderful job. They work very hard, they give their all, and we do hear once in a while, feedbacks, that's not probably as positive as we want it to be, but I assure you everybody that works here is doing the best they can to provide the service that you deserve as taxes payer, as citizens, as students and staff. So, get ready, the year is going to be starting up pretty soon and away we go. Got in a special note of interest. I'd like to acknowledge that we're going to be losing a very important person too our 625 family and executive director Tom Parent is going to be leaving the district. He's been hijacked to go to another district, but I want you to know the door is always open when you change your mind and you come back home. Okay, I've done it. You can do it too, thank you very much.

**10. AGENDA ITEMS THAT REQUIRE BOARD ACTION**

**1. Consent Agenda**

**MOTION: Director Henderson moved approval of all items within the consent agenda as presented. Director Carrillo seconded the motion.**

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

**1. Gifts**

**BF 33894** Highland Park Senior High School Gift Acceptance of \$8,000.00

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$8,000.00 from the family of Michael Pawlak-Kanyusik to fund multiple scholarships to selected graduating seniors and that the Superintendent (designee) send a letter of appreciation to the family.

**BF 33895** Gift Acceptance from The Thielen Foundation

That the Board of Education authorize the Superintendent (designee) to approve for the district to accept the gift from The Thielen Foundation.

**BF 33896** Highland Park Senior High School Gift Acceptance of \$8,000.00

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$8,000.00 from the family of Michael Pawlak-Kanyusik to fund multiple scholarships to selected graduating seniors and the Superintendent (designee) send a letter of appreciation to the family.

2. Grants
3. Contracts

**BF 33897** Amherst H. Wilder Foundation to Continue Achievement Plus Programming with SPPS - Three (3) Schools'

That the Board of Education authorize the Superintendent (designee) to enter into a MOU agreement with the Amherst H. Wilder Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period of July 1, 2024 through June 30, 2025 at a cost not to exceed \$229,000.

**BF 33898** Approval of an Employment Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2024-2027

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2024 through April 30, 2027.

**BF 33899** Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, to Establish Terms and Conditions of Employment for 2024-2027

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local Union No. 34 is the exclusive representative; duration of said Agreement is for the period of May 1, 2024 through April 30, 2027.

**BF 33900** Contract Amendment #6 for DLR Architects for the Hidden River Middle School Renovation and Addition (Project # 3140-20-02)

That the Board of Education authorize award of Amendment #6 for DLR Architects in the amount of \$560 for the Hidden River Middle School Renovation and Addition (Project # 3140-20-02).

**BF 33901** Equipment Acquisition Award for Bruce Vento Elementary - New Construction Project (Project # 1020-22-01)

That the Board of Education authorize award of A/V equipment for the Bruce Vento Elementary – New Construction project (Project # 1020-22-01) to Bluum of Minnesota for a lump sum base bid of \$258,172.

**BF 33902** Contract Amendment #2 for BTR Architects the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)

That the Board of Education authorize award of Amendment #2 for BTR Architects in the amount of \$117,340 for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01).

**BF 33903** Contract Award for Plumbing Lead Remediation at Highwood Hills Elementary (Project # 9009-25-02)

That the Board of Education ratify the award of Phase I and authorize the award of Phase II construction for the Plumbing Lead Remediation at Highwood Hills Elementary (Project # 9009-25-02) to RAK Construction, Inc. for a lump sum base bid including Phase I & II of \$333,994.

#### 4. Agreements

**BF 33904** Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding

That the Board of Education authorize the Superintendent (designee) to enter into this partnership.

**BF 33905** Approval to Create a Cooperative Sponsorship between Como Park Senior High School and Harding Senior High School for Girls Tennis.

That the Board of Education authorize the Superintendent (designee) to approve the Cooperative Sponsorship for Girls Tennis between Como Park Senior High School and Harding Senior High School.

#### 5. Administrative Items

**BF 33906** Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and electronic transfers for the period May 1, 2024- May 31, 2024
  - (a) General Account #773712-774819 #0005272-0005305 #7005205-7005236 #0010254-0010434 \$98,682,997.27
  - (b) Construction Payments - 0 - \$8,408,499.24
  - (c) Debt Service - 0 - \$2,000.00 \$107,093,496.51 Included in the above disbursements are three payrolls in the amount of \$77,190,724.27 and overtime of \$368,496.21 or 0.48% of payroll.
  - (d) Collateral Changes

Released: None

Additions: None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Worker's Compensation Law falling within the period ending November 30, 2024

#### **Human Resources Transactions**

**BF 33907** Transactions for June 1, 2024 - June 30, 2024

**BF 33908** Facilities Department FY24 Purchases

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

**BF 33909** Facilities Department FY25 Purchases over \$175,000

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

**BF 33910** Settlement of Insured Claim

That the Board of Education approve the settlement of the above referenced lawsuit, authorize the Superintendent to sign the Settlement Agreement, and authorize and direct its insurer to issue payment in the amount of \$75,000.

6. Bids

**BF 33911** Phase Gate Approval of the FY25 Fire Safety Program at Belvidere Early Learning, E-STEM Middle School, Early Childhood Hub West, and Hubbs Center (Project # 0652-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of fire alarm replacement at E-STEM Middle School for the FY25 Fire Safety Program (Project # 0652-25-01) to Egan Company for a lump sum base bid of \$581,650.

7. Change Orders

**BF 33912** Change Order #7 for Veit & Company for the Bruce Vento New Construction project (Project # 1020-22-01)

That the Board of Education authorize the Superintendent, Superintendent's Designee, or Executive Director of Administration and Operations to sign Change Order #7 for Veit & Company for the Bruce Vento Elementary – New Construction project (Project # 1020-22-01) for the amount of \$364,315.

**8. FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION**

**Director Ward:** I wanted to see if it would be all right to make a motion to suspend the rule and amend the agenda to move the Crossroads Resolution up if that doesn't mess up our presenters because I know that of particular public interest, and I think it might be easier for people who are waiting to hear that one, that would be on my motion. So anyway, that would be my motion to suspend the rules and to move the crossroads resolution up above the policy update. Unless there's a good reason not to.

- We certainly can do it as the Board want but it is pretty high up on the agenda.

**General Counsel:** A motion to suspend the rules requires a second and then takes a 2/3 vote, and then follow the motion to amend the agenda. But since the board had already passed the order of the agenda to amend it now, after that initial vote would be a need 2/3

- So far, no one a seconded the motion

**Director Allen:** Second

**General Counsel:** We have a motion and a second so it would be appropriate to have discussion.

**Director Henderson:** Vice Chair Ward, do you want share a little bit?

**Director Ward:** I know we have at least one person here who's waiting to hear us talk about this and so I figured this would be a kindness to them and I imagine there are people watching waiting to see, because this agenda items, is the only one that we've been receiving emails about. I think people are waiting to see how we're going to weigh in on it. So, I thought it would be nice to move it up a little bit.

**Director Henderson:** Any comments or discussion from board members?

**Director Vue:** I just need a plan for clarification because we are already on the agenda item. It would only be moved up from 3 to 1 at this point ahead of a Policy Update.

**Director Ward:** Yes, it will be moved ahead of the Policy Update and ahead of everything else in this section,

**Director Henderson:** Does administration have all of the people that you need in the room to move this forward?

- Yes, we can compile with the Board's request and move it up.

**Director Allen:** Can I get a point of clarification to, are we moving B3 as a whole? Are we moving just B-3 - A3?

**Director Ward:** 3-A is the motion. everything else stays the same.

**Director Henderson:** I personally have no objection to this, if this is the direction that you want to move and that's fine. Is there a specific language that I should use general counsel?

**General Counsel:** Well, Vice Chair made the motion.

**Director Henderson:** It is Vice Chair Ward's motion, so he can motion it

**Director Ward:** I move 3- A, Resolution Crossroads Calendar up to be ahead of 1 Policy Update, under Further Items That Require Board Action

**MOTION:** Director Ward motion to move 3- A, Resolution Crossroads Calendar up to be ahead of 1. Policy Update, under Further Items That Require Board Action.

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

**This amended is just for Crossroads, moving on to Crossroad’s calendar transition up and will resume back to order.**

C. Onward SPPS Updates with Facilities Long-term Planning Board of Education, Crossroad Calendar Transition and Benjamin E. Mays School process to change program focus.

**BF 33913** a. Onward SPPS Updates with Facilities Long-term Planning Board of Education - Crossroad Calendar Transition and Resolution

Chief J. Turner, Principal T. Buhl and Assistant Superintendent Y. Vang presented the Crossroad Calendar Transition. Within the presentation were details about

- Crossroads Calendar transitional initial proposal
- Crossroads Engagement and Communications
- Crossroads Calendar recommendation

The full presentation can be found in the BoardBook.

**Chief Turner:** We just to give a quick summary of how we got here um Les summer, about this, about this time, actually myself and Director Williams from the Student Placement Center had a brief conversation where Principal Buhl, about her about the enrollment at crossroads and we often do that as we monitor enrollment very closely throughout the summer, to look at programs that are either receiving a number of applications or maybe their enrollment were not quite filling the seats. We tend to do that all throughout the summer and we had a conversation initially with Principal Buhl about this time last summer, summer 2023 we want to look into the year-round calendar, we have to have application into the state. Soon, but I believe that the year-round calendar might have an impact on the overall enrollment.

So we began look at data and having some conversations with members of districts, our staff, team members, principals, leadership team at the school. We brought forth the recommendation in March at the Committee of the Board with some of that data and the board asked us to pause at that time and really worked with the families more have the families have an opportunity to have input on the impact of what that would be, and we have had. We had at least 5 additional events or activities that included information shared at upcoming PTO meetings, at the school family nights, a questionnaire one page and we did additional survey with families. I will say that out of approximately 400 families at crossroads, there were about 35 families who absolutely responded that our survey and we also we're out at parent-teacher conferences, to try and seek additional input. All along the way, the plan has been that this would take effect in the fall of 25, thereby giving families almost a year and a 1/2 of an opportunity to have transitional support. I would like to ask Principal Buhl to share some of that data that we have. We also want to really keep in the forefront as we looked at this data as that we are here, as a educational institution, that's our primary role as educators and as a school district, and we also wanted to make sure that as we apply for the application as I shared before, as we applied for the application for the flexible year-round calendar, is not automatic. It's something that the school district has to apply to each year and there are parameters within those and as a school district, we were not meeting the parameters of why you would apply for a flexible year calendar.

**Principal Buhl:** Thank you for taking time to have this meeting and to listen a little bit about what's been happening at crossroads. I think this maybe is not some new news to all of you and/or anybody listening. I think as a district, we've seen declining enrollment, I think we also have seen data, student data, particularly in our school, not be as robust as we would want it to be, I think that we have much better summer programming now than we have had in the past, and when this program started 25 plus years ago our student population was definitely much different than it is now. We currently have about 90% of our Science school that has free reduced lunch and about 80% of our Montessori school that received free and reduced lunch. I think the reason we started to look at this is that we were finding that some of the things that we were doing in our regular general Ed, like our Wind Program, are doing much better and much more successful than our intercession programming. Intercession, which is kind of like Crossroad's summer school, is a part of this, and it's a really big part of our program and it is not as robust as it was 25 years ago, because we don't have the staffing to support it. We don't have licensed teachers who are teaching it, which was

happening previously. Which now is no longer happening? I now have more non-licensed staff who are supporting our intercession programs and licensed staff. Speaking to some of the other things, two big problems we typically see right now in our summertime, especially in June and July, is that when we come back from Memorial Day break, we have 41 school days, which is basically 1/4 of our school year. So that's one of our quarters, our students end their year on July 31st, of June 10th, the last day of the regular school year we had already had 10 students that have acquired a 15 day drop this school year with an additional three more that will happen on Thursday of this week. In addition to that, we had four others that would have been a 15 day drop as of today, however four students showed up today on the 15th day of school and that is honestly due to the work of our clerical staff who have called those families daily and emailed them daily to say, please come to school, we need your kids in school but otherwise they would have been a 15 day drop after today. So that would have put it that would put us at like 17 kids just dropping from school after June 10th, which is the last regular school year day, and then in addition to that, we have staff who are typically out more frequently in the summertime, I can tell you that the data we took from June 11<sup>th</sup> through July 11<sup>th</sup>, which is actually 16 school days of our year, we had approximately 12 staff daily out of 77, so that's that that's not typical during our regular school year, but over these 16 school days, that's a big number when it comes to looking at our period from June 10th to July 10th, which is 16 school days, because we have the first week of July off, and that period we had 39 students who had missed 5 or more days of school at that point just in those 16 school days,

**Chief Turner:** The message to the Board and the community is it's not so much necessarily about the students missing school because we have attendance issue potentially throughout other schools as well. It's the issue that families feel, as they have older brothers and sisters or relatives that attend a regular school year and they're in the same household, it's hard for those students and difficult for them to justify getting up and getting out of house or not going on the family vacation, because the whole rest of the family is falling the traditional, so they feel well, the rest of the family goes on vacation, I'm going on vacation even though they are in school. As a family unit, you go with the other. We have one school community that is going up against 60 other programs and the individual personal lives do not align with the others. We see it both with students and families as well as we've seen with staff, that's really the summary of what that is.

**Principal Buhl:** In addition, even like today, for instance, I talked to a family who has three young children in our school, older brother is in middle school now and parent is looking at moving kids out of our school to a traditional school, this is just today I have this conversation! Because, it doesn't work to have two different time frames for her kids, so she's got a kid in middle school who has a traditional year, she's got three kids in elementary school who have the year-round and she's struggling as a parent to decide where am I going to go and then they live in an apartment complex where they have a group of kids who are all at you know home their friends, they want to stay home with their friends, they don't want to go to school during the summer. I get those calls almost daily. Especially in the summer.

## **QUESTIONS/DISCUSSION:**

**Director Ward:** Thank you for the presentation. I think that was really informative and helped me understand a little bit more about why this recommendation's being brought forward. I guess an initial thought I have is I'm looking at the survey here and it says what supports Will you need to help your family transition to a traditional school calendar and we had 36 responses out of 421 people were sent to. Did the survey include questions around whether or not people wanted to transition or was it just we are transitioning how do you want to do it?

- The question wasn't presented do you want to because that's a decision that It's in the hands of the Board, it's not something that we would not tend to ask parents because we don't want to ask parents a question that really they don't have the authority to be able to make. But what we have learned is that the Crossroad calendar question has been an ongoing question for the last almost 10 years. We've heard it from the last several administrators that asks that same question, and what we find is about half of the families enjoy it and half of the families do not, and so ultimately as an educational institution, we have to make a decision, a recommendation, then based on data and then based on the flexible year application, and once we looked at the data as well as the flexible year application that Principal Buhl and previous administrators have put together. We cannot and haven't in at least sixty to seven years been able to meet what the requirements of the application are, and if I can just overall remind you and have Principal Buhl or Dr. Vang share what the four components of the flexible school year application are
- I will just add that the areas that we need to accomplish in a flexible learning year, school program includes improving instructional quality, increase cost-effectiveness, make better use of community resources that are available to technology and establish an alternative eligibility criterion intended to serve special education students, so those are the 4 areas that a flexible learning year would emphasize and lean into for increased success increased among students.

**Director Ward:** The argument is really strong that this change needs to be made. I guess a change is like this right like if it does end up being a board decision but I think that knowing whether or not the families in the school want to

make the transition is a valuable data point that we could use when trying to make the decision and I do think that even if the decision is not ultimately any particular stakeholders, like the final decision, but if we're going to say that we value people's opinion and they there should be empowered to help make decisions. I think that we need to make sure that we're putting it to them like, do you want to do this rather than we are doing it, how do you want to do it? I believe that we received an email that included a survey. I think that was done a few years ago and it was like a Google doc, and I'm not sure exactly what it was or when it was, it had over a 100 responses, and I think it was like, why did you choose to come to crossroads and about 80% like said that it was because of it being a year round school. What was the context of that survey if you know what I'm talking about?

- I actually don't recall that particular 1 of 80% saying they went because of the year-round but Principal Buhl can to give a little bit of the history around surveying families.
- I'm not sure if that was during my time or previously, I'm not exactly sure when it was when it was taking place, it is one that was not a closed off survey. So we don't know exactly who did the survey. How many respondents were repetitive respondents, how many were from the same family, we don't have record of any of that information, along with that, and it was about a quarter of the families that responded very similar, not getting slow responses, one of the things we were hoping to get is more responses from all of our families, and unfortunately, that's just that something we haven't been able to do. We put it in multiple languages, our surveys that went out. We talked to families individually when they came to conferences. Our EA sent out surveys multiple times, it's just been very difficult to get full capacity of everybody coming together to talk about this situation.

**Director Ward:** One thing that I'm trying to figure out is. this is a really big change for the school and we did not get very many emails about it like honestly, and it was far less than I was expecting. I wonder if that's partly because people thought the decision was already made and they couldn't weigh in on it and/or maybe it's an accurate reflection of like most of the community is okay with it. I don't know the answer to and it's something that I don't have as I'm like looking at this today, but setting that aside, it sounds as if there are specific requirements, right? Like the ones you listed off to be able to even be allowed to have a year round school, and is it our assessment that if we were to apply for that that we might be rejected for it?

- I would say yes, we would have to send a report to the state to say here's what we've been able to accomplish over the course of having this particular fly, and we have not been able to meet those requirements that has gone on for multiple years. This is the only application that I've ever done. So I've only done one application. Prior to me, completing an application, there have been multiple applications where we have not been meeting those expectations and so I've to Cindy Jackson from the State, I have talked to her personally last year, and as we started to look at this, who said. We don't want to be the bad guys, however, if you can't meet the expectations of the fly, then you shouldn't apply. Is basically what they have said, and so that led us to bringing the data, contacting REA, starting to look at the data of are we making exceptional gross in academics, are we doing any of those pieces of the fly, and we have really struggled to meet those requirements. Honestly, my gut feeling of trying to apply for a fly, I don't know how we could possibly apply for it and still get it, unless we had significant support.

**Director Ward:** One thing that you know we were we were hearing is that it's difficult for people who are going to school in the summer to deal with them being on a different calendar than a traditional school and my initial reaction to that would be like well like, if you're choosing to go to a year-round school like you should you know that should probably be fine, but then you know the numbers you shared were, I think pretty eye-opening, you know, 12 of 77 staff members being present in the summer is wild, and I don't know how you coped with that for how you're able to deal with that. 12 absent? oh, that's not as dramatic as I understood it's still bad.

- The average is 12 daily that are absent  
That's not very good. last question just anecdotally, and as you've been working with your school community talking with them about what this transition will look like. What is your assessment of what portion of your community really hopes that we say no, and then really stick with a year-round calendar?
- A strong group of families who love and believe in the year round program for many different reasons, absolutely 100%, however, that doesn't represent the other 85% of our families who just constantly struggled, I can say, I just took a quick assessment yesterday just to see how many students we have absent, I have 61 students absent yesterday out of 400 And I went back and I looked the day after that the day after Memorial Day when we come back from intercession, I just kind of took some random days. We had 70 students absent between the 2 schools on May 28th, which is when we return from intercession. And then, on July 8th, when we returned from our July break it was approximately 58 students who are absent. That's, it's just a significant number of students who are absent and to have you know, in the scope of 3 weeks to have 39 kids missed 5 of those days, so that's a whole week of school that they've already missed. And by the time you get to last year. I can tell you that we had 23 students not return to school who were part of that 15 day drop between that like June and July time.

Yeah, that's huge them and we can't serve them if they're not there that's it for me.

**Assistant Superintendent Vang:** I would also like to add that in listening to our conversation tonight and the proposal that's on the table here for you all to consider it is important to give credit to the work that has been done through the application process. It is definitely a thorough and robust process with MDE that includes a final review

and approval, and I know that perhaps a Principal Buhl might be a little nervous and didn't give credit to the work that was done, but there are surveys. There are family engagement components in the application renewal process, there's data collection, there's data reporting, there's definitely a getting a sense of whether there is still interest in ongoing support. I'll just pull up a piece of data here that we had from the first round again. This is also my first round in the renewal application of the flexible learning year of our Crossroads, so Principal Buhl and I went through this one round together and we had. During the survey, the staff survey indicated that there was about 51% staff who fell indifferent or who preferred the traditional calendar and that 49% prefer the year round. So that data point is just to say, it's split in the middle, it's hard to say that it's the best one way or the other, it is just data for us to consider, and we've been very mindful to have data to drive our decisions here, going back to the student achievement piece. We are obligated if we are renewed for the flexible learning year to produce some of the outcomes that the flexible learning year model is supposed to produce and we don't feel confident and positive about what we have seen and that is no reflection of one group or individual or work. However, it is important to a data point of whether we apply for the next year for the next round of being your own status school or not so wanted to just provide a little bit of specific processes that we've had to work through to get to this point. Thank you.

**Director Henderson:** I just had to follow-up to the information out about our data point. So 51% of staff in that is there any family engagement around? Can you share with the data point around families were?

- I do have that parent survey information here and yeah. I don't have the analysis but the questions were asked of whether parents chose the school for the year-round programming, whether the year-round calendar met the needs of families and any ideas that the families would have to improve the calendar a year experience and that if there were other questions for perhaps around hybrid optional so those were the questions, they don't have the data, I can get that, but in terms of the responses. I would like to date it and that was that those questions that survey was sent out when the previous fly was being crafted or recently.
- That was the last renewal application part was one in 2021

I would I think it would be helpful to receive the information regarding that. Thank you.

**Directors Carrillo:** Some of the language here is something that I've heard before, and it touches on the subject of and maybe the theme of the question is not necessarily how much do we want a year-round school but how much do we support a year round school because it sounds like there's issues with lack of support, which are getting us to a point where now we're being presented with the option of essentially reducing a unavailable program, I'm 50/50 on the program itself. I don't have inherent biases for or against because I'm not that well acquainted with it but the concerns that I have around the input of the families are very, very strong and I think we need to. I don't feel comfortable voting Yes, for this without understanding how much the parents have been asked, what they believe and what they want. I know it's a tough question, because we may not like what the answer is. We still have to work around that. I think it's important that input is input, is not directives. Telling parents, these are the options that you have is different than saying what would you like? And I think we need to give voice to that, and I think it's important that as we engage our community, we actually listen to the voice of the community, rather than just presenting them with a very, very constrained menu. I do have concerns with the enrollment but it goes both ways so on one side I'm concerned about the attendance, and I think that something has to be done about it. I am also concerned about what is the impact and how we understood the impact of shutting down a program is going to do the enrollment for next year, which we have to be accountable for because we set that as an internal goal for our budgeting process that we want to maximize enrollment for students next year. So I have to understand that if I'm going to vote, yes, and then it causes an enrollment drop that we then have to pay for out of our budget and out of essentially all the other schools budget to support this. Then that's a concern so I would like to understand. What if we've understood that impact? If we know how many families have said I'm absolutely leaving the district to find another year-round program and what those impacts are, because if we know that the gain or the change in attendance is going to offset that, then I'm willing to hear and understand what you know that data, but right now, I'm being presented with a lot of anecdotal information about this. So, I'm not ready to vote Yes, for this right now.

**Director Franco:** Is there a concern about the total enrollment at crossroads right now with over 400 students through?

- It's a combination, keep in mind as 2 schools, so there's 2 schools, there's about 400 students in the entire building, and so that's about 200 students per school, if you look at that then yes, there is a concern that doesn't meet the parameters under which we can even think about providing a well-rounded program as we looked at in our previous programs in schools and quite honestly, part of the reason that as the enrollment is that the school has lost a number of the supports and the reason why they've lost a number of the supports. For instance, it has been brought up by their parents that Discovery Club is no longer there. Well, Discovery Club is a program that generates revenue based on the number of families that apply and that come. It cannot be a citywide Discovery Club because of the year on calendar that we can't because there's not enough students for that one program that aligns with the rest because when that school is in session, the other schools are out and vice versa. The crossroads program itself doesn't generate enough families to be able to sustain a Discovery Club, similarly fashioned with the ECFE. The ECFE program is not necessarily there because the staffing that is need to provide that program doesn't correlate with it. I think really with Crossroads as we look at and talk to Director Williams and some of her staff, we actually believe that the

enrollment is going to go up. There's absolutely, as you look at the other positive attendance of Crossroads, there's no reason why the enrollment should be declined at a worse rate than to our other schools. It's in a vibrant part of the city, it's centrally located, a beautiful building. It has the components of a Montessori programs, as we look at our other Montessori programs in the district that are actually increased capacity and has a significant waiting list although we look at Crossroads Montessori and it does not. As we looked at some of those points, and I agree, I heard you say about asking families, the reality of it is that once, if we were to ask families, which we certainly can consider doing that. This Board and this administration still have an educational responsibility to look at and make decisions based on what's in the best academic interest. I talk to a number of the families that have concerns about them and what's a lot, but the five or six families that I talked to that was concerned about removal of the year-round calendar, not one of them spoke about because of the academics, there are other personal reasons that are very important to that family and I respected it and I appreciate that but not one of them had anything to say that this school provided a stronger academic opportunity for my child. There were personal reasons it worked with their personal schedules, their lifetime, their life schedules. I also like to ask Dr. Thien to speak as he was a Superintendent and they say about enrolling into another around schools. There's only one in the metro area, and as I talked to Cindy Jackson at the state, most of the year-round programs in the state have gone to a school year calendar because of the conversation were actually happening. So if people are trying to find a year round calendar, there's one left other than crossroads

- You probably know that it was a joint integration year around school. It's called the Harambai school, it start it out as a combination of three districts, grew larger to about 10 and the enrollment was pretty steady, but what we found out over a period of time is that Kids came from other districts and they started to especially the intermediate kids when they got to fourth, fifth, and it was six grade that they're at that site, kids were saying, well, I want to play baseball in the summer. I want to go on a family vacation and it was just a elementary school, which made it really really tough to fit with the rest of them and you know, first of all, it was cost prohibitive, and that program is going to be in place next year, but it's really lost a lot of enrollment. I think they're facing some of the similar things that we're facing right now and it's difficult, because families do this for a lot of reasons, it fits their lifestyle. They like the all-around program. They'd like to intercessions, but the intercessions were expensive and hard to fill too and I think you mentioned that and trying to integrate them with other programs is really difficult, because the calendars just didn't lineup and it made it really difficult, and we had trouble with staff too. I know that whether you guys realize this or not there are also four days school, four days a week schools, they're running into a lot of them are running into the same thing, but they have been in many cases more successful than the year-round. So this is a tough decision, because our task and our job. It's to do what's best for all of the kids and I know what a parent's job is. They're supposed to do what's best for their child and as a board, you have a difficult decision, because you're trying to balance that the needs of individual students and families and also the needs of the entire district and we have the entire district to weigh into. So, a year is probably a good time to give families an opportunity to plan ahead, I know it's painful and but it's kind of reality.

**Director Franco:** I just have 2 more questions, if that's okay. So when you're talking about the application of what we haven't been successful in for the past, maybe 6 years, I don't remember the specific detail on the kind of buckets area where we are falling short and what efforts we've been taking to really improve that can you speak a little bit about that piece.

- You may recall during the Committee of the Board meeting where the Board asks us to pause and go back is where we had a Director present that data so she presented data on academics that showed that there wasn't growth in that we looked at the MCA data as well as some of the fast data, that didn't show that that growth, and we looked at comparable of Crossroads as compared to other programs around the demographics of the of the schools, we didn't compare it with any other year-round schools that we don't have one. We also look at the additional resources that you may recall that the additional resources that it takes for to support Crossroads came in the form of additional transportation dollars and some other supplemental dollars that were provide. We were at about a million plus dollar on that I feel like, I remembered something closer to like \$200000 as a figure. Can you talk about? It's like a figure of \$200000 that's ringing in my head about from that COB meeting for additional cost, was that bussing, or was that a one specific line item with the operation to facility?
- That was one particular item, the transportation was the 250 that you're thinking of. The third part of the application you might recall we talked about the difficulty of partnerships to generate there was a time when there were additional partnerships that could come from the community to help with those intercessions, and so we talked about the inability to really be able to recruit other licensed staff because the other license staff through Teachers On-call or other organizations are working with our regular school year programs and so there's just nowhere to recruit teachers from. We also talked about the partnerships with community-based agencies that's coming in bringing volunteers and other supports partnerships doing that intercession to provide, like Big Brothers, Big Sister, Boys and Girls Clubs or the Y. Those type of programs are providing programs through our school year year-round program and don't have the ability to break those partnerships with the regular school year program to stop and do that for the intercession. It's not a consistency business

for them, so they tend to go with schools that have a regular school calendar, and so those were the three big ones that we don't we're able to. The other thing, I want to point out and Principal Buhl said a little bit about it earlier in her comments, when Crossroads initiated our landscape look a lot different, you heard Dr. Thien say, we have 13,000 students in summer school, we run a pretty much a year-round calendar for all of our students, and especially if you have a student that's going to Freedom School, it's literally almost a year round. We got out of school on June 10<sup>th</sup>, S-terms start on June 17<sup>th</sup>, it goes from June 17<sup>th</sup> through August 3. So literally every student in St. Paul Public Schools has the opportunity to attend school, the majority of the year we don't turn any student away from summer school, we know we can't fit everybody in at Freedom School, we do the best that we can, but any student that wants to go to school in St. Paul are quite honestly outside the city, limits St. Paul public schools does not turn away students from S-term that's what we call it. That wasn't the case back then. There was a need for families to be able to have somewhere for their children to go and July, at the end of June and Crossroads really fell hit that calendar because our summer program looked a lot different. It was 4 hours a day, now our summer program is 6.5 hours a day. We pretty much go all year.

Just one final closing piece, but I appreciated Directors Carrillo and your comments around the engagement. I know one of the big reasons why at least me as a board member was apprehensive to move forward with a vote earlier in the March COB meeting was due to the community engagement efforts or that was reported to us and I was really hoping for like a more robust presentation around what efforts had been, that would have happened between March and now and it seems as if, like again, like and I think I also mentioned in the March meeting that if there is a business decision that was going to be made and we knew that you know well in advance like why did we not bring community along in that conversation early on and potentially be able to you know, maybe some of our families have other community Partners that could have serviced during this intercession or other Partners that aren't necessarily our traditional school year Partners that increase their work during the summer and those are some of the efforts that, I guess I was hoping to hear about maybe some more specific examples about what of those efforts were attempted to sustain this program or a program similar, and I know I go back to what Direct Valliant said at the March COB meeting as well, the data isn't, or at least what was presented to us wasn't different then or wasn't significantly different than schools across the district so even like a 10 students at a 15 day drop at the end of the traditional school year calendar year. In a building with the with 400, I wonder how many of those are just going to a new school next year and just taking summer break a little earlier, I and I don't know that so that is some of the wonderings that I still have or even just like the staff ratios of folks that were out, 12 on average, it is a lot I know that, especially with less access to sub but I'd be curious with what the average of teachers being out during the traditional school year. Calendar is I'm sure it's a little less I know I've been in buildings where there's 25 subs in the building on a given day with maybe 105 staff members, or a little bit inflated, so I guess I'm still just not understanding, from a business decision that we're not meeting that that goal or that need, I think I'm getting there, but I guess I also just don't have a full picture of what has been attempted and not to discredit the staff there. I believe that everyone there is certainly trying to deliver the highest level of service to all of their students, and just if we're making a drastic change like this, I would hope to have some of those questions answered prior to especially when we brought it up in March and now we're back here and so that's just there was no final kind of questions of that unless if anyone would like to comment on some of the additional engagement efforts that were around the calendar, but if not I am also happy to pass it to the next person.

**Chief Turner:** If there aren't any questions I'd just like to and that's a couple of closing things from the administration's program.

**Director Henderson:** There will be additional questions but I wanted to give a moment for you all to answer Director Franco's question around what the additional engagement looked like

- One of the things that we're attempting to do it with the engagement is to engage people differently. So who we hear from, as Principal Buhl said earlier during the surveys and where you get emails from is not representative of the school. It's just not this school is very diverse linguistically, as well as racially, and that's not who we're hearing from, and the survey support. The event that Principal Buhl set to come to Chief Turner that has a broad base of our families more represented to our families would um movie night where you get pretty much the component of our school, and its high attendance. So there. Prince Buhl, and myself, uh, welcomed members of their school community. I said they were coming and getting popcorn and getting ready to go in the movies with a table and information about the school year calendar, the transition. As people were coming in every single parent, we tried to attempt to ask them, do you have any questions about Crossroad's transition to the school year calendar and that's we would like to engage with you or talk to you about that. I was there maybe an hour and a 1/2 and you were there for the whole thing. I didn't have one parent that said, I want to stop and talk about that. They either get thumbs up like I'm indifferent to it. I'm fine, I'm fine with it. They might of talked to Principle Buhl about some other issue or concern. 100% of the parents that I talked to didn't have and they were representative, they were African American families, they were bilingual families, they were Asian families, that was represented the entire segment of the school populations.

**Director Henderson:** At that event, was it explicitly stated that you were looking for feedback around the end of the school all year-calendar.

- Yes, you had to get past us to get into get your popcorn and get to the school
- We had that data sheet that you all had received as well. The data sheet was there for us giving out the data sheet that showed here's what we are looking to do. If you have questions, that was there.  
The lead up to this vote today, what has engagement looked like in the last, three, four, five weeks in terms of letting families know that this was coming to the Board. In terms of sharing what that would look like, what does that look like?
- I have shared it in my last two family newsletters that have gone out. It also talked about that the school Board would be voting about the year-round calendar. It also stated how to sign up for Public Comment in that information, it went out via email. It went out via text. It was posted on our website. I use more so there is a way to be able to look at it in different languages and so that has been there so that has been part of what I have done in addition to what we did for that movie night and as far as getting more engagement from families about what maybe they might need to the transition happen. That also went out via email. The blackboard messaging system, it went out in my school newsletter as well again. In addition to that, it went out from out EA twice to families anonymously, and then it went to families during conferences, where teachers talked 1 on 1 and with families to ask them about that. That has been the engagement that has also happened in addition.
- I'll just share a little bit, meeting tradition on February 6<sup>th</sup>, that's where we all had a staff meeting, we'll move over and talk about this. On February 7<sup>th</sup>, an email went out to families just being more specific put regarding this as well as a Facebook group. on February 9<sup>th</sup> that's when we closed this survey and then evaluated and looked at the data, and that's what some of the that you see here on March 5<sup>th</sup>, we had another staffing where Dr. Bang also I attended the staff meeting and we looked at the survey and survey responses, it was discussed at the March 6<sup>th</sup> COB meeting, and that's when you asked us to pause on elaborate on April 11<sup>th</sup>. It was discussed at the PTO parent meeting as well as that email and went out to encourage families to come to that to provide input. On April 17<sup>th</sup> was a family night with the one pager, and again, another survey on April 18<sup>th</sup> was a family movie night where we hosted the table again with the one page serve and a one-page survey. Then, on April 30<sup>th</sup> through May 7<sup>th</sup>, another table was provided at conferences that Principal Buhl opened up and offered opportunity for parent feedback and comments during the conferences. That's what has looked at and you're right, there hasn't been a lot of people commenting or getting, but it's sometimes when you look at surveys and making a decision, it's also the lack thereof which speaks to the importance of it as well.

**Director Valliant:** The first question is that you referenced changing demographics, and the last time it was referenced you talked about summer programmer, but initially there was a reference to the percentage of students who qualify for free or reduced lunch and I would like to know more about that correlation, or why that was brought up as play in regards to let's change in demographics.

- I just think it was one of the points to look at, like 25 years as years ago, we weren't at 80 and 90% free and reduced lunch, we weren't at we weren't at 90% kids of color in our building. It was definitely a different demographic, more affluent, and it was not the same population. I think there are some things that happened like with intercession that was much different, where some of the partnerships and honestly, at times there was during interest session, there was times where families pay for intercession and so that brought in revenue as well, and we don't ask families to pay for intercession. There were also 800 students in the building at the time, which brought in more staffing to be able to staff intercession to support the programming that's going on.
- I know, maybe the question where you're going with it, it's important to note the demographics, because during the intersession there, you have to have the ability for your child to have child care, because there's no school. So when you have that broken out multiple times throughout the year, most of the households that can manage that within their schedules are people that don't have two working parents or guardians, for instance, or 2 working parents or 2 working guardians, there typically should be somebody at home or a relative that a child can have care before why they're either working or why they're in school and normally, most of the time people are adjusted, our communities have adjusted to have that support during the summer but during the school year and a random time period you have to have a household that can support and watch children for 3 weeks during the regular school year, you have to be able to have that lifestyle and flexibility within your household to be able to care for your children and not many people and working parents can't afford to do that. So that's why it was important for Principal Buhl to talk about the demographics, because there was a time when her school had less students who qualify for free reduced-price lunch and the families were more affluent and didn't. I'll teach you have two parents working outside the household.

My second question, it was mentioned that you did talk to some parents and none of them mentioned that the reason that they were there is to academics, it was due to some more personal reasons. If that's not an attraction, why would we expect for enrollment to increase?

- I would expect for enrollment to increase because of those other things I talked about. It's physically a desirable building, well maintained building, it's in the central part of our city, it's a citywide magnet. So therefore, people from all over the city can get to it, regardless of where they live and it's a desirable program, it's a Montessori. As you look at, and as I said earlier as you look at our other Montessori schools, they have waiting lists and that's not the case at Crossroads, so if you look at and if you were to just compare Crossroad's Montessori with JJ Hill and Nokomis North as well as South. It is our only Montessori program hold a waiting list with the exception of in Pre-K.  
I asked the question this big because, all of those parents didn't state that they're there due to academics. It sounds like that wouldn't be the attraction for this school anyway, so that wasn't really that pertinent of a kind of observation, I guess in context.
- Through the chair, so maybe I should specify a little bit more so, as we were with some of the parents, the question was, why do you choose Crossroads, and the reason that they chose Crossroads, we're very important for their families but as we look at the educational institution none of the reasons were academic. They were I get better rates on my airlines because I'm not competent with the other with so many other. It works with my family vacation timeline, because my spouse or household can get off for work during those times, I love to be able to bond personally with my child throughout several times throughout the year, rather than just in the summer. It gives me a chance to bond emotionally with my child, and those are all great reasons as Dr. Thien says for individual families, but is that why, as a Saint Paul Public School is that why we produce and we have schools and if it is that's a different question something else we should be offered, but if we're here to offer a high quality educational and academic experience for students, then that's what we were waiting in on and that's truly why we're bringing this forward as an option and that's why administration is bringing this forth as a recommendation. We do not feel in good conscience that we can at the level that we're able to support Crossroads given our financial situation as this district, we do not feel that we are doing what's in the best educational possibilities we can with these students at this school, and that's the reason for the recommendation.

My next question is around parent in engagement. We already got a lot of questions around it. So, I'll make some comments and then I'll have a question. So, comments, as a parent one surveys, we get so many surveys and so many pieces of papers that is very easy to miss it. Decide that we're going respond and kind of forget, because we're doing who knows what you know, and so it does help to find more creative ways to engage parents, including phone calls, maybe if you do send a survey home make you have a classroom content so the kids are bugging the parents to fill it out so they can win the contest. Just thinking of more creative ways, I guess to do your as much as we can to try to solicit as much feedback as possible on those surveys are easy/ hard depend on the survey, but they they're just so easy to miss, and sometimes you look at it and you just don't know what to say. Also, when it comes to showing up with events, if it's like a movie night and my kids excited about the movie night and people are tabling, if it's not super engaging, I'm not necessarily going to the stop and has the conversation because I'm there for movie night with my children, even though I see it and at the back of my head I thinking it might be important.

My second questions is, my parent hat on because I am a parent and also being a person who does community engagement, this may be something for all of us to think about, including the Board is sometimes you really want to do authentic community engagement, because you know what's important, you know it's the right thing to do, but if you cannot also know that's your decision is going to be your decision, at what point do you try to be very transparent with parents and just have a hard conversation and just say, look, this is where we at this is why we have to do it, so they let's understand at the beginning what's really going also, for example, if the survey that you did send out didn't have anything referencing, the reason why we're doing this is because, this school has these requirements from the state and we haven't been meeting, so we really do want your input, but we want you to also know that if this application goes in and it's not approved risks are going to have to change the schedule. So they understand like it was at stake and it doesn't feel like you are wasting their time with this engagement is performance.

- Thank you for that and we can give you a copy of the survey in the introduction part too okay.  
My second question is in regard to family engagement you also said that you had teachers talking 1 on 1 with families during conferences, and was there also still no feedback from parents? Did the teacher just mentioned it, were they not actually having conversation because conferences is only like 20 minutes so and that and talking about your child can take app their time or longer. So just wondering about you know that engagement piece,
- It was really about encouraging them to do the survey to connect with the me. So it wasn't about like asking them their opinion or putting it on the teacher to do that, it was about the teacher, encouraging them to be a part of engagement and so to connect with me or to do the survey just to try and gather more information.

Okay! My last question, if, for example, we did not vote to pass this and then you get the application, and they're like, nah, we're not doing that again, how would that look different versus if we were to vote Yes, right now, as far as time line, what it would mean for parents and things like that?

- So one of the real difficult things about this process is that we apply to the State, so when we start applying to the state, we have from the time we come back to the school until December to get the application in, so then we will miss School Choice Fair and all of those things. So, what happens is that the state comes back in May and gives you the answer as to when as to, if you are going to be a year-round school or if you are

not going to be a year-round school, so it really messes up a timeline, which is what we're trying to look at. So what do we do at school choice fair? Do we promote that where year-round? Do we not because if we don't know we're waiting for the state to answer that question, we don't have that information, and then it would be a really quick turnaround to be like, well, the state came back in May and said, no, you won't be year-around and then in August, we would start a traditional school year.

- I would feel that as a school district unless we have a significant amount of additional resources and our program looks drastically different, that we should be very cautious before we submit an application to the state as that that's part of the requirement is that you are going to present a program that you intend to meet with those tenants that based on the decisions that we've made as a school district regarding our budget and other factors, I don't know that our application would look any different. We're not providing the additional allocation money or resources as it stands right now for that.

**Director Allen:** First I want to thank you for coming with some clear reasons. Why this is happening all of the things that you stated about the you know, having a beautiful building and being open to the broader public, I've been in this district for a lot of years, and even before I was on the Board, I always had parents who would say, Hey, what school should I take my kid to, I'm really looking at this school or that school and Crossroads would come up quite often and then they would find out it's a year-round school and the demographics that are my constituents, and people that you know around my community are usually two parent working families or their single family households and so they just can't function like that, but the program, the building, all of that looks great, I do have some concerns. One, there's no Discovery Club?

- Our students get bus to a Discovery Club, because we don't have enough students in building to keep a program at the building. So, years ago, there used to be a discussion up there, it got moved, and so now there's a Hub in our kids. Take a bus to Discovery Club. Where is that Hub?
- It's at Rondo. I think part of it too, is that we have an early start school and so it really doesn't because there would be no reason to have a door every club there because, we started our kids come at 7:15. Most people are getting on the bus by 6:45 that come to our school since we bus citywide and so there would be no bringing in students before school either. So and I guess this doesn't matter at this point if we're going to a regular traditional school year, but wasn't the Discovery Club providing those services for those 15 days when students were off or no at Crossroads? Couldn't you enroll your student in Discovery Club during the intermission?
- I do know that Discovery Club will provide services for the students who are enrolled. Two, I do have concerns about the enrollment considering we have two different schools in there and they're both at 200 students and I'm wondering is there any plan to merge the program? I know that one is a Science Program? I don't know where the partnership is in that and the other one is a Montessori, which is well sought after curriculum in the city of St. Paul, and so I'm wondering, is there any plan to merge those two to build enrollment to one enrollment? Are we going to staytwo2 programs within one school? Or is there a plan to build?
- Chair Henderson had the opportunity to attend a parent meeting which we forgot to start while it was another opportunity to talk to parents but Chair Henderson, myself, Chief ang and Principle Buhl got the chance to met with some teachers and parents of Crossword, and we did talk about that vote in the event that the vote was in favor of that we would have intentions to meet and talk about how we rebrand Crossroads, and that those decisions aren't made yet about whether or not it's one school or two school, but there was an intention to bring forth the close of school, but this will give us an opportunity to rebrand and think about building enrollment that school would come together and we would provide some of those supports to do some of those things.

I just wanted to get out ahead of it and if such thing happens, I hope that we give priority to those families to go to other buildings, as we did previously when we had to merge programs together, mostly, I'm thinking about this, because not all students fit Montessori, and it could be a whole year down the drain trying to force that piece into play. And so I think if we do decide something, whether it goes fully Montessori, or even in the other direction there's a students who have been emerged in Montessori for several years. It's kind of hard to get into a traditional curriculum type program that we will offer them first choices on where they can be comfortable at because I don't want them any student to lose a year because of what's happening up here, so thanks you.

**Director Vue:** Just have two clarification questions, let me start with that. Where's the deadline for the flexible year application with MDE?

• I believe it's December like 15, right in the middle, That's for 4 years?

- It can be for one, two or three years, the State will decide based on your application.

I appreciate that answer. What is the deadline to get this school on the calendar for the SPPS calendar? When does that to get in with all the other schools?

- In the past, April 1st is usually a deadline when the board has to vote on a new calendar and sometimes Boards go for two years at a time. The second year would be a draft so that parents can plan it to what's

going to be happening down the road, so I've already talked to Chair Collins about that, it's been a discussion.

So, the change would occur not this coming school year put the following after this one?

- That's correct. The recommendation was intended to change the fall of 2025 that was going to give a whole school year to build a transition and work with families about what supports they would need.

Okay, appreciate that and just a quick breakdown of the enrollment between the Montessorian and Science. What's the exact breakdown?

- I think one is at like 209 and one is like 211, they are almost dead even okay.

All right, my only question is for you, Principal Bule. I want you to provide me two scenarios, the short-term impact and long-term impact, if this were to just remain the same going into the 25-26 school year or if it were to change what's your vision for your school?

- I think my vision is to provide the best educational experience for all kids in our school and I feel like we don't have that opportunity right now, mostly because when it comes to intercession, we're not able to provide staffing that supports the programming. So for many reasons, generally, what's happened is our school staff have staff that unfortunately, last year, we left families kind of in a problematic scenario when I only had five teachers originally in the spring when I took the survey with staff, I had 11 teachers say I will do November intercession. When it came to coming back to the school year, family situations change with my staff and things of that sort, when I put out the call for who is able to do our November intercession. We only had five teachers who were able to sustain that, and so we put about 100 families in a place of having a difficult time finding child care and figuring out what to do. We did have at least a month's notice and we try to get out that notice as soon as possible but that wasn't what we expected, and I think that puts families in a hard place. It puts staff in a hard place. I know I have teachers who have been in my building who said, I've done this for many years and I need a break. We need some of the new teachers to take this on, but we can't expect this, as is their summer break, so it's also not fair to put this on our staff to say you have to teach intercession unless there's something in the contract like with an MOU or something that says if you are a staff member at Crossroads, then you agreed to do this or that we have had some staff members in our building who have Bachelor's degrees who have helped try to fulfill intercession. But I mean, you can ask the families who have sent their kids to intersection 2, it's not the same as having a teacher or having your teacher, teach those intercessions and so I think they find that really difficult, it's not having the same, it's not the same. They don't have those same capabilities or qualities. We're going to find it harder and harder to do that, and I think that as Chief Turner, and I have talked, I think our summer programming is excellent. Not every school can be a Freedom School but we do have teachers who choose to teach summer school and a lot to teach summer school and so then that programming is provided for the students, but in my case, I don't have that same full of people to pull from, I only have my staff. I have worked with Assistant Superintendent Kunz and Chief Collins and Dr. Vang to come up with a plan for this school year. Should we contend with our plan of not having the burden being solely on my staff of trying to figure out how do we make this year work, but that can't work every single year. It's kind of a we're playing a mandate on the system to help finish out this program, and unless we were to have some of the other resources of money or things, I don't think that we can honestly, Justice and provide what the state is asking us to do.

Appreciate that, and what is your assessment on short-term and long-term impact for it, if the school would move to a regular school year calendar

- I think definitely, there will be some upset families for sure that you can't do a big change like this and not have some people who are upset in talking with some of those families who this is their love and their thing they see it they understand it that I think they're frustrated about the process, and I understand that. I get that piece of it, but I think they understand their reasoning behind the why like why is this happening? And so I think that's a piece of it, I think, short-term, we might lose some of those families that really really love the year-round programming, although there aren't a lot of programs I've worked with. I actually talked with Harambe, one of the things that our school staff did was we reached out to Harambe, about attendance about staffing about some of those things just to try and figure out, well, what are you doing, they're basically like, well, we're in the same boat, you are and they are losing enrollment as well, I think long-term effects, some of the things that I have heard. I think that we will grow enrollment. I hear often, as a matter of fact. I talked with our Early Childhood program, they were going to put an early childhood program in our building, and one of the reasons they did it, because those families would then stay at our school, I've decided not to come to Crossroads because of year-round programming. I looked at, you know, the different things I thought about. I asked to bring in a special Ed program like to fill in some of the space. You know we don't want the year-round programming. I honestly believe wholeheartedly that we can grow this program with a traditional year.

**Director Henderson:** I'm going to keep it pretty brief, but I did just want to share a couple thoughts both because I wasn't able to meet with families, and because two I think some of the comments, we heard earlier tonight from a family member was that this isn't something that is happening in just one school when it comes to how information is shared and how we ask for input and feedback from families, but this is something I think we now consistently have heard in different spaces, and we're still figuring out what it means to have meaningful feedback and engagement

and then to use that information in a way that is both driven by the things that we know and driven by the things that our families need from desire. So, I just say that to say that I'm holding a lot of tension with that, because what I'm hearing is yes, we're trying to go out and yes, we're trying to think about it and yes, we also know that these are the impacts that you're seeing in your school building right now and there are a lot of families who are going to have to deal with the impact of a decision that maybe even if they got a survey, and even if we were sitting on a table or like asking them questions or trying to ask questions they didn't understand or won't understand what that looks like until it is actually done. So, I think there are a couple of things for me right now, it's when I actually do get the why, I think the why, as difficult it is as it makes sense. I hear and see the impacts. I see the opportunities for Crossroads as well, because what I am hearing is that there are two really wonderful programs that we need to support and put time and intentionality around and think about how we create and incentivize the families of it currently are already there to make sure that the school that exists is better and working to them in the best way that it possibly can so that's top of mind for me and something that I have shared with the Chief Turner before I've shared with families before, and I'm really jumping at the bit to think about how we can begin that process. The second thing is less of a direct ask, but a continued conversation around how are we sharing information and what are we asking for families when we're talking to them about the direction of a school community, because we all do have valuable input that should be considered. So while I appreciate the point of not wanting to ask folks to do something without being able to name them as the exact decision maker, I actually think that's really important data for us. I think it would have been really helpful to hear, there's 48% of families who were a little nervous about this, because that gives us something to think about like, okay, how do we be strategic and how we're going back out into Crossroad community and talking about this and talking about our Why, For the information that we are receiving the things that we're taking in and then able to put back out so again, I think for me, I've been able to sit with this a little bit. I think I know where I'm going to land and I also think that there's going to be conversations that I have to have with community members about how we got here, and then what support will look like after and so I'm encouraging, and I think asking all of us to then continue that and to really lean into what comes next and to make sure that families are really leading that conversation with us, but with that, if there are no other questions or comments and I always welcome more questions and comments, I think we can likely move on to and I'm going to look at the general council to make sure I get the wording on this, right since we separated it out. Where am I actually on, to approve that the moving that the board of education approve and adopt the resolution transitioning crossroads elementary science and monastery programs from a year-round calendar to the district's traditional calendar.

- Do I have a second, second seconded by director Allen?
- Any questions or comments from board members?

Passes with 5 yeses and 2 no

Before we move on. I just want to thank the board. Members and administration and the families who are here for the to breathe the robust conversation is actually what this should look like, and to thank our Board members who were able, does it take a to take a dissenting vote? Descent is so important to this process and I just really want to say that we remember and committed to getting you the answers and working with families to get the answers that they need within covering.

**MOTION: Director Henderson moved to approve and adopt the Resolution authorizing the Transitioning Crossroads Elementary Science and Montessori Programs from a Year-Round Calendar to the District's Traditional Calendar, second by Director Allen.**

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	No
Director Franco	No

A. Policy Update

**BF 33914** a. THIRD READING: Policy 501.02: Student Vehicle Use: Parking on School Premises, Patrols, Inspections, and Searches

L. Olsen to present the third and final reading of policy 501.02 student vehicle used parking and school premises patrols, inspections and searches. Within the presentation were details about

- Why the Policy 501.02 is being updated
- Overview of Policy 501.02 Student Vehicle Use

The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

**Director Valliant:** I have a question. For replicas, and lookalikes does that count for small models, like I'm sure this probably wouldn't be in a high school's car, but maybe like a Lego gun, doesn't it count like as a replica. Ones that you did for class, but you left it in the car.

- Great question. So, replica's we mean bb guns, things like that pellet gun, airsoft guns, okay, thank you.

**Director Vue:** Not a question but a comment, thank you for putting this policy together with our Policy Work Group and bringing it before the board and going through the three reading process, it was very insightful for me to hear from you about what the need is and to try to put this in place for our schools. Thank you

**MOTION: Director Henderson moved to approve the Resolution and adopt approve and adopt Policy 501.02: Student Vehicle Use: Parking on School Premises, Patrols, Inspections, and Searches. Second by Director Ward.**

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

B. Board Sustainability Advisory Committee

**BF 33915** a. Sustainability Advisory committee Resolution

Moody and Tom Lucy and to present they're members of the Environmental Sustainability team to present the potential adoption of a resolution. Establishing a board, the Sustainability Advisory committee. Within the presentation were details about

- Sustainability Advisory Committee Objective
- SPPS Energy Action Plan
- Commitment to Healthy Green Schools
- Board Sustainability Advisory Committee
- Recommended Action

The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

**Director Franco:** Two questions, one is when we're talking about all of our high schools are we talking about all of our programs that serve 9-12 students in which case it's about 18 different programs with different levels of need. I wonder how that will be established, monitored and recruited for if there's any thought around that step that we have.

- I hope it's okay to say I don't know the total answer to that yet. I think we want to get as much representation as possible from our students. I also will say, you know, just wrote them again answering or saying too much here with the board, the committee, but numbers 15 to 30 I think the sum is a large range because we frankly, we probably wouldn't want as many as 30 but we always want to have enough space for students who want to be involved. I also just speak for myself to say we would want this something that the students want to be a part of so we need to figure out how it would be the best way to get the message out. This is an opportunity and invite any student who's interested to be a part of it.

Just one more follow up questions specific to how students could potentially get involved? I know the term limits in this resolution say, two years. I have been a part of a number of advisory programs that supported young folks in two year term advisory boards in which we have in a lot of cases change only because it discounts a potential rising senior from being eligible to be a part of it, even for just a one year term. So I wonder if it makes sense of potentially before an amendment to include seniors that could potentially do a one year term if they're very passionate about it, and I imagine that the committee would welcome that off the books, but I just wanted to just a little ask

- I think that's something note that, and again, this is obviously something that's just being formed now, and that was a question that was brought up by another member, and then we definitely want to, we definitely want to, if students want to be involved, want them to be involved so by all means as a senior, I would think we would all support that.

That was totally the energy I was expecting but just wanted to say it out loud. So, I appreciate that and appreciate that this is coming before us.

**Director Henderson:** Thank you for that and I would echo those sentiment that I think they're definitely, I desired her flexibility with whether it's a 1 to 2 years or thinking about what that could look like and yes to thinking about how we make sure that students have opportunities to get it and really dig in.

**Director Valliant:** Could you just talk a little bit about what sustainability is or means and also what it means to have healthy green schools for community members who don't use that language very often or may have heard it, but don't really know what it means.

- Sustainability is the ability I think as part of this that we would define that it's, generally looking at what can we do planning for the future that is not going to take away from our current like what we're providing and looking at the intercom of connectedness of these different pieces of health and wellness and being able to impact and honestly, the committee does not need to be called the Sustainability Committee, I mean some of that piece is up to you know what is the language that speaks to, the community or the members who step forward and would like to be part of this committee. Can you repeat the second part of the question? Green schools?
- It's kind of an encompassing term. It tends to be more around healthy green schools, so things about indoor air quality access to the outdoors, access to outdoor spaces, access to you know trees and access to sunlight, it can be very, it's a very encompassing term ultimately

**Director Allen:** I just wanted to say thank you I remember when you first started coming to public comment about this. I'm like this is really important, it's not necessarily my wheelhouse of work that I do, but I do know how it intersects, with a lot of the things that I do in community and I want to thank you for just staying 10 toes down on this until we really got the ball rolling, so thank you.

**Director Henderson:** I appreciate that it's very succinct and similar to what I was going to share, but I don't, but you did better. I think then what I would add is that a lot of this, which has been really encouraging for me and something that's really exciting and so much of it has come out of a desire to be collaborative. I think we talk a lot about like how do we do this differently? How do we think about these really big systems change, because that's what this is we're talking about, how do we move things forward in a way that is 5, 10, 15, 20 years down the line and know that there are going to be moments of tension, there are going to be moments of really cool opportunity, and there are also going to be moments when we're really tired, so to create spaces where we can think about, like this is step one, like let's bring folks together, let's think about collaboration and then turn that into action feels really, really promising. So very excited about what this could look like, really proud of the work of community members like you, Tom and other folks and students who have really advocated for this for a number of years and board members who have passed resolutions and really worked to make sure that we're talking about this and keeping the potential of sustainability in Green School center. So, I'm personally just really happy that we're here, and a little apprehensive to get started with some of it.

**Director Vue:** Would you like to give Mr. Lucy an opportunity to read the resolution if he wishes, because I know that he's been here at the forefront of our public comment advocate for this work as long as I've been on the board at least.

**Director Henderson:** Do you want to read the whole resolution?

- No, I am not going to read the whole thing because you guys have lives. I'll just say this thank you to the Board of Education believes that climate change is an urgent crisis facing our community in the world at large this committee out in and of itself, I think doesn't prove that we're doing enough to address that, but I appreciate that we're there. I want to say thank you to my colleague like Chelsea here and the people in Facilities who've been doing this work for a long time and I think just to echo what Chair Henderson said, I feel your apprehension, and I'll say that time's a 100 and that's okay, and that's a good thing and it's about

collaboration and I don't know where this is going to go and I think more has to be done from this, but I appreciate the time, appreciate and I hopeful for the vote, thank you.

**Director Henderson:** Thank you Director Vue, for always give it a chance for other folks to jump So do I have a second okay? Seconded by vice chair award?

**MOTION:** **Director Henderson moved to approve and adopt the Resolution Establishing a Board Sustainability Advisory Committee, second by Director Ward.**

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

C. Onward SPPS Updates with Facilities Long-term Planning Board of Education, Crossroad Calendar Transition and Benjamin E. Mays School process to change program focus.

**BF 33916**      **b . Benjamin E. Mays School process to change program focus and Resolution**

Chief J. Turner and staff presented the Onward SPPS Updates with Facilities Long-term Planning Board of Education - Benjamin E. Mays School process to change program focus. Within the presentation were details about

- African American Program recommendations
- African American Program at Benjamin E. Mays
- Moves and Transitions Summer 2024 through fall 2025

The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

**Director Allen:** I just want to say thank you to the administration and the folks that stepped up to make this school happen at Benjamin E Mays, is one of the things in my educational experience was that I was very disengaged in education. I liked math and science was okay because there was dirt involved, I was a tom-boy but it wasn't until I got to high school and I took Mr. Mead's African American history class that really turned my mind around about how important education was and what my responsibility was to my community. That really got me on the track toward success and I think that being able to provide this at even a younger age to our students, in the city of St. Paul is going to set that trajectory way earlier and we're going to see way more success rates. Everybody wants to know where they came from and everybody wants to know who they are and how they fit into this world, and that's something that I believe our public school systems are responsible for providing. Yes, we need the specific academic, ABCs and all of that, but they need to know who they are and how they fit into society, as we pass them to diplomas at the end of their 13 years with us and I think that this is a huge part of producing that. One thing that I absolutely have always loved about St. Paul public schools is the culture in our schools, whether it was American Indian Magnet with the new Txuj Ci, we've always had these programs that really embraced the culture around us, and I think the first time I was just like over the top excited, was I went to Hmong Freedom School and see Hmong kids, it was at Jackson at the time, but to see the Hmong kids just really little little young kindergartners and first graders really getting engaged in the culture and the history of their people just brought so much joy to my heart. So, I'm glad that our district is moving in that direction. I can tell you having conversations with all of my school board member friends across the nation. They are quite impressed with the work that we're doing around our East African program, Txuj Ci, African Center Program, American Indian Magnet, Spanish Immersion schools, our French Immersion schools, Chinese Immersion schools. We are providing culture for a lot of people in our city to dive into what interests them, and that's what we need to fully engage our students, to truly, get them to understand that complicated equation. They need to know who they are and how that equation will play out in their future. So I just want to thank everybody that was involved. I'm super excited for this. I'm excited, of course for ribbon cutting, but I'm way more excited to

watch these young kids find themselves in the classroom and get excited about literacy and get excited about math and science and realize that they have a huge purpose in our community and just be excited about getting to the finish lines with Saint Paul Public Schools and then providing a beautiful service to our city.

**Director Valliant:** I think my comment. Just make sure that we're paying attention to adequately, more inadequately, pleasant for a new program like this, making sure that we are not going to cut any corners, especially given the the budget that we have because I would hate for us to start this and not be given the attention is support that it deserves in order to be a great program. So I want to be very intentional about putting that out there, and letting everybody know that my expectation is that we will give this the full support and attention and room to grow, that it needs it to be a great program.

**Director Vue:** This coming year, my son will attend the same school for the same year and back in 2021 we closed Parkway of Montessori it's Txuj Ci Upper right now, but since then, he's had to go to three different schools in three different years, so that's my demarcation point for a when SPPS envision ends, this does have a hint of envision to me, maybe like an appetizer, but what I tell people who, anywhere, I'm at and anyone's willing to listen to me the only thing that SPPS does different from other urban school districts, that our size and our demographics, and our budget is our language and our cultural programs, we don't do anything different in terms. of technology, instruction facilities, I think some school kind of different versions of the same things, except for us. You know, have you seen that we are finally investing in our African American community that they have a place of being called their own, and that they have a place that they can see themselves and see their culture. Thank you.

**Director Franco:** I just want to say I echo everything that everyone up here and said, and I think Director Allen said it all right at the beginning, but to see a program like this, it is certainly an asset to our district and the way that we build this together and think about how we're integrating the bright spot that that exists in this space and how those get shared amongst other programs, and I'm excited to see that continue to grow, and I know that with the Board that we have here, that the monitoring around the engagement will be very real. So that way, we make sure that the folks that need to be at the table to set the that forward will be, which I am excited that there is a year to see that come to fruition. So I'm excited, thank you all for your work.

**Director Henderson:** I just want to echo a lot of the gratitude too, but particularly to folks up here and previous Board members who also I think routinely asked the question of why, why not? Well, I don't know when like what's the time? What's the expectation of and with a lot of urgency because it is an urgent, I think we all know and understand that when we see ourselves reflected in a classroom or in a space or an educator you feel the level of connection that you don't, and I think we also know in the history of particularly public education that oftentimes, those are the first things that we strip away from our students, we take away our identities, we take away our cultures, we take our way our languages, and we give what's left and what's left isn't enough. It's not enough when you're just trying to find yourself. So I see a lot of opportunity in so many of our programs, and particularly in this to tell our students that not only are they exceptional that they are exceptional throughout their history, they're exceptional and the folks that will come after them and that they are the future of St. Paul of Benjamin E Mays and of our district, so that I'm just, I think, really proud of the work that's been done as always, cautiously apprehensive of what comes next and we'll be watching this closely.

**MOTION:** Director Henderson moved to approve and adopt the Resolution approving for the administration to work with Benjamin E. Mays School to develop a process to change its program focus, second by Director Allen.

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

C . Onward SPPS Updates with Facilities Long-term Planning Board of Education, Crossroad Calendar Transition and Benjamin E. Mays School process to change program focus.

Chief J. Turner and staff presented the Onward SPPS Updates with Facilities Long-term Planning Board of Education - Facilities Long-term Planning Board of Education and Resolution 5-Year Plan. Within the presentation were details about

- Campaigns, New Programs and Transitions Updates
- Envision SPPS – Well Rounded Education
- Growing Enrollment SY22-23 to SY23-24
- Karen Culture and Language Program
- Facilities and strategic Plane Alignment
- Summary of SPPS Builds, the FY25-29, Five Year Implementation Plan
- Recommendation – Major projects and infrastructure projects
- Green Energy and Sustainability – Recommendations
- Criteria for Prioritization
- Facilities Master Plan Renewal
- FMP 1.0 Vision and Priorities
- Completed work
- Emerging Factors influencing FMP 2.0, Systemic Impacts and Development Process

The full presentation can be found in the BoardBook.

#### **QUESTIONS/DISCUSSION:**

**Director Franco :** I just wanted to express my concerns and/or frustrations with the move from Gateway Program. I think that there was a huge asset to being at St. Paul College and I recognize that some of those pieces are out of the control that we have here as a district, but I believe that program was initiated under very well intentions, and I think that there was a lot of growth in being able to talk to young folks and actually sub and Gateway and see that program in action on the actual St. Paul College campus, it was an opportunity for our young people and I just want to publicly express my concern or frustration that program has been moved and again, not knowing entirely why that program was moved. It's concerning for me.

- The fact that the program is named Gateway to College, it was the administration's intent for it to be directly aligned to a college campus or on a college campus, the intent that the program was to be able to provide our students with that atmosphere so they could understand and know that you can go to college. You can be successful to have some that was initial intent of that, in order to have a college partner. St. Paul college owns that building that space, we have to also be welcomed in a space that that we don't own, and so it is the administration's intent to try and find something with similar with potential other colleges, the fact that we were informed just weeks before our school year ended didn't give us time to really be able to negotiate that and talk to other potential college partners, but it is the administration's attempt long-term that we will look at some other college partners on that, the administration share some of your concerns and frustrations as well.

**Director Allen:** About the Hidden River's move, and so I see that it says that Wilson remodel is complete and I was a little concerned about technology, because they have a lot of dead space in there where you can't get a signal, it's kind of crazy and so I was wondering what we were going to do about this, considering we use I-Pad and WIFI, so if you can kind of give us some feedback on I was Wilson updated so that it could be ready for Hidden River to enter it.

- I can't speak specifically to the technology provisions that were incorporated in that remodel, but the school through Principal Vibar was closely involved in the plans as those were developed. My understanding and I'm happy to follow-up and make sure this is true is that they have plans in place that the school administration is confident to serve the school for the next year

Thank you, I trust Principal Vibar, because she's very particular when it comes to entering into new buildings

- I would not choose to argue with the director.

**Director Carrillo:** Yeah, first of all, thank you for their presentation, I wanted to just highlight the as it's been explained before the amount of infrastructure work that it takes to add solar to a school, especially around roofing around that themed, is a 10 year ago master plan include that mindset that you know over time roofs will be reproduction re-engineered or redone to be able to accept solar panels, and does that include also recommendations from the committee that we just voted to approve that we'll be looking at greening our facilities so that may include newer air to newer heat pumps, wind as a potential because all these technologies, are increasingly getting I already call it, they're exponentially getting better and within a decade, some of the things that we install what we just installed in the last 5 years are going to become obsolete. So I'm just curious to know what the mindset around that is and how we're going to incorporate that work with a committee that is going to be looking at the future greening of our schools.

- I think you're asking a good question that will fit with the 10 year master plan or the upcoming discussion of the facility master plan where we are establishing a vision that then will guide in a framework that will guide future work and looking at climate change as an increasing concern and responses, we may make that will support renewable energy and other technologies will be a very important part of that, and we are looking forward to working with the board's advisory committee, in what areas to look at and where to put resources that we can. I think the answer to your question is we would very much like to there's a fine point of way, what's a 5 year plan implementation and what is a vision and we're looking to have some in each category.

I think my main concern is and this is more of a comment is looking towards the future. The concern is that the plans are set ahead of the work of the committee so then the committee is just playing catch up and then by the time that the committee is recommending something, oh no, it's already in the plan, so I was just curious to know, that there's going to be some coordination that happens so that we can really have a community engaged process that understands what's in the plan, and that there is some input that people feel like is going to make a change.

- I'll just add to that is that I put this slide up, you'll see that the petals I would have anticipated, imagine that one of those would be the next 10 year plan would be sustainability. So then that will become part of our next 10 year cycle of plan of probably prioritize buildings, and in the order of how we spend resources, and which buildings come to the priority, that the reason, how we got to those particular is at work and initial engagement work on the front end that we did with the broader community that and you'll hear in a few minutes on how that's coming, post 29, but the work is starting now but the work of engagement is going to be certain. Soon the actual construction that you'll see from that work will be post.

**Director Allen:** is a lot of wonderful work. Beautiful work. Thank you, Director Parent, and everyone else that's been involved with this. The buildings look beautiful. I was at Como before the construction and then I went away in the summer time and I came back and I was taking selfies like what the am I in, so I really appreciate it. I also one of the things that I really appreciate about a lot of these facilities is the breakout rooms and it gives our students the opportunity to do independent learning and to really work together. I know right away at Como a lot of administration was really concerned about students leaving out of class and being in spaces so we all had the directive of checking every room every time we've seen students. In there and I can tell you consistently, there was a leader, a student leader in there that was all on the whiteboard and kind of given direction and then there was a group of other students kind of lingering around either doing their work with their headphones on or paying attention to this student leader, who was helping tutor the other students and it was a beautiful thing, and so that's, that's my great yay. I have to I do because you'll do You know me where my heart is. I'm a Minuteman until I die. I just am interested in it. I know that Central had their issues back in the 70s, and we got us a nice new building back then, but we don't have the breakout spaces, and I believe that that really decreases some of the behavior issues that we see in the buildings, and I'm just wondering when Central will be up for a renovation for that that's one question, and then two I almost said I like inclusive bathrooms. No, I don't, my LGBTQAI in me was like. Yeah, we incorporated inclusive bathrooms cause politically we wanted to do that right? But I think if we were going to really be inclusive. Considering the demographics of our district, we would be incorporating voodoo baths and those are basically the baths so that Muslim students can wash their hands in their body parts before they go to prayer, I can say that even in these beautiful bathrooms that we're at Como you. Know our students are creative. So they're going figure out how to get the job done, and other students who don't understand the need for that often would tease them about what they're doing in that space. We know that inclusive bathrooms was specifically so that LGBTQAI students would not be teased when they showed up being their whole selves, and I would like to see eventually soon, hopefully us just put a little space together so that our Muslim students could too show up their whole selves and be prepared to do what they need to do for their culture. And so those are my two things. So I had to question about Central and I don't have a question about the bath, I just want to keep putting that recommendation out there because it really is important to our community, considering how many Muslim students we have.

- Just to answer Central, that will come out not Central itself, but it could come out in in this in this phase work, you'll see based on the priorities that once we go out to the community, depending on how Central world should rate within those it likely could come out as a project that will have priority to have worked on significant remodeling. I agree with you, I do I think it's time, but although we can't make that decision sitting right here today, that is going to be a decision that hopefully that we'll continue to engage with 7-800,900 people that will get us to a place where there will be a prioritization.

Thank You I also have a side joke that I would like to throw out there. I have this thing with the Minuteman having this gun. Right? That just bothers me and I'm just wondering, can we just change our minute man to Flavor Flav because he's always got that clock and it just seems more fun and not so violent, and you know I don't know.

**Director Valliant:** I have a general question for the schools that are going be in temporary spaces. Is there anything that parents and students should expect, be mindful off or just kind of look forward to and being a new building for a little while.

- When you say schools, it's school because it is Hidden River will be temporary Wilson and no that's school on the work that's going to happen there is going to welcome the Hidden River community. We work closely with that Principal and their administration to understand and know what things are needed for this year, we work with the community and parents so that they have an opportunity to experience it the other we've actually notified also the general community to know because that school was for older students for LEAP

students to know you now will have middle schoolers in your neighborhood for about a year, so we have been very diligent and keep in mind that while this decision is coming forth now because of construction and facilities project, there's a long leeway into them. We actually work with the Hidden River community about a year 1/2 ago to talk about this, so all of that work was going on to get to this point, so to answer your question overall, in general, yes, there has been work that's been done with them and I think the school will be ready for them if there are some minor things that need to be done to accommodate that we will make that happen. Although keep in mind that any significant work we're going to encourage and want to support to put relief to the facility so Wilson, at this particular time is not going to have significant renovations beyond what we plan, and I think we set about a million dollars that we're put in there because we have to make it ready and flexible enough for a different program that may want to be move in there.

**Director Vue:** So facilities master plan 1.0, and we're moving forward with the facilities master, find 2.0 I just want to say that we've come a long way. Facilities Master plan 1.0 didn't come without its road bumps, but we learned a lot from it, and we're assuring that into facilities semester plans who point oh. I want to share it with everybody I had a conversation that I had with Director Parent while he's still in the room with us that on one of my tours with them, he and I were driving back to kind of where our cars were park, and I said to him, you know, if somebody asked me. What's so good about SPPS, one of the things that I'd respond, It is our facility and Master Plan not because our buildings are getting upgraded and modernized and everything like that, but because of the structure of the plan itself, this plan doesn't mean that we have all the answers, and everybody gets what they want, that's not how plans should work. What it means is that we were, we're prepared. Prepared to put SPPS, our infrastructure in the best a place possible for our students and for everybody, it's going to be a part of our community, and I think that's why this plan ought to be recognized, that ought to be praised, and If you didn't, if you weren't a part of a facility special 1.0, you wouldn't know how better this has gone over the years.

**Director Carrillo:** Just one last question, in slide 46, well, actually you have it up right now, where are we in this are we still in phase one?

- We actually haven't even gotten into it

Okay, I just wanted to know, I wanted to make sure where we're at, if we're in between phase one and phase two, that makes sense, thank you.

**Superintendent Thien:** Thank you very much for the presentation of I'd like to take you back seven or eight years. I can't do that, but I can take myself back that far and I was in the district when we were starting this process and walking back into it, it is breathtaking to see everything that's been accomplished, all the care that's been put into it and I recall going to Johnson when they first started with the bathroom change and I remember saying to Tom, are you sure this is going to work, because I don't know if this is going to be okay and they explained how it's going to save time, kids don't have to go from one side of the building to the other side of the building, they're going to be on time, they're going to have privacy, all the work in care has been well worth it. Kudos to you from a time traveler.

**Chief Tuner:** I'll like to actually take this time to actually invite Director Parents, this is his last board meeting. I just want to give a recognition. Some of you've mentioned Tom and you've noticed that it's taking hree of us and time to do what Tom would do on his own, but I as a Chief Operation Officer and sister, is going to miss Tom and his work. It has been a challenge and we have not overcome, but we are well on our way to significant improvement and 90% of that has to do with Chief Officer or Executive Officer of Minneapolis Schools, Tom Parents and I'm so happy I'm bittersweet of course, that we're losing, but he has done the work he's led the course and he's ready to do this and I'm extremely excited and proud of the work that he's done here in this district and I thanks the Board for your acceptance of us as a team moving forward, I also just wanted to take this time really, just acknowledge him publicly for everything that he's done for this district in this community regard our facilities and so with that thank you, Tom for all your work and support and we wish you well as you move across the city.

**MOTION: Director Henderson moved to approve and adopt the Resolution approving SPPS Builds: FY 2025-2029 Five-Year Facilities Maintenance and Capital Improvement Plan, second by Director Ward.**

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

**BF 33918**

D. FY 26 Long-Term Facilities Maintenance and Related Financing Plan

a. FY26 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE) and Resolution

Chief Sager and staff also presented the FY 2024 – FY 2026 Financing Plan presentation. Within the presentation were details about

- Proposed Issues
- General Obligation Bond Funding Needs
- LTFH Revenue Split
- COP Funding Needs
- Capital Project Portion of Levy
- Financing Plan Tax Impact
- Board Resolution
- Bond Sale Timelines

The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- Director Henderson, if there are no questions, I will move that the Board of Education approved I move that the Board of Education approve the Resolution authorizing the FY26 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education and stating official intent to proceed with and authorizing the issuance of not to exceed \$34,000,000 General Obligation facilities maintenance bonds, not to exceed \$35,000,000 full-term Certificates of Participation, and not to exceed \$15,000,000 General Obligation school building bonds.

**MOTION:** Director Henderson moved to approve the Resolution authorizing the FY26 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education and stating official intent to proceed with and authorizing the issuance of not to exceed \$34,000,000 General Obligation facilities maintenance bonds, not to exceed \$35,000,000 full-term Certificates of Participation, and not to exceed \$15,000,000 General Obligation school building bonds. Director Vue seconded the motion.

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

**11. INFORMATIONAL AGENDA ITEMS**

**12. BOARD OF EDUCATION**

A. Information Requests/Responses and Items for Future Agendas

- The study on hourly employees
  - Information request regarding the hourly employee's evergreen study, phase one should have been completed about a year ago, would like to know where we're at with the hourly employee's information.
- Safety plan

- with reductions of SSLs people out of the budget for next year, we should have an updated Safety plans and protocols entering the school year and thinking about what that looks like or calibration between the Office of School Support and SEM
- Budget
  - all-inclusiveness within the budget cut and how it impacts the students and the learning community. Expect a regular update on how it impacts on students now that we are entering into a new school year. For example, want to know how it impacts enrichments classes, like how many music teachers were cut and etc..
  - Still want to understand what our cash balance is and un-assigned fund balance every month.
  - Want to see more updates and monitoring in our budget.
- Cell Phone police
  - Want to adopt a cellphone police before the state's deadline in March. It would be better to have a cellphone policy in place before starting a school year, where it is easier to set up expectation and routine instead of changing it mid-year, especially around spring break.
  - Want Cellphone policy discussion in the agenda soon

#### B. Board of Education Reports/Communications

**Director Allen:** We attended School Board Partners Conference in San Antonio, Texas. It was great. It's always nice to come together with lots of school board members from urban districts around the nation to talk about some of the things that they're doing in their district and be able to collaborate. I think that's my favorite part is to really just get to know people. What town of you? What city are you from? What's going on in your district, that's really good. What's bad? I met the Chair of the Madison school board and she was cool. It's just there's a lot of really good resources and school board partners. The workshops were amazing. I attended one on superintendent search, just really good resources and people. Had a good time. They like to focus on wellness and undoing your mind from all of the things that we have to deal with throughout the year, so I'm feeling rejuvenated and refreshed as you have probably heard today, I have a lot more to say this month than I did last month, because I'm feeling a lot more rejuvenated and ready to get to work and it felt good to have my colleagues with me that's awesome. I hope that some of my other colleagues will consider tapping into School Board Partners. There is a fellowship that is open right now, and with that fellowship comes, coaches, comes policy writers, they have a lot of different equity driven policies that you can have access to along with workshops. I'm going to encourage my other school board members to tap into School Board Partners Conference.

**Director Valliant:** I also attend it for the first time and it was actually fun, and compared to a lot of conferences that I've been to. There was a lot of School Board Directors of color from around the country and I would say the way that it was hosted was very culturally comfortable, which is not usually the case, so that felt really refreshing and just unusual, but in a very good way. We attended a few workshops and went around building trust in navigating conflict. I attended a workshop on the superintendent search too. Which is where we met the Madison School Board Chair. They do have offer lots of resources. The fellowship that they offer, I think, is really people spoke very highly of it. I'm really glad that other board members talk me into going.

**Director Vue:** Very briefly, I attended as well with Director Allen and Director Valliant. It was a good showing by St. Paul Public Schools, we didn't see Minneapolis there. So, we were like the only Minnesota. No, Robbinsdale was there too. What I get out of these sessions is I used to live in different parts of the country, and to me Minnesota is always geographically isolated. I asked a lot of these board members, if they ever been to Minnesota, like 8 out of 10, say, no I haven't. It gives me perspective on what other School Boards are doing? What their parties or their district is doing, and it kind of allows me to appreciate what we have here. There was a session, breakout session that I attended, and it was led by Board Members from the Phoenix Tucson sort of Arizona area and they were trying to design a school that is specifically for newly arrived refugees and immigrants that come to the United States, to sort of help them with acclimating to an educational system, and does that sound familiar to something that we have already? I mean, we're 20 years into that process and someone from that part of the country's just brainstorming, and so stuff like that kind of allows me how forward thinking and how far ahead we are, and it allows me to appreciate the work that everybody in our district is doing. Something I want to say speak more broadly to is the concept. Something I want to say speak more broadly to is the concept of a professional development. We're doing our own, we're doing big right now, and one of the goals that we're trying to identify as internal goals and what I want to share with everybody is that one of the policies that I am working with some of the subject matter experts from School Board Partners around policy is our board development policies that we have in place if we as a Board, we're going to have we're going to ask our superintendent to work with other superintendents, leaders who's going to ask our administrators to work with other ministries and the royal as leaders, we ask our teachers to work with other teachers and gross leaders, we have to do that ourselves as board members. So I just want to let you all know that that's kind of what I have cooking, how I'm working with them and how I'm just trying to strengthen our board in our district.

### 13. ADJOURNMENT

**Director Henderson moved to adjourn the meeting; Director Allen seconded the motion.**

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

The meeting adjourned at 9:47 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:  
Xue Yang, Interim Assistant Clerk  
St. Paul Public Schools Board of Education