

**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 and Saint Paul Cable Channel 16

**August 20, 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, E. Valliant, H. Henderson, U. Ward, J. Vue, C. Allen; Interim Superintendent Thein

C. Franco was absent.

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

4. RECOGNITIONS

BF 33919 Acknowledgment of Good Work Provided by Outstanding District Employees

1. **May Lee Xiong**, Principal at Txuj Ci HMong Language and Culture Lower Campus, was recently appointed as a Bush Fellow for a 24-month term. **Bush Fellows** are leaders who are already doing amazing things in their communities — and they have big ideas for what more is possible.

Xiong is reimagining education to support Black, Indigenous and people of color to thrive in schools that celebrate their diverse identities. She grew up in Minnesota feeling disconnected from her own Hmong culture. After hearing the stories of her resilient immigrant parents, she began to truly embrace her heritage. As an educator leading Hmong language revitalization efforts, she helped co-create the Hmong Studies and Hmong Dual Language programs at Phalen Elementary School (now Txuj Ci) in St. Paul. With her Bush Fellowship, she will seek ways to deepen her understanding of language revitalization and build her skills to advocate for transformative changes in public education.

2. Each year, the Minnesota Association of International Baccalaureate World Schools recognizes outstanding school administrators or leaders who help promote and sustain the IB program in their school. This year the recipient of the MNIB Leadership Award was Saint Paul Public Schools Principal **Teresa Vibar** from Hidden River Middle School.

Here's an excerpt from her nomination:

Teresa Vibar has been and continues to be a strong leader and supporter of IB in SPPS. Principal Vibar strongly believes in the IB mission statement and really values the global mindset that the program provides. She sees the way the IB framework is not something extra for our teachers but a way to bring us all together around the initiatives and ideas under the Middle Years Programme (MYP) umbrella.

3. Welcoming new leaders to the 2024-25 school year:
Daniel Moser, Executive Director, Financial Services
Anne McInerney, Director, Title I
Rebecca Schmidt, Director, Health & Wellness
Kathy Wallace, Interim Director, Facilities
Regan Kulver, Assistant Director, Indian Education
Cia Bear, Assistant Director, Human Resources
Dawn Ransom, Assistant Director, Human Resources
Lakisha Franks, Principal, Global Arts Lower
Hibaq Mohamed, Principal, Highland Park Middle School
Micaela Smith, Principal, Focus Beyond Transition Services
Gina Hass, Principal, Cherokee Heights Elementary
Byron Carter, Assistant Principal, Gordon Parks High School
Andrea Thiner, Assistant Principal, Focus Beyond Transition Services
Ashley Childs, Assistant Principal, Hazel Park Preparatory Academy
Richard Terrell, Assistant Principal, Murray Middle School
Mary Rose, Assistant Principal, The Heights
Todd Swanson, Controller, Financial Services

5. PUBLIC COMMENT

1. **Megan Jaunich** Phones and device usage in schools

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Henderson moved approval of the Order of the Consent Agenda with items A-2E: Request for Permission to Accept a Grant from the Cargill Foundation's Childhood Nutrition Gran pulled for separate consideration. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

Director Ward	Yes
Director Vue	Yes

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Absent
Director Valliant	Yes
Director Henderson	Yes

7. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of July 16, 2024
- B. Minutes of the Special Closed Meeting of the Board of Education of July 16, 2024
- C. Minutes of the Committee of the Board Meeting of August 7, 2024

MOTION: Director Henderson moved approval of the Minutes of the Regular Meeting of the Board of Education of July 16, 2024, Minutes of the Special Closed Meeting of the Board of Education of July 16, 2024 and the Minutes of the Committee of the Board Meeting of August 7, 2024. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of July 9, 2024

At the Committee of the Board Meeting on August 7, 2024, BWP and Associates gave the first presentation on the Superintendent search. The discussion from the Board on this information focused on further details on who should be involved and active in the superintendent search, the focus of the geographical area for potential candidates, budget management for the superintendent search and community engagement along with partnership. The discussion continues on about the timeline of superintendent search and each phase of the search including announcing the vacancy, profiling candidates, interviewing, waves of selections and surveying Saint Paul Public Schools’ community.

The second presentation was a Policy Review on the Board Policy 509: Use of Peace Officers and Crisis Teams to Removed Students with IEPs from School Grounds. This presentation sparked a robust discussion among the Board members about the language clarity used within the context of the policy, how will this policy be practiced within SPPS’ grounds and the involvement of outside partnership. The third presentation was another Policy Review on the Gender Inclusion Policies – with an update on Policy 500.00 for students and a proposal for Policy XX.XX for staff. These presentations cover the fluid language of self-identification leading to a rich discussion about respect, safety, support and communication among students, staff and guardianship. This policy review also led to a proposal from Board members to have an annual review for some policies. Following adjournment, board members conducted a work session regarding Board Initiated Goals Governance.

MOTION: Director Ward moved to accept the report on the August 7, 2024 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

9. FUTURE MEETING SCHEDULE

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

- 2024
 - 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
 - November 6 – Wednesday
 - December 3

10. SUPERINTENDENT'S ANNOUNCEMENTS

This is a time of exactments in the district and I think we all know why. When you start smelling the smell of corndogs from the MN State fair, you know that school can't be far behind. Today was a real privilege for me to greet brand-new educators to SPPS. The enthusiasm was wonderful and I am very excited with the new employee that will be working with our students. I think that they are grounded and their focused are on what it should be, our students and our families. I also had the opportunities to greet principles both elementary and secondary earlier this month and was very interested to see the quality of leadership that we have in the district. You can tell by the color of my hair that I have been doing this for a while and I am very impressed with the caliber of the staff that we have and the commitment to they have for SPPS. They are keeping the main thing, the main thing and that is student achievements, making sure that our student is safe and that our schools are running efficiently. I also want to mention one thing in passing to our public that are listening to at home, I know that there are some issues with our retiree health benefits and I want to assure our retirees that we are working on that, and that we have not forgot you. I want you to know that hour Human Resources and legal team have been working closely to try to find a solution to impact that have been created by our two carriers. Other than that, I am looking forward to the start of school and visiting our kids and I will be doing that on the first day of school, September 3, 2024.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

1. Consent Agenda

MOTION: Director Henderson moved approval of all items within the consent agenda withholding items A-2E: Request for Permission to Accept a Grant from the Cargill Foundation's Childhood Nutrition Gran pulled for separate consideration. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

1. Gifts

BF 33920 Request for Permission to accept a donation from the Minnesota State Agricultural Society

That the Board of Education authorize the Superintendent to allow Como Park Sr High School to accept this gift from Minnesota State Agricultural Society. This gift of \$6,300.00 will be deposited into the Intra-school fund, 19-212-291-000-5096-J001.

2. Grants

BF 33921 Request for Permission to Submit to the US Department of Education's Education Innovation and Research (EIR) Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant from the US Department of Education's EIR Grant program; to accept funds; and to implement the project as specified in the award documents.

BF 33922 Request for Permission to Accept a Grant from the Minnesota Department of Education's Stop the School Violence Program

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Department of Education's Stop the School Violence grant program and to implement the project as specified in the award documents.

BF 33923 Request for Permission to Submit to Blaze Credit Union Foundation's Community Impact Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to Blaze Credit Union Foundation's Community Impact Grant program; to accept funds; and to implement the project as specified in the award documents.

BF 33924 Request for Permission to Submit to Minnesota State's Capacity Building for Equity in Career Technical Education Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to Minnesota State's Capacity Building for Equity in Career Technical Education Grant program; to accept funds; and to implement the project as specified in the award documents.

BF 33925 Request for Permission to Submit to the Minnesota Department of Commerce's Solar for Schools Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Commerce's Solar for Schools Grant program; to accept funds; and to implement the project as specified in the award documents.

BF 33926 Request for Permission to Submit to the Saint Paul & Minnesota Foundation's Building Community Capacity Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Paul & Minnesota Foundation's Building Community Capacity Grant program; to accept funds; and to implement the project as specified in the award documents.

3. Contracts

BF 33927 ITB#A219435-A Renewal Linen Services

That the Board of Education authorize the renewal of ITB#A219435-A to Cintas Corporation for furnishing and delivery of Linen Services for the period of July 1, 2024 through June 30, 2025, for an estimated value of \$100,000.

BF 33928 Contract between Junior Achievement North and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the contract between Saint Paul Public Schools and Junior Achievement North for the 2024-25 School Year.

BF 33929 Request to Sign Contract with Minneapolis College pertaining to the Concurrent Enrollment Education Pathway Courses.

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Contract between Saint Paul Public Schools and Minneapolis College for SY24-25.

BF 33930 Contract Amendment #4 for Willen, Inc. for the Johnson High School HVAC Replacement (Project # 1150-19-01)

That the Board of Education authorize award of Amendment #4 for Willen, Inc. in the amount of \$15,350 for the Johnson High School HVAC Replacement (Project # 1150-19-01).

BF 33931 Contract Amendment #6 for Cuningham Group Architects the Bruce Vento New Construction project (Project # 1020-22-01)

That the Board of Education authorize award of Amendment #6 for Cuningham Group Architects in the amount of \$3,037 for the Bruce Vento Elementary – New Construction project (Project # 1020-22-01).

BF 33932 Contract Amendment #3 for BTR Architects the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)

That the Board of Education authorize award of Amendment #3 for BTR Architects in the amount of \$47,399 for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01).

BF 33933 RFB A24-52424 – Snow Removal Services

That the Board of Education authorize the award of Request for Bid No. A24-52424 contract for snow removal services for a five-year period beginning September 1, 2024 to Snow Removal Group for an estimated annual cost of \$225,000.

BF 33934 Contract Amendment #3 for U+B Architects for the Frost Lake Building Addition and Renovation (Project # 1100-19-01)

That the Board of Education authorize award of Amendment #3 for U+B Architects in the amount of \$700 for the Frost Lake Building Addition and Renovation project (Project # 1100-19-01).

BF 33935 Contract Amendment #2 for Kraus Anderson for the Hidden River Middle School Renovation and Addition (Project # 3140-20-02)

That the Board of Education authorize award of Amendment #2 for Kraus Anderson in the amount of \$33,800 for the Hidden River Middle School Renovation and Addition (Project # 3140-20-02).

BF 33936 Addendum to Lease Agreement with Community Action Partnership of Ramsey and Washington County – Head Start

That the Board of Education authorize the Addendum to the Lease Agreement between the District and Community Action Partnership of Ramsey and Washington County – Head Start to increase the rented office space to 4,009 square feet at the Belvidere Building, located at 271 Belvidere Street East.

BF 33937 Amendment # 2 to contract # 22-2297 for District Audit Services

That the Board of Education authorize the Superintendent (designee) to approve amendment #2 to contract 22-2297 to allow for increase in contract amount by a total of \$103,974 over five years.

4. Agreements

BF 33938 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representative for Supervisory Employees.

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those supervisory employees represented by the

Association of Supervisory and Administrative Personnel for the duration of this agreement for the period of July 1, 2023 through June 30, 2025.

BF 33939 Approval of Employment Agreement between Independent School District No. 625 and Professional Employees Association Representing Non Supervisory Professional Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Professional Employees Association in this school district; duration of said Agreement is for the period of January 1, 2024, through June 30, 2026.

BF 33940 Approval of an Employment Agreement with International Brotherhood of Electrical Workers, Local No. 110, 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 Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Brotherhood of Electrical Workers, Local No. 110, is the exclusive representative; duration of said agreement is for the period of May 1, 2024 through April 30, 2027.

BF 33941 Request to Sign the Agreement between Black Men Teach and Saint Paul Public Schools, College and Career Readiness

That the Board of Education authorize the Superintendent (designee) to sign the Agreement with Black Men Teach for the 2024-25 School Year.

BF 33942 Lease and Service Agreement with Fraser Child and Family Center

That the Board of Education authorize the execution of the Lease and Service Agreement between the District and Fraser Child and Family Center at Early Childhood Hub West, located at 1317 Charles Avenue.

5. Administrative Items

BF 33943 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and electronic transfers for the period June 1, 2024- June 30, 2024

(a) General Account	#774820-775863 #0005306-0005332 #7005237-7005276 #0010435-0010641	\$68,705,938.76
(b) Construction Payments	- 0 -	\$5,067,236.91
(c) Debt Service	- 0 -	<u>\$3,250.00</u>
		\$73,776,425.67

Included in the above disbursements are three payrolls in the amount of \$56,839,006.15 and overtime of

\$264,429.88 or 0.47% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Worker's Compensation Law falling within the period ending December 31, 2024

Human Resources Transactions

BF 33944 Transaction for July 1, 2024 – July 31, 2024

BF 33945 Minnesota Department of Education Review and Comment – Johnson High School Athletic Improvements (Project # 1150-24-01)

That the Board of Education sign the Review and Comment Checklist Attachment 1 and authorize the Interim Facilities Director to submit the Johnson High School Athletic Improvements review and comment document to the Minnesota Department of Education for evaluation of the work.

6. Bids

BF 33946 Phase Gate Approval of the Farnsworth Aerospace Upper HVAC Replacement Project (Project #1030-23-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A24-4716-JG for the Farnsworth Aerospace Upper HVAC Replacement project (Project # 1030-23-01) to Meisinger Construction Company for a lump sum base bid plus Alternates 1, 2, & 3 of \$759,100.

BF 33947 Phase Gate Approval of the Farnsworth Aerospace Upper HVAC Replacement Project (Project #1030-23-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A24-4719-JG for the Farnsworth Aerospace Upper HVAC Replacement project (Project # 1030-23-01) to Acoustics Associates for a lump sum base bid plus Alternates 1, 2 & 3 of \$292,409.

BF 33948 Phase Gate Approval of the Farnsworth Aerospace Upper HVAC Replacement Project (Project #1030-23-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A24-4722-JG for the Farnsworth Aerospace Upper HVAC Replacement project (Project # 1030-23-01) to Thelen Heating & Roofing for a lump sum base bid plus Alternates 1, 2 & 3 of \$4,152,600.

BF 33949 Phase Gate Approval of the Farnsworth Aerospace Upper HVAC Replacement Project (Project #1030-23-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A24-4723-JG for the Farnsworth Aerospace Upper HVAC Replacement project (Project # 1030-23-01) to Phasor Electric for a lump sum base bid plus Alternates 1, 2 & 3 of \$1,296,000.

BF 33950 Phase Gate Approval of Carpentry Plus project at Harding High School, Phalen Lake, Chelsea Heights Elementary, and Murray Middle School (Project # 0255-23-01): Gate #5.2 – Project Final Fiscal Close-out

That the Board of Education accept the report provided for Carpentry Plus project at Harding High School, Phalen Lake, Chelsea Heights Elementary, and Murray Middle School project (Project # 0255-23-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 33951 Request for Permission to Accept a Grant from the Cargill Foundation's Childhood Nutrition Grant

Director Allen: I've been working on overall liberating my black people from the oppression that America has put on us for 400 years, and I've been doing that pretty much since 11th grade when I met Katie Maggard at Central High school in various ways and one of the current projects that I'm working on right now, is passing some legislation to end slavery in our constitution. So, it's still written in our federal constitution, and in our state constitution that there is an exception that certain folks can be enslaved in America if you are convicted of a penal crime, which means if you're convicted of a felony, you can then be enslaved in America, I don't think that that's cool because I don't believe in slavery. I do believe in punishment for crimes but I don't believe in slavery in the way that we punish people for crimes in America on the foundation of slavery, and I'm pulling this, because it's directly connected to slavery Cargill actually owns a Plantation in Louisiana, that originally was a Plantation that had a bunch of slaves on it and during reconstruction, they put convict leasing on that Plantation and that convict leasing space has now expanded into a full-blown prison and so those prisoners currently work at Cargill for I don't even know 25 cents, 50 cents an hour to produce products for this major company corporation in the United States, there's several corporations in the United States that still participate in this level of labor Gen. Mills, Target, 3M and it's ironic that a lot of them have headquarters right here in Minnesota, where they say that, no slavery existed, but yet slavery was legal, and so I just wanted to pull this because my moral compass cannot vote to accept these dollars from Cargill and I just wanted to be able to speak about why, because I believe that, yes, there are companies that are out there that need to pay reparations for all of the harms that they've done our community for the last 400 years, this company needs to come clean right now though. They need to stop the practices today of modern-day slavery. When the Dred Scott went to argue for his freedom and I'm sure a lot of you, historians and people weren't historians should know this story. The judge said that's a great argument, as a matter of fact, it's as good as any lawyer can give for your freedom, except for that you're a slave, you're only 3/5 of a man. I believe that that's the reason why people who are incarcerated can't get proper healthcare and they have to live in the conditions that they live in and nobody responds to the fact that they have to drink brown water in Stillwater prison, no one cares, no one responds. The DOC does nothing about it because those people in there are considered 3/5 of a man and so I just wanted to publicly put that out there so that we can chew on this and understand where the foundation of our country lies as we think that slavery is over, but the reality is there's still a whole bunch of people that are currently enslaved and I believe that, as long as we keep this in our constitutions, they will always look at a group of people, particularly black people as either potential slaves or slaves. They'll continue to write policies and laws that will get us criminalized

and incarcerated, so that we can contribute to that piece of the capitalism and so until we start to take a stand and acknowledge what's happening around us and really hold these people accountable, I don't believe that anything is going to change, we're just putting band-aids over open wounds and so the very foundation is to end slavery. I have to go ahead and just say, it's got to go through the legislator and it'll be on the ballot and so when you see it, that's when you have your choice to make your decision about where you stand at today, I'm making my stand though, so I'll be voting no on this.

Director Vue: Can we could have Director of Nutrition Services, Stacey Koppon, come up here to tell us exactly what this grant is and what it does and what it's for.

- What is this grant for? This grant is for garden to cafeteria programs, so the funding actually was to cover some personnel to help complete the curriculum. To be used in our schools with our educators, it was also designed to help support some student intern jobs in the summer and then some of that money was also designated for some of the materials for those gardens.

I also read here that's a reoccurring grant program. How long have we added in? How far do we anticipated on having it going into the future?

- This grant has been in place recurring since about 2018 and we currently have 2 years worth of funding, that was awarded through this potential grant that's up for consideration so that is really the end of what we know for today and at that particular point, we would have to evaluate what the attendant future was after that point but at this particular juncture in time it was referred to your project.

I appreciate it. Thank you.

Director Allen: I just want to follow-up, because I think I touched on this, but I want to be very clear that Cargill owes our community a tremendous amount of money and so today, I'm taking a stand but I do believe that these dollars belong to the public schools, along with many more dollars to come as we continue to hold them accountable for the acts that they're doing and so I just wanted to put that out there, to make it very clear, like Yes, we want this money. We want all of the money that they owe us from all of these back years and when we start to get these major corporations to pay in maybe we can fully fund schools, and so I just wanted to put that out there, to be very clear, my vote will still be no, though.

Director Valiant: only thing I want to say is that I agree.

Director Henderson: I did want to thank Director Allen for her resilient and tenacity in continuing to bring these issues to the forefront, the hard decision is often how do we hold the very real impacts of decisions that have happened for years before, while also holding the reality of programs that we see here, potentially have the opportunity to positively benefit our communities. I think of gardening, I think of so many of the conversations I've had with you, Director Allan, with Director Valliant around when we get opportunities to put our students who maybe don't have that experience. You don't have the experience to think about what it means. What does it mean to grow your own? What does it mean to have access to all of the things that other folks have. We're taken from us for so long and then had we put that back into our students and into our communities for years to come and it's a bittersweet calculation to make. How do we continue to move forward and hold folks accountable and also know that there are dollars in programs that are going to students led by people in our community that are incredibly positive. So, I'm so proud to sit here with you, and to know that you will continue to raise the reality and the truth and the hard truths, and I also sit here knowing that there are some opportunities that we have with funding like this to move the needle forward for our students and to get them in to spaces that thinking of myself as a kid who didn't know what any of that would have even meant or looked like and didn't know that you could have access to green space or gardening it feels really positive and like a thing I want to see us continue to do so thank you and thank you, Director Koppon.

Director Allen: I also want to quickly point out how our administration because I wouldn't point this out because hopefully other boards across the nation are listening. I want to point out that our administration and our pension program already divested from privatized prisons, where a lot of public school systems are using companies that he filled the furniture for the schools, and so it's kind of like a weird cycle that happens. Our school district has divested from companies like that and also our teachers' pensions have also divested from investing in privatized prisons, which is a popular thing across the nation because slavery is a pretty lucrative investment, unfortunately, and so teachers have been investing in that for many years, but our district doesn't, and so I want to thank everybody who was working on that that happened before I got on this school board and I appreciate all of that, thank you,

MOTION: Director Henderson moved that the Board of Education approve and authorize the Superintendent (designee) to accept funds from the Cargill Foundation and to implement the project as specified in the award documents. Director Vue seconded the motion.

The motion was approved by roll call vote:

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

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

13. INFORMATIONAL AGENDA ITEMS

1. Board Policy 509: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

SPPS SEM Team presented the Board Policy 509: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds. Within the presentation were details about:

- Why the policy is proposed.
- Policy 509 draft and overview.
- What will change once the policy is adopted.
- What does it look like in practice.
- Updated Language to the Policy 509.
- Questions from the Policy Workgroup

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

Director Vue: Because this is a recent policy that was passed back in 2023, and we're implementing it for the upcoming school year. How are families informed that even though our practice hasn't changed? How are families informed that this is a policy going forward at the school site?

- There were several changes made to the statute in the last session. However, the requirement of a policy on this has actually been in law for a number of years, so that part is not new, so part of the intention with enacting this policy is to catch up with the statute that we've been not fully implementing overtime so in terms of the timing, this is actually something that we should have had in place.

It just goes to my question, how are families with IEPs informed even though our practice hasn't changed from what I hear, How are they informed that this is the policy moving forward, I'm just curious, I have 2 children with IEPs, and I don't know if I'm going to that's going to be my initial meeting that I'm going to have with my IEP team or not how does that actually work

- I can't speak to the special education process and in those meetings, but what I can say is that in terms of how are people notified of the policy, I would suggest that it's the same way that people are notified about any policy changes or policies that we're adding, which is through this process right here through the 3 reading process through the discussions that occur in these meetings, and then also then the board action items that get noted when the board does pass a policy and then the addition of those policies into the school district website.

- I would just like to add that we would not have removal by peace officers identified in a student IEP, that would not be part of our protocol and supporting students. It would only be in an emergency situation, and it happens so rarely that it would not be something that we would put into IEP as a practice, we may at times have, students whose IEP may include conversations about how different teams within school may be supporting them and that may be outlined in their IEP. In general, that wouldn't necessarily include a removal. The purpose of the IEP is to identify the supports that are needed to help the student be successful in school and so I don't anticipate that the IEPs would look different because we wouldn't be planning for a student to be removed.

I know that that's not the intention. All right, but I just my parents didn't know if this is a possible outcome that's all, I guess not out of the realm of possibility, that's going to happen. As a parent, I'd just like to know and be papered just in case something like that does happen. I suppose that's all I'm asking for it's just being informed

Director Valliant: I agree with Director Vue, especially having 3 children with IEPs currently right now, even though this is not something that is likely It's definitely something that thing should be presented during the IEP meeting with all the original paperwork. It's the same way that you have parents sign off on a bunch of policies during an eye update, or at others hands, because if what happens? What could happen right is, let's say a student has to be removed and the parent is like I don't know, I don't like how you did that, or you know, I don't understand why this is the process, and then we'll go oh well that's our policy and the parents will ask when did you tell me this? How was I supposed find this out, imagine this and go search for it myself? We have responsibilities and make sure that this type of policy, especially as it is directly related to kids with IEPs, is communicate to parents in a very direct way, and making them aware. If this policy exists that they know how to find it. all those things, because again, while this may be a rare occurrence is not something that never happens, and with a lot of students, you kind of never know, until one day, you know, you need to do it and then the parents confused and then we go hate policy, and they were out there like nah, yeah, how about supposed to know about this? It's just not I mean; they're at least we need to be more attention about making sure parents are aware of this policy is what I'm saying.

- Are you asking how parents are notified if their student is removed?

I'm asking how parents are made aware that this policy exists, how they found it how they made aware from the beginning. Yes, it's rare, but you never know if that student. You know, we'll experience a removal. You just don't know, and so it happens then once it happens. This policy will be brought up and parents will tell you that they were not aware of the policy existence

Superintendent Thein: Is it possible when we started the IEP meeting it might be possible to just address families to let them know, are you aware of the policy? And even if you said they were not aware you could explain it if they are, where you just move on from that point on is that a possibility.

- Yes, anything would be a possibility, what I would just like to share is we serve 6000 students who receive Special Ed services from birth to age, 22, so I think there would need to be more conversation about what that would look like when it's a 3-year-old who's receiving special education services.

You answered a good question there, you made me aware, or made all of us aware of the scope of the situation too, but I think all of us are aware that at certain times we're aware that this could be a possibility, or it might be a student that this might occur, and I think what parents are interested in is to make sure that they're not caught unaware. So that's where judgment comes in, and that's what administrators get paid for good judgment and you have excellent judgment, by the way, so I think that's something that maybe we should talk about before this policy is approved

- In knowing that this is a first reading, I would like to propose that this is something that assistant Director Sullivan and I continue to gather more information if it moves to a second reading, we could share more in more information at that time about what parent communication could look like
- I'd also like to know to that the notice of procedural safeguards that the state has put together addresses some of this, and it has a specific section on referral to inaction by law enforcement and judicial authorities. It specifically references that a district can report a crime committed by a child with the disability to appropriate authorities, and that if that happens that the district must ensure that copies of the child's special education and disciplinary records are transmitted to the appropriate authorities, so that information is contained in the notice of parental rights. The district is required as a matter of law to give parents this notice of their rights every time the school

district proposes an evaluation or reevaluation or an IEP or a change in their special education programming. So, in terms of those particular pieces that information is conveyed to the parents and convey to them on an annual basis.

- The procedural safeguards are provided to parents on an annual basis, and there may be an opportunity for more discussion as to what it can look like to explicitly, make sure parents know about this language.

Director Ward: I'm not trying to argue against anything that's already been said because I think that making sure our families understand what their rights are and what might happen to their child is incredibly important, but the line of the discussion so far has made me question a little bit my own understanding of this. I just want to ask for clarification purposes. We're working on this policy, which we have to pass by law. It has been the case that prior to this policy past that it was rare but possible that a student with an IEP might have had to be removed from school by a peace officer like that has happened in the history of SPPS before. This policy does not change the way that happens and does not give the school any more authority to call peace officers to take students away and does not give peace officers any more authority to take students away than already existed. Is that correct?

- Yes, that's correct.

So then how have things been done previously, whenever families have had a student, removed for school by a peace officer, and they've said like, why are you allowed to do this? What has been the answer there? If it's not like this is our policy?

- If a student is removed due to a crime as such, by peace officer, the parents are notified that there was a crime committed at this school and that was a reason for them being removed.

I think there's going to be some more discussion. I do want to just say like for the for anyone who's just hearing about this for the first time? We've been talking about this policy for a while, and we're still talking about it, because I think we all feel some anxiety about trying to make sure that students are not treated it punitively whenever they need to be cared for and it went to policy committee. We were anxious, we asked a lot of questions, there were changes. It went to the committee of the board meeting. People anxious asked questions decided it wasn't good enough, went back to policy and we've been working on it for a while, not just board members, right but staff as well are very cognizant of the need for caution, whenever we discuss this kind of thing.

Director Allen: I think the discussion that Director Valiant and Director Vue were bringing up around how our parents notify kind of brings me to something that I've been chewing on for about 6 months, kind of like around our discipline policy, and one of the things that was always concerning to me was like there was never really a point it's like, oh here's the Handbook, and these are our discipline policies, but it wasn't until a student broke the policy, and then I'm marching this kid down to the office and I find out whoa, this policy is going to land them 3 days out of school, so I'm wondering, is there a way that we can get this information to parents so that they know cause. I think the best way to enforce a policy is to make sure that the parents know that it's a policy, as kids know, kids break rules, that's what they do, that's how they move, and I'm just wondering what we can do as a district, to ensure that parents are very much aware of our policies, and what the unfortunate consequences could be to certain behaviors. So that they know and understand when something happens with their child, why the principle or the leadership in the building responded in that way. I guess that's that this brought me to that just overall discipline not just because we're calling police officers to the scene, but if a student does something, breaks a window or whatever, what is the consequence for that, and how do we resolve it? What is the process like? If there are restorative practices involved, letting the parent know that these are the steps that we take in our school, they may see a social worker, they may go here, whatever so that they understand that by the time they get a phone call, that says that Bobby is out of control, they know that our schools have gone through all of these different steps to get Bobby on track for academic success, instead of not knowing and then they're just hanging up on us, cause they just think we're calling to bother them about something. I'm just thinking about that, and I just wanted to put that out there for our entire administration. This isn't necessarily for ssels, but possibly for the special Ed department, but also for the rest of the administration to think about how do we start to create like something that so that we know parents know and understand what our policies are all the time, and when things like this change, they know that this thing is in play and this could possibly happen, although it wouldn't possibly happen in our district.

Director Henderson: I think what I'm hearing from the board and from superintendent Thein is a desire when we come back together to see maybe a couple different options of what informing families could look like, understanding, it's a different circumstances and different needs for different groups but

particularly maybe some strategic thinking about the age groups where this has had to and to be implemented or thought through before could be helpful for the board to consider.

2. Gender Inclusion Policies - Policy 500.00 (Students)
 - Update & Policy xx.xx
 - (Staff) - Proposed

Myla Pope presented the Gender Inclusion Policies. Within the presentation were details about:

- Why is the policy being amended.
- Policy 500.00 shifts, new language and additional considerations.
- Policy XX.XX for staff proposal, statement and language.
- Policy XX.XX for staff inclusiveness and regulations
- Gender inclusion policies considerations.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

Director Allen: No questions. I just want to publicly say that I feel very seen with the gender diverse title, what we call the label we've got here labels, I'm not into labels, So I've never been, because none of them ever fit me but gender diverse is very inclusive to who I am as a female who doesn't necessarily fit the gender binary ideal of a female and I think that a lot of our black masculine female students are going to appreciate this term a lot, because there's a lot of us in the community, not just students, but in the community who just don't really relate to a lot of the terms that exist in the LGBTQAI community, and I'll say that this is the first time I've ever seen one that I said oh that fits me. So, I'm hoping that this spreads a little bit, and I hope that our students get to hear that term often so that they identify with it they can also feel seen, so thank you.

Director Ward: Looking at page. 9 of the slide and sure gender inclusiveness says a student support team will meet to determine a student support plan, the student support team will consist of the student parents or little blue guardians etc. Could you remind me of the context in which the support team would create a support plan this? Isn't creating a plan to make a building more inclusive? It's for a specific student and in what case.

- Student support teams exist at most all buildings to support the needs of students oftentimes, our office is called in when we have like a student that may need to go through a process like they're not necessary transition, but they need an update to how they identify, and therefore, they need a plan that is set up for that particular student. Hence is why we ask for the facilities audit, so there may be a student that is female at birth however, they're now identified as male and trans-male and therefore they need to have a plan because there may not have gender inclusive bathrooms, so that team would work with that student. The teachers and the staff and hopefully the family as well, to make sure that they identify what are the needs and the support you also have to keep in mind that some of our elementary students are going through this process and so that's a very different conversation at a developmentally approach, has to be considered as well of what their needs are, especially as they're navigating this transition. As an elementary student around other elementary students as well. So that's what that student support team is there to do really think about the whole child in all the various levels and complexities that are intersectional to this dynamic conversation

I know that this follow-up question raises something controversial but what happens whenever a student needs a student support team and they don't want their parent to be part of it, because their parent is not supportive of their identity.

- The parents are not required to be a part of the students support team and so therefore there are staff there that would support the conversations and the needs, as well as additional staff that would possibly help operates the conversations with the families and parents and again. We're talking things look very different based on the age of the student, and the needs sometimes

parents come to the staff, especially the elementary age and say, I've noticed that something seems to be very different developmentally for my child, based on how they see themselves in terms of their gender, so oftentimes, that conversation is initiated by parents, therefore it's carefully supported and navigated. I'm really keeping in mind the developmental social and academic needs of the student when we're speaking about middle school, high school students oftentimes that conversation looks very different. There are some parents that truly support the transitioning of identity of students, and there are many that don't so what our goal is to make sure that we center the needs of the child first with the student support team to make sure that everything is being addressed, and when there is hope where there's always hope to bridge that conversation to parents, so that they're a part of that process but what we wanted to make sure is that in the updated language that the student has autonomy and authority around who he gets to participate and represent them on that student support team so that they could have an adult that closely lines to them and also one that they feel supported by.

Thank you and I think that I read the language here. The student support team will consist of the student parents or legal guardians when possible. I guess it's the, when possible, that's supposed to acknowledge those difficult situations, but since it says will I think it's like a little confusing. Maybe it should say, may I don't know for sure what will actually get us there, but I do want to make sure that whatever this ends up being gets to what you're describing

- I appreciate that update. Thank you.

Director Vue: My question Director Pope, is this will be referenced in the student Handbook correct? This kind of goes to my question about the other policy is how are the people who are being impacted be informed of these new changes.

- Just a clarification are we referring to the student rights and responsibilities. We will work with that committee, as they begin to do their revisions to determine where the information should be in that right to responsibilities Handbook.

Director Henderson: I have a question building off of that. I think I'm really excited by a lot of this language. I think it's a really, really positive step but thinking about how if I am a staff member who, as a student who is confided in me about their desire to develop either some supports or is looking for some support. How are we informing staff that this exists that they are within their rights to support students, and to begin this with them and that, even in the circumstance that you recognize you might be pushback, and this is something that you were working individually on with a student what are the ways in which we are offering support and training for them about what this could look like, because I imagine what could happen and what likely will happen. In some circumstances, as a family might find that their student has disclose to a staff member of their identity or a change in their in their name, that maybe they use at home for safety, but use a different name at school, because it's the one that they identify with, and they feel comfortable with so what are the ways in which we are really clear about how we're protecting the staff who are supporting our students in this and what are the ways in which we're keeping to taking Director Vue's to this point, how are we keeping students informed of their rights in our building in terms of how we will support them.

- There are several things there. So historically, we've held a policy DP asynchronous version as well as it's like a policy update posts or update that we make sure is provided to staff, so that they're aware of the policy, what it means and how to support it. I think the other piece in terms of protecting staff. The first thing that came to mind the policy protects the staff. So, once they know, and we have a policy, it lets them know what the rights of the students are and what their role is in enforcing that policy. So that's why the policy is very important and, in the training, and the updates that we provide to staff, that they become aware of that, I think to your point about disclosure, if a student discloses to a staff member, something about their identity that the parent doesn't know about, that's why the student support team is so crucial at the building level, because they work to navigate and talk through and tease out all of those pieces and also inform necessary staff at the building of what is the proper protocols to be using in relation to particular children?

Director Valliant: As a parent, I would like to have awareness of all the support or practice that my child if getting at school. I felt that if I found out that my there was something going on with my child at school and I was not notifying about it, I do not know if I can trust the school anymore even if I support it or not because I felt that I was lied too and things about my child was kept from me

- Based on our previous conversation at the COB, I understand and I believe I hear what you're saying I think also too in the questions that were brought up from other board members tonight, I think what if It's very critical from a law's perspective is that parents and families are aware of our policies, because if they're aware of this policy, then they know that this policy is created to protect their child. So, then that means, as parents, you'll have to be in good communication and observation of your child to see what they may be going through, possibly, so that you can have those conversations with their child to bridge that conversation to school. This policy, however, is created to protect the students that especially are not accepted by their parents, because they elect to identify differently based on their gender identity. What's resonating with me around what you're saying and what you've said cause I've thought about what you said, even at the COB and I did share with you, I hear you. It's very important that our parents are aware of the policy, so they know the intricacies, and what expectations, they we need to hold themselves too so that we can hold ourselves to expectations that we need to uphold for the safety of our students.

Director Allen: So, I don't know where these surveys happened for the LGBTQAI community because I haven't never seen one about bathrooms, or none of this, just policy's got them moving across the nation and so I think it's very interesting, because what it's done is it's allowed me to kind of like go into my own self and say, Hey, how do I feel about these particular things that are happening around me. One thing that has always bothered me being a gender diverse individual is the identity of pronouns. It's like it didn't bother me before I had to announce to everybody that I'm she, her, hers or him, him, they or whatever I have to decide because again, I'm kind of a no label person, I guess but if you say you are no labeled and you're a label because the label is no label, So I've never really kind of identified, even with that but it always is kind of an uncomfortable moment for me when we got to go around the room and say, our pronouns because that doesn't necessarily identify who I am as an individual and it almost dehumanizes me for a moment. So, I just wanted to put my little 2 cents in there because I never get the survey from the gay community, I don't know how I miss it. I'm out here married to a whole lady, so I don't know how I miss the surveys, but I always miss them. So, I just wanted to put my 2 cents out there since I have the ability to use this platform. Then I'm not really comfortable with the whole pronoun thing either.

- I hear you. There was a point in time in my journey around this work. I wondered okay if I got to start saying my pronoun. Can I also assert who I am racially because we don't do that but we want to acknowledge the pronouns? I've come to see in the eyes of our student me saying my pronouns help to validate them and allow them to feel safe and secure in this district, so I've kind of evolved. I can always still include that. I am a black proud female that also identifies it uses she her as pronouns, because I've recognized how much it's empowered and liberated others, so if that's something that I have to do to extend and to meet others, I'll do it.

I see what you did there by using that liberation word because I'm all about liberating others, and for that very second, I can sacrifice for the liberation of the broader people so I feel you, thank you.

Director Vue: I have a question around Equitable access to facility space that best, along with their gender identity, and facilities that staff feels comfortable and safe accessing, my only question here is it's good to put that in the policy, but to what extent are we able to provide that in our very different buildings that we're in?

- That's why we do need to work in partnership with facilities and divisions of schools and learning to conduct some type of audit to see what is feasible and reasonable in our just varied and very diverse facilities in our district. The reason why it's so important. I've heard stories of students in particular where they've foregone going to the bathroom all day, because they didn't have a bathroom that they could identify that was near them, that they felt safe and comfortable accessing. Also 2, in terms is if a student elects and identifies in a certain way and they use a particular bathroom, there are people that other students that use that bathroom. The safety of that student may become compromised because they elected to use a very different bathroom. So that's why we want to have this audit, and the term it kind of sits a certain place, but I see it more as a cross conversation that would be very dynamic, where we would actually walk through buildings, talk to staff and get a clearer sense about the needs of particular students and staff, especially but to really think about how this is done in a way that truly centers, the safety of all

So I appreciate you communicating that to express the rationale in the need but for me, someone who is a board man who wants to vote, and I want to make sure that we're able to deliver on what we're voting for even though, that this is the goal like this is what we want to do, but we can't do it yet could we add some language in there saying that we are, we're going to do what you suggest? An audit where needs

assessment to address to address at work? I just want to make sure that you know the expectations are clear and we don't have this yet across-the-board that we were, we're working on. It does that kind of make sense?

- Yes, I will make sure that I connect with the other colleagues that were supporting me in the discussion about the facilities audit to determine What language or next steps could be.

Doesn't mean we can't pass this now. I just want to make sure that everybody understands that we don't have it in place yet.

- If I can interject, I just want to make sure that the audit is not a part of the policy, so the policy being approved for sure is not dependent upon that, but that rather we're going to work with the facilities department to do an assessment in terms of what our needs may be in terms of physical plan to make any modifications and obviously, that would need to be incorporated into any other district wide facilities plan that we would do and within those timelines. So, I just wanted to clarify that.

That is true I don't want. I don't want that. Call to be completed and we passed this. I don't see I don't see what we have to do in that sequence. What I'm concerned about is just making expectations clear to the people who are in poor impact about its policy. **Director Carrillo:** Yeah, I was actually going to point you to slide 21. Which says consider a facilities audit, but Director Vue kind of addressed the question. So initially I was going to suggest change it consider to something more direct rather than just a consideration. So, consideration doesn't have any action but given that you're requesting to remove it, maybe this whole section needs to be removed. Is that correct?

- I think that probably would be appropriate and then as we progress on that work, it would be important for us to come back to the board and provide you with an update and to also let you know as we make any adjustments to the overall facilities plan how that fits within the bigger scope of the district's plan.

Not everyone like it when we get audited by outside organizations, there tends to be a negative connotation to it. I think in a spirit of truly envelop, truly trying to create a Nexus of support, and that includes our students, our families, that includes our staff who needs to be trained, who need to be supported in in some in some cases. I would like to also extend that that call or that awareness to us as leaders so that we can be considerate and really try to support our schools through this because not every school is in the same place both in terms of facilities and in terms of where they're able to reach out to students who are in some sort of journey, so I want to be able to just make sure that that you know our approach is one of lifting up rather than pointing out deficiencies and so that we make sure that when we say audit, we're engendering trust, not fear Thank you.

Director Henderson: I had was thinking specifically about the conversation we had at the COB, and it was around to I think Director Carrillo's points, folks are in different places in their understanding of LGBTQAI issues in general, and what that means for students and staff, so what are the different ways in which we are providing educational opportunities. What does that look like in terms of training? What does it look like in terms of supporting full classrooms right like? What does that look like for building that trust and that knowledge and that, I think a lot of we've used it in terms of like language, so it becomes commonplace, and it just becomes part of the culture of our buildings.

Can you or anyone share a little bit about what that could or does currently look like.

- As I mentioned before historically, through the office for equity, we've provided a range of professional development opportunities and learning. We also have a lot of programs that we support throughout Office of equity, which include GSA and we have those at middle schools and high schools. There has been a plan in collaboration and work with our school social workers to do special groups at the elementary level as well to support the needs. There many of our staff support those opportunities for our young students, whether it's key quest our other youth summit, where they have opportunities to learn and grow as students. There hasn't been as many at the adult level and the staff level. However, we do have some affinity groups that are supported through the union and also, some informal affinity groups that have been established within the district It's a support kind.

But there isn't like a or maybe there are like PD opportunities for educators to learn more about how do we engage with students, what does this look like? What does it look like through a restorative lens because I imagine there might be a moment where a staff member, either intentionally or unintentionally misgenders a child? What does it look like to rebuild that, and how do we talk about it in both the like

macro, like how the district addresses it sends, but then also how do we talk about it in terms of on a classroom level?

- So as I said, historically, we had equity requests and concern process through the office of equity, where oftentimes building leaders would put in a request and our equity coach team and other staff would create and develop the professional development that oftentimes was differentiated a little bit based on building it at various buildings that had the same general request. So typically, we would create professional development to help support that building's learning and growth around those needs, and that language and things of that nature. Going forward, there's a various discussions about how to best provide professional development in tangent with these policies and I think that'll be continued conversation about how we would do that in the future.

I look forward to learning more about that. My last question was, I remember some of what you shared at COB, you shared a little bit about the process of how you brought stakeholders in to thank you shared about how to come to some of these definitions to think through how we write this policy, what that could look. Like, could you share a little bit more about that stakeholder engagement.

- So originally when we were asked right this, it was just a group of equity staff members, we came together to kind of craft and draft this piece and then we took it to the GSD pack their meeting and shared with them the current drafts, and that was after we had reviewed the policy with the policy work group, because I thought it was very important, it was their last meeting and wanted them to have a sense of what may be moving forward in the coming months, and to offer some of their thoughts. So that did occur in June with that group, and the hope would be with others in the company.

So there is a plan then to bring this back to folks to get additional eyes on it. Perhaps

- There can always be a plan that would be made given that I know we're in the process of the reading, as I said. with the student policy being that school will be resuming soon, I think it's definitely a prime time to get their eyes on it and get their feedback and I would welcome the opportunity to and between the readings to get additional feedback as it aligns to this process.

Okay, thank you.

3. 2024-25 School Readiness Report

SPPS Administration team presented the 2024-25 School Readiness Report. Within the presentation were details about:

- Overview of the reports from Schools and Learning, Human Resources and Operations
- Summer professional learning
- New programming
- Talent acquisition report
- Educator development
- Communication within SPPS, to students, to families and to the community
- Family engagement and community education
- Before and after school site/ program / activities
- School readiness tracker
- Security and Emergency Management
- Facilities construction and maintenance
- Nutrition services and new items
- Student placement update
- Technology services – support and tools
- Transportation updates

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

Director Carrillo: Enrollment and go back to slide 19 I think student placement. First of all, thank you for all the effort and a special thank you for the people who are currently doing the work I've been in that place and I know it's, it's a heavy load right now, but I'd like to know and I think maybe this was related to a request that I'd done earlier. I'd like to understand approximately. Where we are in comparison to last year at the same time, and then respect to our projections, it's not necessarily I want exact numbers, because I understand those are not going to come until the October counts, but I'd like to be able to be aware where we are so that we're prepared, and I think it's important for the community to just be aware of how it going to be a year where we're going to hit our targets early or are we going to be needing those students throughout the year, just awareness, and then in terms of that, 89% of kindergarten plant capacity is filled. What is your general assessment? Are you feeling comfortable? Are you feeling like well, this is, where we expect it to be, or is this a little bit under enrolled?

- Regarding that question about I feel good about the 89% of our kindergarten capacity. We do have some sites that very few where we believe we have excess capacity so in those particular sites, we are making those current reductions and have those conversations with administrators this week and likely be reassigning those staff to a different school, where we have more capacity or more students than we have actual allocations of staff. So that's happening but that's across-the-board for all grades specifically at kindergarten I feel good about that. I also feel good that with those additional 33 Karen Kindergarten, those are all new to the district and that I think that will help if you think about that, that's a class and a 1/2 and so at this particular point literally today, for instance, we enrolled 20 new students that's almost a class well regardless of where they went. It's almost a class for students, so our role really now is to retain, we really as a whole community as a whole school district, we neither retain the students that we have with that.
- I would like to add something about we're dealing with last year versus shooting through the chair director creator um, with regard to where we were last year this time we'll have to do some digging with that. Our enrollments are not verified at this time, if we look at our preliminary enrollments, it will look like we have something like 36000 students enrolled. We know that these are not the environments are not verified, and so there's no certainty in that, and with that we're not really sure where we are with regard to our projected enrollment. We start to look at enrollment and we start to verify enrollment the 1st day of school, and then we'll start to post every day and as enrollments become clean, we get a better idea by the 4th day of school and then kindergarten start it'll sort of puts us back a little bit, but we get closer and closer every day. There are some schools that will have very clean verified enrollments within the first week of school and there are some schools that it'll take longer the other process that's happening is. As schools verify enrollments of students they might discover that they have open and they're still getting students, as that's happening, and the good part is that when they're getting students after school begins, those enrollments come verify very quickly because the students aren't enrolling in their starting school and they're getting their schedules, and they're enrolling, but it's the cleaning of the ones that are not showing up for various reasons, but we will get cleaner as the first week goes, and we'll start reporting daily enrollments, and so we'll, and we report those daily enrollments. We report with regard to where we were last year. We report on the attendance, so not just the enrollment, but how many students actually showed up on the day. We also report where we were this time last year, so as we start to report from research evaluation assessment, it'll get much much cleaner, but unfortunately, at this point I have no faith that we are actually going to have 36000 students

That makes sense, thank you.

Director Valliant: Thank you. My first question is, can you say more about recruiting from the Philippines?

- If Assistant Superintendent Nistler wants to join, she certainly can, basically we knew from a while in the summer that we were not going to probably be able to fill our position just even regardless of our recruitment efforts. There was not a very large number of special Ed people that actually were applying for vacancies, so we've been doing a lot of work with principals in terms of people who may have worked in their building and having them apply for a tier one license but we knew that wasn't going to fit the bill. So Carolyn Sherri, who is fairly new to the district is someone that

we have a really close partnership within Human Resources, and she's the person who's facilitating a lot of the actual screening of the special Ed candidates, and we're using her as a resource as we're doing some networking as well to potentially find some additional candidates, and it was through Carolyn networking with a counterpart in another district that she found out about the work that was being done in other districts across them. It's a metro area and we actually met with the Superintendent of Fridley, probably about a month and a 1/2 ago to talk about the success that they were having with their recruitment efforts, Fridley and a number of other districts have hired quite a few individuals from the Philippines over the past several years, and this partnership would actually be with the Philippine government, and so the Philippine government is actually doing a lot of the recruitment and the initial screening of candidates and one of the pluses about this program is that the individuals are going to come with comparable us credentials, that's always one of the challenges when we're working with someone who's coming from another country, because as a part of that process, one of the things that we have to do is get their credentials evaluated by an organization that actually determines the US equivalency and so with the partnership with Philippine we would actually already have that information, they would also even be working with us to actually help with the PELSB application for those individuals to be able to get their license application process through the state, that's something that we would be able to do pretty expeditiously, they actually set up everything so working with them and then working with our immigration attorney helps that process in terms of applying for the H1-B a lot simpler than if we're just working with someone individually so they do the initial screening of the candidates and make sure that they're primed and ready to go and then we do the actual finding screening of those candidates to make sure that we think that those individuals are actually a good fit for our organization.

- This is something we started to explore just within the last couple of months, the workforce shortages that we have been experiencing with our special education vacancies is not unique to St. Paul. It's been present across the entire state and Dr. Brenda Lewis, who is now the superintendent in Fridley, had previously been the superintendent in East Grand Forks and she was one of the first to work to see about recruiting international teachers. The reason we specifically are recruiting teachers from the Philippines is there is an organization that specializes in recruiting teachers from the Philippines. It's a company owned by a husband and wife one of them is Filipino, and they help work with the Filipino government, and with the immigration attorney, they are doing some of this screening, the recruiting and the teachers that we are, that we're interviewing are very highly qualified, most have advanced degrees, masters said. It's degrees we've had some that have their doctorate. Many have several years of experience. Some of the teachers are coming with over 10 years of teaching experience within a special education setting, and this is similar to what other districts have experienced across the State of different districts have brought in about 400 special education teachers from the Philippines, the teachers that come have it get a tier 4 special education teaching license from PELSB and over the last couple of weeks, we started to have conversations with SPFE different Partners and there's a collective excitement about this opportunity, the teachers could be here for up to 6 years and our vision is that they become part of our school community and that they build relationships with their colleagues with their administrators, they'll be living here in St. Paul as active members of our community. There's a lot of supports and details that we are working out we're going to help them with housing will help them get social security numbers, we're going to greet them at the airport, so that they immediately feel welcomed into this community. We're going to be working on affinity groups will be doing some specialized onboarding. We really want them to be successful and there's a lot of work that we have left to do but we're excited about the opportunity to add more special education teachers that are highly qualified
- As assistant Superintendent Nistler said, both on the special Ed side in the HR side, been in conversations with the union, the union is supportive, and they want to make sure that we keep them in the loop, because they want to make sure that as we welcome these new teachers into the district, that they feel as if they really are being supported both on the union side and on the district side as well. So I mean no matter what our recruitment efforts are in terms of whether it's grow our own, it's going out there and actively recruiting special Ed, that's a huge national shortage across the district, it's the hardest area to be able to get candidates. There are not enough people who are actually going through special education, teacher licensure programs, so

we will never be able to grow enough of our own teachers, even though we have that through que, and we have a new program that we're trying to ramp up for next year. That's also going to be focused on special education, there's not enough of a pool of candidates nationally, and there's too high a need nationally, so we have to continue to be looking at different ways for us to actively recruit highly qualified special Ed teachers to the district.

My second question is At a high level, how are we preparing these teacher for a different culture, to understand our city, our children or families. How we prepare them for especially when it comes to special education and supporting them. I'm really interested in what we are doing, I understand what we're doing to support them as a person coming over from a different country but what are we doing to make sure that they're actually able to support our children in the way they need to be supported outside of what comes with a formal education?

- First and foremost, I think your question is really very important and I say that for a variety of reasons and I would say the big reason is I worked in another district, that was more than 4 times the size of this district, where we had an exchange program with Spain and so we brought in Spanish speakers to work in our immersion programs as well as to be Spanish teachers, and I think one of the things that we failed at as a district when we did that was that we did not do anything to really one, truly prepare them for what American students are like, which is very different than what students were like in Spain and I think that was a huge, huge hurdle, and I think then the other piece is just the work that I don't feel like we did enough of was really making sure that we as a part of the onboarding process really work through what are the critical kinds of things and information that they really needed to know to make sure that they were successful in terms of being able to do their role, but also to be able to work effectively with students and to be able to work with families and so what I would expect as a part of the work that we're doing so know that this is still a work in progress or in process, we have not worked out all the details, but I want to assure you that that is absolutely something that's really very important to us and so we certainly expect that as a part of our onboarding process that these would be the kinds of modules for lack of a better term that we would be putting together, and I think that's also going needs to be part of the mentoring process that we would also need to develop and put in place in order to not only help them be successful as professionals but also to make sure that they're meeting the needs of the families as well as the needs of our students, but it's not going to be a be quick overnight, but it's going to be asked to be a collaborative effort for a number of us across the district to really work on putting those pieces in place. In order for them to be successful and for this to actually be an effective recruitment strategy because the goal is for not only to get people here, but to also retain those individuals, and also to make sure that they're going to be effective and successful in their roles.

Director Allen: I think this is like the most amazing program. I have ever heard for teachers and I think that if we would have implemented this a long time ago, we wouldn't be worried about having teacher the color in our classroom. We're talking about housing, infinity groups, we can't even get 3 black teachers to have a conversation in the teacher's lounge without somebody getting written app half the time infinity groups, warm welcome. Aren't you just impressed with the advantage of this district because I'm telling you, you know, I appreciate all of this that we're doing, I just want us to do this for all of our teachers for all of our teachers of color when they come in, let them know that we really appreciate them being here because I can't tell you how many times I found a special Ed teacher somewhere crying in a corner, and I had to be their support group as a paraprofessional, being underpaid, that was the way our district operated pre previous to this so I'm excited for this. I just hope that we're going to use it for all of our teachers. Especially our black teachers and then I also have a very another question similar to Director Valiant about supporting our students because when we go to special, Ed, we've got like 50-60 years of miseducation of black children in the special Ed area and so historic. How are they going to understand historically? How to not continue the disparities because we haven't picked apart every single policy. That is because this is like a targeted systemic issue. It's not like we can just come in and say, you know, stop doing that to black kids. No, there's policies all embedded all throughout our systems in this country to do that. So if they're just following the rules, they're following the policies they're rolling with how things are supposed to go, how are they going to know that they're not contributing to the disparities of our brown and black kids in our classrooms because I think that our teachers that we have right now have been through the 10 year transition that we've been going through of trying to prevent that so they have things besides policies, professional developments, all kinds of things that have gotten them to a place where

they go, wait a minute let's not put the kid out of class for that let me try this other technique I picked up 2 years ago or whatever and that's why we're seeing our numbers go down, but I'm just really concerned about you know putting folks into this space that don't necessarily know the historical background of public schools in America and the impact on brown and black communities and then special Ed specifically over the last 50 years and the impact of brown and black communities that's very concerning to me and I hope that we're going to do some really intensive professional development to give them a thorough understanding of what we have going on in our public schools across the nation as they roll into this very specific position. So, I'm just putting that out there if you have answers then please let me know

- One thing that I'd like to share that I think can be in response to a few of the questions. Many of the teachers that we are interviewing have incredibly strong instructional pedagogy in talking with other districts that have brought in international teachers, the teachers that they have brought in have quickly become some of their strongest when it comes to actual instructional practices. Students are making progress in settings in which those same students had not been making much progress the last couple of years and so with the hope that the teachers that we are bringing in have that strong instructional foundation, our immediate priority is going to be helping our these teachers learn about our community learn about our students, we've been really excited that the teachers that we are interviewing are doing a lot of research about St. Paul. They are talking about the diversity in our community, they're asking questions about what we are doing in regards to equity. They are coming into these interviews with having done some research about our district, which is exciting because it shows that they're eager to be here and they're coming wanting to know more that they're coming with a sense of curiosity and wanting to be coached and their many of them are saying, what support can you provide what training are you going to provide and when we're doing this onboarding training, it's not just going to be instructional practices, it's going to be working with the office of teaching and learning about cultural responsive instruction, we're going to be working with the office of family engagement and community partners

I just want to point out that there is some history that's not right on the surface, and there's understandings that they can't find in books. We just seen the Australian break-dancer. She's a PhD in breakdancing, so books don't teach everything as a matter of fact, sometimes they teach nothing as we saw right and so I'll just say that I have my concerns, I do you know I do understand that they're not coming from the foundation of American education and so they have a different perspective which is great coming into our classroom. I just want them to know what they're walking into because I think that that's going to be really important so that they understand our children as they're continuing to provide culturally relevant curriculum in St. Paul.

Director Valiant: I have found the people who have told me who have immigrated to the US is that almost all the time, they already have a very negative preconceived notion of black people in general, black Americans, because of what they see on TV, because of what they hear, because of the videos that they just shown during their process of coming over people tell them not to associate with us that we are trouble, they see only negative from the majority of the case, negative images of us. I am really concerned with that fact that those biases will be there. I want to make sure that we are addressing that immediately, not dance around the truth, it's not something that I am like making up or that I feel, this is a truth. I am concern about bring people into the district who already have a bias. They can't establish a relationship with black people if they have not interacted with, but this is what they've learned. We need to be addressing that right away.

- I could not agree with you more. I think however, I would be remiss, if I did not say that we're making a huge assumption that people who already work here don't have those same biases and may not be operating from the same kind of a perspective, so I agree with you wholeheartedly and I think to help people make the transition that absolutely needs to be a part of it, but I'll be honest to say, I think some of what we're talking about is something that every teacher in the district needs to have it's not just people who are coming from Philippines or from some other foreign country. So I just feel like I have to put that out into space, because that's real.

Agreed!

Director Carrillo: I have some follow-up questions first of all. I'd just like to echo the comments made by Director Valiant and Director Allen regarding this, I wholeheartedly agree that bringing in educators from abroad requires us to do a service to them and to the community it's not independent from each other I think they will be better educators, they will be better people if we help them insert themselves properly

into what is St Paul. What's the history of St. Paul, what are the realities of St. Paul and then for our community, we owe it to them. So, in line of that, I have a few follow questions, I think chief Nistler, can you can help me understands the placement only for 6 years. Is that correct?

- I believe the visa is 3 years and it can be renewed, so it would be up to 6 years
- Basically, we would be applying for H1-B Visa, which allows them to work at the end prior to the end of that 6 year period if this is someone who's doing really well in the organization, then it would be up to the district at that point to decide if we're going to sponsor that person basically to get a green card.

What would prevent us from doing that?

- If they're not performing well, I don't think we'd be keeping them first of all for the 6 years, but I mean, that would be really the reason that I would see that we would do it. We would now want to retain someone and continue to invest those kinds of financial resources into someone who we did not feel was being successful with our students.

So are they essentially probationary employees for the whole 6 years?

- I don't think that statutorily, we can do that. I would think that they would have fall under the same guidelines as any other employee that we hired through the district that is legally able to work they would have, in this case, they would have a 3 year probationary period so we would need to make a decision prior to the end of the 3 years if we were going to ten-year them. If something happened beyond that 3 years and they had performance issues, and they were significant then the district would then have the decision to make as to whether or not they would continue to sponsor that individual for them to actually move forward to getting the green card.

Then a follow-up question to that is you mentioned that they were going to be licensed through PELSB, can you explain that process to me and does that mean that we don't request a licensure directly through the state because PELSB does it for us?

- PELSB is a state, that's the same licensing agent that licenses every teacher in the state of Minnesota.

So I'm having to disconnect here because I hear that a few years ago there are educators who are required to go through a pathway to get a tier licensure, but now that was closed by the state, these are people who have advanced degrees and meet the requirements, but because they didn't go to school in Minnesota, they're not allowed to get that licensure they have to go to school in Minnesota. So, what what's the difference here, explain it to me.

- It's a little complicated. There are different categories, so the reality is in the state of Minnesota, if you have a Bachelor's degree in an area but you have not gone through a teach a prep program, you got to be eligible to get a tier one license. Once you enroll in a teacher licensure program, they'll change that license from a tier 1 to a tier 2 license that you've got to complete the coursework and take some tests in order to move to a 3 or a 4 license. So 3 or 4 would be considered to be a fully licensed person

So these people are coming in as tier 4 correct.

- Well if it depends it all is going to depend on each individual person's credentials, if someone has already been through a teacher preparation program, and once they look at PELSB people determined because they will actually look course by course to determine whether or not they actually meet the current state requirements for that specific licensure, some people may actually be able to get a tier 3 or a tier 4 a license. Some people may be a 1 or a 2, it just depends on what their credentials are. So, everybody's isn't going to be the same. There are not one size fits all.

So we don't have control over what tier they come in.

- No that is up to PELSB.

Ok, that's good. I do not have other questions just a comment. I fully support programs like this. I think you can get great educators, this way. My students have had educators from other countries that came through here a left because of COVID, but honestly, it really comes down to what the input is and my only concern is that we're going to shove him onto a site and tell the administrator the site you train them. I think we ought to take ownership of this internally and centrally, and I think we have to make sure that these people arrive at the site, ready to hit the road rather than delegating it to staff, you're going to get uneven results.

- I would say yes, and no, and here's why I would say that I would say that I think as a district, we have a responsibility to make sure that there is a solid onboarding program that's going to touch on a variety of areas. There are some responsibilities that the site has we cannot, as a district acclimates someone to the site, make sure that people got all the connections that they need at the site that is the administrator's responsibility. So I would say in terms of putting together what that big, overall onboarding program looks like and evaluating that and figuring out how to fine-tune it over time, does lie with our partnership that HR and OSS, DOSL I and a variety of other departments across the district would have, because we want to make sure that we give them the best, but there's still going to be some ownership and responsibility on the administrator at the site to help to make sure that that person has a successful transition there.

Director Vue: My first is with the East African site, adding a sixth grade. I'd just like to hear more about the rationale about that decision and how that decision was made.

- It was the work of the initial program planning committee, including the planning community that evaluated and we looked at if it would be a pre-K to 5 or pre-K to 8, and so it was determined that the program would grow as long as there was interest to a pre-K to 8, and because of the building that we're currently at the old Jackson building has this physical space, the program will continue to remain there for this current school year and the goal is that if the program continues to grow and show interest in a need from the community, we will continue on as of pre-k to 8 and likely the entire program will need to move to a different location. There's enough capacity right now at Jackson to do that, but if we go beyond pre-K to 6, we will need to move to a different location.

So, what I hear is it's a going, it's going according to plan. I just want to make sure, because if we're entering the realm of middle school, the net has to have the stuff that middle school has and I'm pretty sure the planning committee has thought about that.

- That is correct

Okay now my second question is around the start time change for the American Indian Magnet program, just same question. The rationale that came behind that in how this decision was made and how the community was informed.

- That is something that we've been working with the community actually for the last year that's not a surprise that they are moving to 930, as you recall, there were a couple of schools a few schools that we had to modify at the start time when we went to metro transit in order for all of them to work and have drivers for every bus, we had them modify some of the schools and so as promised we told those schools that we would eventually get them back until their original tier, which in this participate case, American Indian Magnet is at 930 that aligns with a number most of the other K-8 to all be on that third tier, and then lastly, as you know that the American Indian community, some of their efforts have been intentionally wanting around 1/3 tier, as they seen their attendants digress with students getting there earlier, so they have requested that to have the latest possible tier we could and that's 930.

Thank you, I appreciate that just one last comment. Just I would appreciate all our administrative leaders here under all our directors, forgetting the school year ramped up, this is supposed to be the most exciting part of the school year for us, I hear a lot from our lot, our leaders that there's 2 days of the year school year that's the most exciting, and that's opening day, and that's graduating day. So just embrace this time, that's happening right now, it really is us getting a fuel for what the school year is going to be about and I want to hear and learn everything more about it as we move forward

Director Valliant: Can you talk more about fair and equitable grading? What does that mean.

- Charlotte Lender Assistant Director High School Program, So fair and equitable grading, this is the third year that we're working on Re-thinking, how grading reflects a student's learning, and it's based on the philosophy of standard space grading, what we've done in St. Paul for the last 2 years, has had conversations with teachers and with students and with families and done a great deal of research in terms of how can we make sure that what shows up on the transcript reflects a student's learning and not simply, the teacher's perception of how a student is behaving in class and how a student is learning in class, and it's based in part there's 2 specific texts, Joe Feldman's grading for equity and also Zareth Hammon's culturally responsive teaching in the brain. So, we've worked many, many people have been part of this project. This is the second year that we're actually implementing it in the high schools, and so in terms of the actual title fair inequitable grading, we're trying to work towards students understanding what it is that we want

them to learn and how they can learn better or kind of continue to learn and also, how they can have a role In saying I need help learning with this this grading system doesn't seem quite fair, can I have another opportunity to demonstrate my learning, can I have another opportunity to find a way to apprehend the material in a way that fits with my learning style. So, it really ends up with 3 shared beliefs across the district. One is that grades reflect what students knows one can do. Another of the beliefs is that grades are part of a growth mindset so that students can try again if they haven't learned it the first time and that teachers recognize that need, and the third shared belief is that, as a community, we are working that our systems continue to support students so that they know what is expected to learn that they can find the connection to their life after high school and that their grade then becomes a route there, they participate in their grade instead of simply receiving their grade.

Okay, thank you.

For all the potential staff and teachers out there, Saint Paul Public School, is a great district in the great city. We have a historic city council right now. We have a potential Vice President, right now. We have charred out a superintendent of the year. We have Olympians, right now, so come here, be great. The mission isn't just for our students, is for you too. This is a place for you to grow. Think critically, proceed your dreams and change the world to help our students do the same thing. Thank you

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

Director Vue: ARP American Rescue Plan Fundings about to come too close and at some point, in the future I'd like to see a definitive report on how those funds were utilized in terms of what our design was at the beginning, what our workflow was as we were using it in the impact of all our fund. I don't know what the timeline is for that, but at some point, in future, I'd like to see like a definitive impact. A report of how the ERP funds were be utilized.

- We plan to put together a report just as you said, be prepared sometime in January.

Director Carrillo: I'd like for the teaching and learning team to make a presentation on 3D-E at Como and Washington understands a little bit more about the program that's going to be developed there and how those partnerships came about and just curious to know more and I think the community would be interested to find out what makes it special and what we can learn from it.

B. Board of Education Reports/Communications

Director Allen: I think I might have missed this last one, last month was so crazy. I was all over the place, but we went to the School Board Partners conference and I went to a workshop that talked about culturally responsive assessments. I got excited, I was like unbelievably excited, and so they were like having us test out these questions to make sure they were culturally responsive because they were trying to pull together with some national group, pulling together culturally responsive assessments. I'm super excited about this, and so everybody keeps doing all your research and digging and looking and digging and looking because as soon as it hits the ground, we want to start running.

2. **Director Henderson:** What was it all the way back in like the winter? When we started a conversation Director Allen with the council member Nick, about a school time programming that work has continued and has looks a little different now it's more of like a working group, but I think getting closer to a clear question, and in a way of trying to figure out what it is that we want to answer, which feels really exciting to really understand how do we address the needs of our students across our city, but also like how are we all working towards the same problem in a way that feels really cohesive, so that's really exciting, really excited to continue to be a part of that space and then today I was able to join Dr. Thein and folks at the new educator week got to share some good vibes, hopefully with folks and just always, really, I think empowering to live across the room and see folks who are excited to be there. I saw some good responses and some head nods, and just people really turned on to like hear what was happening, and like be engaged, so I'm really excited for this sort of the school year, I know we all are ready to be in school and seeing things kick off.

14. ADJOURNMENT

Director Henderson moved to adjourn the meeting; Director Vue seconded the motion.

The motion was approved by roll call vote:

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

The meeting adjourned at 8:57 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