

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
<https://spps.eduvision.tv/LiveEvents>

December 15, 2020
6:05 PM

A G E N D A

- I. **CALL TO ORDER**
- II. **ROLL CALL**
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- IV. **RECOGNITIONS**
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees4
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 - 2. Request for Permission to Accept Two Grants from the Hiway Credit Union Foundation
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1. Request to Sign Joint Powers Agreement with the City of Saint Paul and Board of Water Commissioners
 2. Memorandum of Understanding between Raymond W. Cannon Education Foundation and Saint Paul Public Schools
 3. Memorandum of Understanding between Breakthrough Twin Cities (BTC) and Saint Paul Public Schools
 4. Memorandum of Understanding between Educational Talent Search Program - Century College (ETS-CC) and Saint Paul Public Schools
 5. Memorandum of Understanding between Century College TRIO Upward Bound and Saint Paul Public Schools
 6. Memorandum of Understanding between Metro State Upward Bound and Saint Paul Public Schools
 7. Memorandum of Understanding between the Chartered Financial Analysts (CFA) Society and Saint Paul Public Schools
 8. Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teachers, Educational Assistants and School and Community Service Professionals
- E. Administrative Items
1. Monthly Operating Authority
 2. Purchase Supplies from School Health totaling \$225,992.80 via Coronavirus Funding
 3. Settlement of Partially Insured Claim
- F. Bids
1. Phase Gate Approval of the Window Replacement Project at Saint Paul Music Academy (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update
- G. Change Orders
- X. **OLD BUSINESS**
- A. Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election
 - B. Proposed Pay21 Levy
- XI. **NEW BUSINESS**
- XII. **BOARD OF EDUCATION**
- A. Information Requests & Responses
 - B. Items for Future Agendas
 - C. Board of Education Reports/Communications
- XIII. **FUTURE MEETING SCHEDULE**
- A. Board of Education Meetings (6:05 unless otherwise noted)
 - B. Committee of the Board Meetings (4:30 unless otherwise noted)

C. Motion to Reschedule the January 5, 2021 Annual Meeting to Commence at 4:30 p.m.

XIV. **ADJOURNMENT**

#BoldSubject#

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 15, 2020

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Hannah Chan**, Career Pathways Program Manager in the Office of College and Career Readiness (OCCR), was recently nominated as a Citizens League #MNCivicLeader. Hannah was nominated by Liz Williams, Senior Program Manager for Career Academies at Greater Twin Cities United Way.

This nomination highlights civic leaders who: take action that puts the needs of their community above their own, embody non-traditional ways of being civically engaged, promote equitable solutions, demonstrate honesty, empathy, and accountability, and have not yet been widely recognized for their work and impact.

“Hannah is a critical mentor for youth in Saint Paul Public Schools. This past summer Hannah led programming to quickly pivot to offer students the opportunity to earn wages, engage in career oriented certification programs, and went above and beyond to individualize the experience for students and provide career and college counseling during a very tumultuous time for many.” (“quote” - Citizens League)

The Citizens League is a member-supported nonpartisan nonprofit organization that champions the role of all Minnesotans to govern for the common good and promote democracy.

2. **Laura Handley**, a first grade teacher at L’Étoile du Nord French Immersion School (LNFI), has been named Minnesota’s French Teacher of the Year by the American Association of Teachers of French (AATF), Minnesota chapter.

Laura has been in education for 25 years. She has been with LNFI since the inception of the program. Laura has led countless school committees, demonstrating her seriousness in the development of the program so that its sustainability will never be questioned. From the long-range planning committee to various student support teams, we can see Laura’s tireless commitment to students, families, interns, colleagues and the French community at large.

Lourdes Flores-Hanson, principal at LNFI says that “We are very fortunate to have Madame Handley as a dedicated and committed member in our school community. Her love of children and teaching are observed in her daily interactions with her students, her colleagues and our families. Mme. Handley is a true representation of the rich opportunities young learners enjoy as they grow and learn in a language immersion setting.” Laura will be honored in the spring at the annual AATF – Minnesota awards dinner.

3. **Dr. Yeu Vang**, Assistant Superintendent, Office of Multilingual Learning, has been accepted by the American Association of School Administrators (AASA) “Aspiring Superintendents Academy® for Female Leaders”.

AASA is the national organization for School Superintendents. The academy is a powerful vehicle to put female leaders in the driver's seat of their career. The Academy brings together women who are on the path to the superintendency to build knowledge and confidence in their ability to lead. The goal of this unique opportunity is to create the time and space for learning, connection, and introspection. Directing the Academy are female superintendents with demonstrated expertise leading innovative school districts with a record of improving learning for all students. AASA advocates for equitable access for all students to the highest quality public education, and develops and supports school system leaders.

The Aspiring Superintendents Academy® for Female Leaders kicks off in January, followed by a National Conference in February, virtual meetings in the Spring and a meeting and graduation session in September at California State University, San Marcos, California.

Dr. Vang was nominated to this academy by Superintendent Joe Gothard. Dr. Gothard said that “this would be excellent professional learning experience and would serve you now and in your future. When I look around all the local, statewide and national district leadership spaces that I participate in, the Asian and certainly Hmong perspective has very little presence..”

Dr. Vang has been in the district for 23 years. She has served as a classroom teacher and as principal at Jackson Elementary and at J.J. Hill Montessori. Dr. Vang has been in the role of Assistant Director of Multilingual Learning for the last four years.

4. This item is submitted by Cedrick Baker, Chief of Staff and Dr. Kate Wilcox-Harris, Chief of Academics.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

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

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

**Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16**

**November 17, 2020
6:05 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

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

Chair Foster noted that new numbers recently released show just how rapidly COVID-19 cases have gone up in Ramsey County. We continued to break records over the weekend with positive cases of COVID. As announced at the end of last week, the district has dialed back Hybrid Stage 1 to distance learning, as well as making other adjustments to all in-person programs across SPPS to complete distance learning. With this in mind, the Board has also decided to return to virtual board meetings as well to abide by the recommended safety protocols. We will continue to monitor local data and adjust accordingly and hope to return to in-person meetings when it is safe. Thank you for understanding as we all must be nimble during this challenging time.

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:
Director Brodrick Yes

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

III. RECOGNITIONS

BF 32252 Acknowledgement of Good Work Provided by District Partners

The Marvelous Mitten Makers is a local group of volunteers who create handmade mittens, hats, scarves and other cold weather items for SPPS students each year. All year long, the 120 volunteers knit, crochet and sew items which are then collected by the SPPS Office of Family Engagement & Community Partnerships. In October, schools and programs send in their requests and the items are sorted, bagged and sent to each school. This year the volunteers donated more than 14,500 cold weather clothing items to keep children warm this winter at over 50 SPPS schools and programs.

The Marvelous Mitten Makers have been doing this good work for more than 35 years. They also donate baby and adult blankets and clothing items to organizations such as the Dorothy Day Center, the Union Gospel Mission, Listening House and Health Start Clinics.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items C3 - Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Student Support SY 2020-21 and C4 - Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2020-21 to be pulled for separate consideration. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education on October 20, 2020
- B. Minutes of the Special Meeting of the Board of Education on October 26, 2020
- C. Minutes of the Special Meeting of the Board of Education on November 12, 2020

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education on October 20, 2020; Minutes of the Special Meeting of the Board of Education on October 26, 2020; and Minutes of the Special Meeting of the Board of Education on November 12, 2020. The motion was seconded by Director Brodrick and Director Marchese.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of November 10, 2020

At the Committee of the Board Meeting on November 10, Superintendent Gothard began the meeting by congratulating Director Jim Vue on his successful election win and thanking all those who ran for office. He shared the collaboration across the District as we successfully transitioned Stage 1 schools to hybrid learning. He went on to note that we are in a time where COVID-19 cases are increasing rapidly, and the important partnership with Ramsey County and the City of Saint Paul, and the need to come together as a community and state during this time. Board members thanked the Superintendent for the planning and work in this process.

Next, SEAB Member Ali shared an update on the work of SEAB, including their work with Restorative Practices staff in reviewing the SEAB manual and job description for the SEAB facilitator/mentor. He also noted that individually, SEAB members have also been working on the census count and voter registration. Board members requested further information on the number of connections regarding the census and voter registration, the role of the SEAB mentor and characteristics that will be important to that role, the willingness of Board members to help recruit new SEAB members, appreciation for the work of SEAB, current SEAB member numbers and grade levels, and appreciation for the leadership of the group.

Next, the Reopen SPPS Plan Update contained information on these four areas: Ramsey County Collaboration, Dial Back and Temporary Shifts, Student Support: EDL and Credit Recovery, and Hybrid Stages 2 and 3 Update.

Within the discussion portion of Ramsey County Collaboration, board members requested further information on county supports for those who may have tested positive, including leave from work, and notification to employers. Clarification was requested on the Ramsey County city case rates, testing by members of communities of color, and vulnerability to the disease. There were also questions about the 14-day lag time and best practices. Outreach to members of the Black Community was also shared. Board members thanked partners from Ramsey County which is so critical at this time in supporting our students and families.

Within the discussion portion for Dial Back and Temporary Shifts, Student Support: EDL and Credit Recovery, and Hybrid Stages 2 and 3 Update, board members requested further information on the number and grades of students in credit recovery, support for teachers, and differences in distance learning and evening high school classes. This presentation also sparked questions around engagement and criteria to understand engagement of students and families, including appreciation for the different

ways and being adaptive and flexible. Further clarification was requested on the lagging 14-day case rate, and criteria to proactively make decisions that are based on that case rate, as well as conversations about whether to dial back or temporary shift. Questions also centered on the readiness targets and the revision of those as we learn more about COVID-19. The effects of the case rates on the Academic Support Centers were also noted, as well as consideration of possible expansion of the support centers, and space and capacity at Washington Tech Academic Support Center, as well as the need to reach out to those students who may need additional support and the referral process. There was also discussion on ways that buildings can use the model of the Academic Support Centers in their own school on a smaller scale. Communication of available supports and resources to families was also noted. Questions and experience within PSEO in the distance learning model were also shared. Further information on internet connections was provided. Discussion also centered on the systemic change that needs to happen in public education, and that now is the time to re-envision what that looks like. Board members also noted the importance of trust between the district and community, as well as the academic outcomes of students at all times.

The next presentation on the Fiscal Year 2019 Final Budget Revision, included details on revenue changes for all funds, expenditure changes, and fully financed funds. Within this presentation, board members requested information on the official close of the fiscal year, the overall budget and fund balance, financial impacts of enrollment loss, and further details on the remaining fund balance in nutrition services and importance of the free-and-reduced-price lunch applications, which drives the compensatory education funding for the district.

The Board approved the recommended motion to accept the report and approve the fiscal year 2019-2020 budget revisions as presented.

Lastly, board members shared their experiences and learnings from the Council of the Great City Schools Annual Fall Conference.

MOTION: Director Foster moved that the Board accept the report on the November 10, 2020 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

B. Equity Committee Meeting of November 16, 2020

At the Equity Committee Meeting held on Tuesday, November 16, 2020, Tri-Chair Myla Pope began by welcoming committee members back to the space, and congratulating committee member Jim Vue on his successful campaign to join the Board of Education. The agenda was then reviewed, which included the themes of Reunite, Recall, Revisit, and Reimagine. Committee members began their work in a grounding question of what they are grateful for, and examples included family, health, work, each new day,

community, and SPPS families. Next, a video was presented which included a montage of images of the historical and traumatic events from the past nine months. Committee members then joined small groups to discuss their emotions and thoughts about the video and this time.

Next the purpose of the Equity Committee was reviewed, and included that:

The Equity Committee is selected through a nomination process and charged with identifying and examining disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities. Recommendations will be submitted to Saint Paul Public Schools Administration.

Our personal work was also reviewed, and noted that each member needs to be grounded and connected to the ongoing work of creating equitable systems. Questions for self-reflection were also shared.

The Seven Norms of Collaborative Work and Courageous Conversations Protocols were also reviewed.

The definition of “inequity” was also discussed: an inequity brings about a lack of fairness or justice against those that are not a part of a dominant way of being. It may include favoritism or bias which makes a circumstance or proceeding unfair, and included examples of predictable inequities.

Next, committee members personally reflected on a set of the 71 district inequities submitted by committee members and stakeholders. They were encouraged to review an assigned set of identified inequities and review if it is evident, if not, what additional information is needed, a draft of a possible recommendation for this inequity, ranking of priority, and any comments or notes. Committee members then joined their small groups to review and process, including sharing of their general thoughts and feelings, commonalities, surprises, and their top three priority inequities. Groups were encouraged to come to a consensus of the top three inequities and determine group recommendations from the personal processing portion of the meeting.

In closing, committee members shared the questions they will reflect on for the next meeting, and words of farewell.

MOTION: Director Foster moved that the Board accept the report on the November 16, 2020 Equity Committee meeting and approve the recommended motions and minutes of that meeting as published. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

VII. SUPERINTENDENT'S REPORT

A. Superintendent's Update

Superintendent Gothard then provided these updates.

He shared that during December, the District will propose the final Pay21 levy to the Board of Education for certification. This levy will fund the District FY 21-22 budget. Prior to certifying the levy, the District holds a Truth in Taxation hearing to allow for public comment. On Tuesday, December 8th at 6pm, SPPS will hold a virtual hearing and will include a brief presentation in addition to a public comment process. Information on the process for public comment can be viewed online at www.spps.org/boe, as requests for public comment must be set up in advance. This is the same evening as the Committee of the Board meeting, and the Board will pause the Committee of the Board meeting at 6pm for the Truth in Taxation hearing. He thanked our taxpayers, partners, donors, communities, volunteers and staff who are making a difference for students and families and appreciation to publicize this additional information.

He also shared that the Board had asked for a focus area of academics, and Administration is preparing information on this topic for both meetings in December as a two-part series for K-12, and will go through a variety of areas look to measure and monitor progress, work to improve long term student outcomes, and how it has been impacted by the pandemic. It will be an opportunity to learn, ask questions, and provide guidance and direction to enter into pivotal months. We are looking very much to take our typical work with standardized tests and benchmarks and ways to measure learning in this new environment. There will be a number of different departments represented in the report, and look forward to spending December diving deeply into achievement for students.

He also shared information on Reopen. We made the decision to temporary shift several schools and programs to full distance learning. The data used is a measure of average cases per 10,000 in Ramsey County over the previous 14 days. The threshold is 50 for schools, and tapers from 10-20, 20-30, and 30-50 and different increments for the recommended learning models. We were at 50 last week and with the increase in cases, our numbers will continue to grow and projections show at 75 and above 100 as the weeks go on and record numbers of cases in the state and Ramsey County. The lagging number is sure to grow. Governor Walz has participated in press conferences with MDH and will be delivering a new set of restrictions when he addresses the State on Wednesday at 6pm and share restrictions to implement. Some neighboring states have taken similar actions. The capacity in our hospitals has reached dangerous numbers. Our hearts go out to healthcare staff. We need to get a handle on COVID-19 in our community. In his message to the community last week, he shared he would share next steps the week of December 14th as related to Stage 1, 2 and 3 readiness for hybrid, and heard consistently that folks want to know. Also know how difficult it was to list different readiness checks and not meet them, and the stress and anxiety that caused week by week. As we share the date of December 14, there are a few things to do. First, is the plan to have conversation the week of December 14th because it is the last full week before winter break and communicate to best of ability what our community, and teachers, staff, students, and families can expect when they return. With new information on the Governor's restrictions shared tomorrow, possibly a month long or longer period of time. We do not know how those could potentially be part of the plan for that week to share with community. It may now have other factors to consider. Hoping by then numbers are down, but dealing with high numbers up until time, to what extent to project or into January.

Dates on the calendar to transition made best sense was January 19th. There are a few natural reasons, first and foremost everyone comes back from winter break and press pause to ensure they are healthy as self before e hybrid and to give time to do that. Also give staff time to plan, and ensure get into learning spaces and transition time necessary and things to work out to pull that off.

He noted that Stage 1 had started on October 19th, and Stages 2 and 3 were almost ready. When it is safe to do so, it could be Stage 1, Stage 1 and 2, or Stage 1, 2, and 3, or none of the above based on the readiness targets and data. We need to look at how we can do it safely and with adequate staffing, and communicate and give time for transitions and when that date may be. There will be no problem in pushing out the date if data shows increasing numbers or we are not ready by January 19th. If able to announce the week of December 14th, he will, but we don't know what January 19th may look like and will try to use the data to the best of our ability and the information that we have at that time. It may be a situation where we continue through winter break and use that first week to put our next date on the calendar, and be open and transparent right now.

Our teams continue to work very hard to deepen our ability to service our students through distance learning, and serving students through Academic Support Centers, and with guidance from the State, we may need to dial back those opportunities as we try to get a community handle on COVID-19.

The first is how we can create virtual support that is different from how it has been, and in-home face-to-face engagement to ensure connection with our young people and for them to know there is support and do to the best of our ability. We will be very careful, but do not want our students to fall further behind, and continue to support the highest level of engagement possible and will not sit back, but wait for a day where we can come back safely with additional supports in place during this time.

QUESTIONS/DISCUSSION:

- Director Brodrick thanked the Superintendent for an information, honest, and courageous report. We will endure and we will prevail.
- Director Vue noted a question about thinking ways to engage students and their families and the mention around face-to-face contact, and more details around that. Response: We do need to determine if we are allowed to do this safely and waiting for guidelines from the Governor's orders on Wednesday. We know there are students who have slid from the radar in how they are achieving, and time to re-establish and let students know we can get back on track together. That's the great concern - students not connecting or doing work, and work on addressing barriers, and confirm students are okay and families are okay; willing to organize with staff and do that safely. There will be future discussions on that from a safety standpoint and will share more with the Board as those details become available.
- Director Kopp thanked the Superintendent and team for their ongoing communications. As hard as this has been, heartening to see how hard everyone is working to make it work in the worst of times right now.
- Interested in the options for connections and support - that is vital for academic growth and for also mental health support. Are we thinking of connections as having a mental health support component for students and families? It's been 8 months since our kids have been in buildings, and how that is impacting families, and thoughts around that. Response: Absolutely. To the extent that we can and our teams have been very busy with selves and partners to do that as well. The best place for our students and families is to work with their school, especially during distance learning. We may have families who are brand new and assume nothing in terms of what our students need and completely different from student needs pre-March 15th, which has been disrupted and cannot rely on how we did things in the past. We have built a great knowledge base, and look for new ways to do that and it starts with the first connection to ensure that connection.
- More information from the team will add additional content.
- Director Marchese noted that this is not the direction we had hoped our season would go and in a dangerous public health crisis, and appreciation for the deliberation. He recognizes that some is out

of our control and important to re-emphasize that if we want schools to reopen, the behavior of our community members must change, and the compliance with State and Governor's mandate must be clear and upheld and enacted every day because of the well-being of our children. It is unfortunate that children have lost access to their schools and yet we still had access to recreational and entertainment venues, and that speaks to the priorities that are reversed and not to the community overall. The job of school board members is to think of the well-being of our students and community, and our hands are tied by the decisions of others. We are operating in a context that we have been forced into and that is unfortunate.

- He also raised another issue that has been heard in community and in public comments, and that as we think about when the time comes to reopen, know there may be changes to activities like athletics, and one of the concerns raised is that because of MSHSL rules, some sports programs still active during this time, and members of the school communities, particularly in our secondary schools, have raised equity issues around how that is perceived for other activities not regulated by MSHSL, but impacted by changes. Question is to establish a process to create equity in how we deal with all other extracurricular and co-curricular activities in schools and receive some consideration around what is appropriate in face-to-face meetings, frequency, and ways to support activities and courses so students in those have ability to participate in some way. Recognize distance learning creates restrictions, but hopeful that when getting to the other side, like to hear from the Superintendent and team and specificity how to address how to open these activities. Raise this because social cohesion and mental health and social well-being is impacted by activities involved, and people connect through them, has negatively impacted academic outcomes, and need to be sensitive to those things. These are very important to the well-being and learning opportunities. Not asking for a plan but commitment to include in future updates about how to address that. Response: There is a group that worked on this previously, and be sure they are ready to work in partnership with MSHSL, with some activities under MSHSL, and want to address throughout and ensure understanding recommendations and understanding why and ensure part of the plan moving forward.
- Director Marchese also noted at the Committee of the Board meeting and discussion about targeting seniors, specifically about being on track for graduation, ensuring on track with courses, grades, and credits, and was going to take place in buildings of Academic Support Centers. What is our plan now that we have moved back to Distance Learning? Response: Part A is that there are several high school principals and staff who have taken this on, with Darren Ginther to provide supports necessary for seniors, outside of Evening High School and ongoing support. We also are going to plan to offer a series of senior blitzes on Saturdays in November, December and January from 9:30am-12:30pm at select sites to provide in-person support for seniors. We may learn of restrictions after the Governor's announcements that disallow that. We will find a way to do that, but will need to reassess after guidelines.
 - Hope to share with the Board based on the impacts on the restrictions and plans to do that. Students are still moving forward and need to find a way to help them. Are there other techniques to work through community partners for assistance? As we try to do more check-in for students who are more difficult to reach, disengaged, struggling etc., the ways we are able to do that through DL if not permitted for face-to-face will be limited, and discussion on limited in-person activity and what will replace that if not possible? Response: Our community partners have been great, and many have been helping at the Academic Support Center. It is not uncommon for unsolicited folks who want to give, and to help, and that is heartening to see. We are going to watch to see the direction from the Governor, and if there is some in-person able to allow, we have prioritized the senior blitzes, and work under Academic Support Center to lean into secondary students in November, December and January to support our secondary students, particularly our seniors. We will wait to learn more from the Governor. Our plan is to make

adjustments to the schedule to be open for a shorter period and streamlined in services and tailor it to the secondary students. Hats off to the high school principals and their teams - they have ideas to bring to the District and are looking for real partnership. Want to capitalize on the ideas they have and they know their communities and supports in place, and ensuring there is that connection and starting to see that progress.

- Know folks are working hard right now to be creative, innovative and work with restrictions, and that is appreciated, and appreciate the work of Superintendent, Chief Turner, school-based staff, and always sense that there is more, and needs are high and motivates us because our community is depending on it.
- Dr. Gothard thanked everyone, and there has been a strong sense of finding our purpose and ensuring we are living that purpose in all we do for our kids and families. Encouragement to continue on and safely and to make the best decisions possible with the information we have.

B. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period October 1 through October 31, 2020. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding these items for separate consideration:

- **C3 - Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Student Support SY 2020-21**
- **C4 - Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2020-21**

Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

BF 32253 Gift Acceptance from Wallin Education Partners

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

B. Grants

BF 32254 Request for Permission to Accept a Grant from 3M Gives

That the Board of Education authorize the Superintendent (designee) to accept a grant and funds from 3M for Career and Technical Education; to accept funds; and to implement the project as specified in the award documents.

BF 32255 Request for Permission to Accept a Sub-Award Grant from Goodwill Easter Seals of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept a sub-award from Goodwill Easter Seals of Minnesota for funds to support the Business Service Pathway Program; to accept funds; and to implement the project as specified in the award documents.

BF 32256 Request for Permission to Accept a Donation from the Life Time Foundation

That the Board of Education authorize the Superintendent (designee) to accept a donation from the Life Time Foundation for Nutrition Services; to accept funds; and to implement the project as specified in the award documents.

BF 32257 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to subscribe to educational programs that support distance learning; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 32258 RFP #A218951-A | Amendment of RFP for Prime Vendor

That the Board of Education authorize the amendment of RFP #A218951-A to increase the dollar amount of the contract with Indianhead Foodservice Distributor by \$26,000,000 to a total of \$32,000,000 for furnishing and delivery grocery items and supplies.

BF 32259 Memorandum of Understanding St. Paul VISTA Program with Office of Early Learning, 2020-2021 Program Year

The Board of Education authorize the Superintendent (designee) to enter into this contract.

D. Agreements

BF 32260 Memorandum of Understanding between Math Motivators and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Math Motivators for the 2020-21 school year.

BF 32261 Memorandum of Understanding between Bethel University and Saint Paul Public Schools

That the Board of Education approve this MOU and authorize the Superintendent (or designee) to execute the Memorandum of Understanding between Bethel University and Saint Paul Public Schools.

BF 32262 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2018 through June 30, 2020.

E. Administrative Items

BF 32263 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period September 1, 2020 – September 30, 2020.

(a) General Account	#729526-730405	\$35,520,338.43
	#0003876-0003892	
	#7003843-7003873	
	#0004967-0005045	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$3,390,843.68</u>
		\$38,911,182.11

Included in the above disbursements are two payrolls in the amount of \$22,501,341.80 and overtime of \$31,087.75 or 0.14% 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 Workers' Compensation Law falling within the period ending February 28, 2021.

BF 32264 Approval to Create a Cooperative Sponsorship between St. Paul Central High School, Open World Learning and Como Park High School in Girls' Gymnastics

Authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Girls Gymnastics with Open World Learning and Como Park High school at Central High School.

BF 32265 Request for Approval for Funds from the Minnesota State High School League's Foundation Form A

Authorize the Superintendent (or Designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32266 Construction Change Directive # 5 for Peterson Companies, Inc. at Washington Technology Athletic Improvements

That the Board of Education authorize the Superintendent (or Designee) to sign Construction Change Directive #5 for Peterson Companies, Inc. at Washington Technology Athletic Improvements for the not-to-exceed amount of \$1,102,705.00.

F. Bids - None

G. Change Orders - None

ITEMS PULLED FOR SEPARATE CONSIDERATION:

Director Brodrick pulled these items to learn more about SELBI's and Saint Paul Youth Services' work during this time of COVID-19 and distance learning. He noted two questions - with both partners we have been with for a while, information about overall performance, particularly now during these trying times about how these services are being provided during the pandemic.

SELBI partnership is at Washington and Humboldt. Principals noted two things in effectiveness, and that principals would not be as effective without them. Things highlighted included existing relationships with students. In years past, these positions were referred to as behavior intervention specialists, and their work was to ensure connectedness, especially after students had a behavior impact. They had a restorative approach and caring adults who helped to bring students back. They are continuing that focus on connectedness and student engagement. A couple changes in services are in switching to a digital and virtual format; they are joining staff or doing socially distanced home visits, and hosting small group support sessions. One interesting story is that staff are hosting a virtual lunchroom, and opportunity for students to gather with a familiar face and to have lunch together.

SPYS is at Harding and Johnson, and the principals noted similar stories. One of the highlights is that SPYS staff have credibility as caring community members, and when they reach out to families, they are recognized, and the young people see them as members of the broader community. Similarly, they have changed their format and making more regular phone calls home and reaching out to the students. The other highlight is offering office hours, similar to lunch room idea and drop-in format for students.

The principals highlighted that these partner staff have been able to make connections when school staff may not have been able to and are integrated into the school support team at the schools, and reaching students we haven't been able to in other ways.

QUESTIONS/DISCUSSION:

- Are teachers able to contact these folks in these programs if they think they need some assistance in connecting with students? Response: Yes - it's organized differently at each school. Some staff are assigned to a grade level so teachers may know to reach out to a specific person. Other times, they are assigned to particular classrooms. Through the school student support structure, the teacher can ask for help for these folks to reach out to students and work on connectedness.
- Super grateful for partnership and need it now more than ever; grateful for partnerships that exist in this community.

BF 32267 Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Student Support SY 2020-21

BF 32268 Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2020-21

MOTION: Director Brodrick moved, respectively:

- That the Board of Education authorize the Superintendent (or Designee) to contract with SELBI for Behavioral Specialist support at two (2) sites for SY 20-21, and to implement the services as specified in the contract.
- That the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services (SPYS) for Specialist support at two sites for SY2020-21, and to implement the services as specified in the contract.

Director Kopp seconded the motion.

The motion was approved by roll call vote:

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

IX. OLD BUSINESS - None

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Vue requested a formal enrollment trend including the last 4 years and current forecast by school and grade level. Concerned about enrollment decreases and information pulled.
- He also requested information and discussion on Ethnic Studies and plans toward creating element of learning - specifically remarks about where we are in crafting Ethnic Studies in SPPS, including recommendations of interest from community members who may specialize in area, teachers who may be doing elements in teachings, and thoughts from SPFE in crafting this content.
- Director Marchese mentioned a few items in his previous comments for the future.

B. Items for Future Agendas

- Director Brodrick echoed Director Vue for discussion about Ethnic Studies and progress on the program.

C. Board of Education Reports/Communications

- Director Brodrick noted that he feels the burden of isolation, but at the same time, hearing so many things, seeing neighbors and kids next door, and in this terrible time of sadness, still feeling hopeful and that we will not only endure, but also prevail. Thanks to the Board and Administration - we are all in this together.
- Director Kopp shared that she was invited to attend a virtual class at JJ Hill and spent time answering questions about her favorite food and candy (candy corn), and that students noted they enjoy long division. They are enjoying reading and being together, and such a joyful experience to be with students and their teacher, and to see their interaction, liveliness and happiness to be together and felt hopeful. Know it is being replicated in classrooms across the district, and thanks to educators for creating communities of care, connection and love. It is appreciated by students and parents.
- Director Ellis noted missing classrooms and buildings. She reminded the Board of the MSBA Delegate Assembly is December 2, and the book of resolutions to be discussed. She attended another Legislative Executive team meeting, and stressed the amount of work folks are putting into the next legislative cycle because everyone is concerned about our schools and funding, and impacts to things we can do and decisions that every school district will need to make. It is not lost on anyone of the amount of work, and also it is also really distressing to have these conversations at this present time without individuals recognizing the impacts they have on the school districts in this state, and the power they have to either be reflective in things they are doing, their job and impact, and trying to convince others of their role. Schools are the most important and this entire state is relying on us to do so much and needs to be acknowledged to support our students. In several meetings and talking about upcoming cycle, worried and hopeful, and also cautiously optimistic. Will be reaching out to board members because there are things needed to accomplish on behalf of students in SPPS, and across the state. Know we are charged with this district in Saint Paul, but we all need to wrap our arms around all students to try to have the best outcome from the State, because the forecasts are a little unsettling.
 - Director Brodrick noted that Director Ellis is the delegate to MSBA and thanks for reminding of the delegate assembly. He confirmed the dates for the pre-delegate assembly meeting on November 21st in preparation for the Delegate Assembly on December 2.
- Director Foster noted the uniqueness of diversity on the school board and it is important for all voices to be in the spaces often very bland. The representation and passion just spoken about to be there - we need to be there to work with others and challenge others to think of all kids in Minnesota, and it is important to show up. Representation matters at all levels of leadership and need to be in spaces and places to advocate on behalf of all students and staff.

XI. FUTURE MEETING SCHEDULE

Chair Foster noted the series of special meetings scheduled, as well as the Proposed Pay21 Levy Hearing scheduled for Tuesday, December 8, 2020 beginning at 6:00pm via telephonic and video conferencing.

A. Board of Education Meetings (6:05 p.m. unless otherwise noted)

- December 15
- January 5, 2021 (Annual)
- January 19
- February 23
- March 23
- April 20
- May 18
- June 22
- July 20

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

- December 8
- January 5, 2021
- February 9
- March 9
- April 6
- May 4
- June 8
- August 10

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 7:27 p.m.

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

Prepared and submitted by:
Sarah Dahlke
Assistant Clerk, St. Paul Public Schools Board of Education

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

**SPECIAL MEETING OF THE BOARD OF EDUCATION
Via Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe**

**November 23, 2020
5:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:02 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

IV. NEW BUSINESS

Superintendent Gothard then thanked the Board, staff, and community for gathering to share information on successful MOU agreements with various bargaining units. He thanked Ms. McCarty and so many others who have been responsible for many hours of collaboration. These are, since March and April 6th in emergency DL, these are unprecedented times for all of us and continue to be as we look forward to the best ways to transition to hybrid. Proud of the team in addition to keeping everything running during

the day, and working into the evenings to ensure needs were expressed in a way to work together. We are not done yet, but made good progress, and the MOUs presented show the good faith presented to come to these agreements.

Ms. McCarty then presented information on the MOUs, which included the bargaining units. A general overview of the four MOUs was provided, including premium pay, advancement of sick leave, use of leave benefits, and voluntary layoff.

All four of the MOUs have these areas and focus - the slight difference is the premium pay language. It does cover four difference programs - Essential Kids care, Academic Support Centers, Discovery Club, and Meal Distribution. End dates were reviewed for each program, as well as additional duties of staff within these programs. There may be some different requirements in their role during this time. Details of advancement of sick leave was also provided, for advancement of up to 80 hours of sick leave in the event they have a low balance, and a method to "pay back" that sick leave. It is at half-time. Details on use of leave benefits to continue to utilize their sick leave, quarantine leave, and federal leaves in collective bargaining agreement and through FFCA. There is also voluntary layoff across all four, and allows employees to take a voluntary leave and still remain within the District's healthcare plan and additional details were provided. We have not done any layoff or voluntary layoffs - it is an option employees have in the event that they would like to take it. It will be continued through the end of this school year. All four MOUs go to June of 2021.

QUESTIONS/DISCUSSION - None

Director Allen noted that she will be abstaining from voting on the MOUs with Teaching Assistants, as her wife is a TA at Ramsey Middle School.

QUESTION/DISCUSSION:

- A. Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants

BF 32269 Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants

MOTION: Director Foster moved approval of the Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Teaching Assistants. The motion was seconded by Director Marchese and Director Ellis.

The motion was approved by roll call vote:

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

B. Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services

BF 32270 Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services

MOTION: Director Foster moved approval of the Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Nutrition Services. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

C. Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers

BF 32271 Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers

MOTION: Director Foster moved approval of the Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Teamsters Local 320, Representing Bus Drivers. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

D. Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teacher, Education Assistant, and School Community Service Professionals Bargaining Units

BF 32272 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teacher, Education Assistant, and School Community Service Professionals Bargaining Units

MOTION: Director Foster moved approval of the Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of

Educators representing Teacher, Education Assistant, and School Community Service Professionals Bargaining Units. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

V. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 5:23 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

**SPECIAL MEETING OF THE BOARD OF EDUCATION
Via Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe**

**December 8, 2020
6:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:00 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

SEAB: K. Ali

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

IV. OLD BUSINESS

A. Administration Presentation and Public Hearing on the Proposed Pay21 Levy

State statute requires that all local governments (cities, counties, and school districts) to hold a public hearing prior to finalizing their levy authority and allow for public comment. The hearing must follow the release of the proposed tax notices from the county. The notice provides information on estimated taxes as well as market value and other homestead adjustments.

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay21 school levy funds the 2021-22 school year. Levies are approximately 22% of the SPPS budget. The Levy can only move down after October 1.

School boards levy to provide revenue that funds the cost of staff, OPEB & pension obligations, debt service, facilities projects including: health and safety, maintenance and new construction, community education programs, and other expenses. Schools can only levy what is authorized by law.

The CFO went on to describe the factors impacting 2021 school levies, such as:

- Changes in tax base
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Other Post Employment Benefits (OPEB) obligations
- Employment changes that drive severance and unemployment levies Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

The CFO went on to describe the factors impacting the Saint Paul levy, such as:

- Overall, St. Paul's estimated market values are up 8.6% from the prior year with values now \$5.86 billion above the Pay 2008 Peak
- Market values are increasing in the double digits for 26% of homes, 77% of apartments and 41% of commercial/industrial property
- Sunray/Battle Creek/Highwood, Greater East Side, West Side, Payne/Phalen, Como, and West Seventh are all areas with higher increases in residential market values
- City, County and School portion of fiscal disparities aid increased. District increased by \$206,206

Ms. Schrul also described the determining factors into property taxes, including state legislature, taxing jurisdictions, and county assessor.

The 2021 Proposed Levy was then reviewed, and included details on the SPPS levy categories of:

- Operating
- Pension/OPEB/Contractual Obligations
- Facilities
- Community Service

Detailed figures on the proposed levy were shared, with the certified Pay20 Levy, SPPS Proposed Pay21 Levy, and the difference within each of the levy categories. The percent change is proposed at 4.77%.

The estimated annual property tax impacts on a home from 2020 to 2021, assuming a 8% increase in market value were reviewed, with the change at \$56.05 on a \$215,800 median home market value. The estimated property tax impacts on a commercial/industrial property from 2020 to 2021, assuming a 4.9%

increase in market value, with the change at \$161.67 on a \$486,600 median commercial/industrial market value.

Finally, the Pay21 Levy calendar was also reviewed, with the upcoming certification of the Pay21 levy at the December 15, 2020 Regular Meeting, and the certification to Ramsey County on December 28, 2020.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION - None

V. PUBLIC HEARING

- Peter Hendricks
- Dennis Chisholm
- James Riley

VI. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 6:27 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

December 8, 2020
4:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Chair Foster.

II. ROLL CALL

Board of Education: J. Kopp, S. Marchese, Z. Ellis, J. Foster, J. Brodrick, J. Vue
C. Allen arrived at 4:33 p.m.

SEAB: K. Ali

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

IV. SUPERINTENDENT'S REPORT

Superintendent Gothard began by welcoming everyone to the meeting. He noted the current state of the COVID-19 pandemic and current case rates, and a brief update on vaccinations, and the plan to deliver

them to essential employees. While there is a not a date for education staff, the process has started. By Spring, we should be well on the way to be in a place where our community can obtain the vaccine. We are shifting to vaccination, and what a school district and community looks like with a vaccination, and barriers to continue to talk about the importance for health, safety and life of our community members. It's an important time for us and continue to learn and grow, and will impact our treasured stakeholders in SPPS.

He also noted that our SEAB student Kalid Ali was matched as part of the QuestBridge match program with Macalester College. He is going to be attending Mac, and is a select group of students who will be matched with a university. This program partners with nationally recognized colleges, and they truly look for students such as Kalid who are achieving at incredible rates in times of adversity, and need support. It is both a reward for Kalid, and a reward for Mac and our community. To know they have welcomed him and that he will be learning in our community and continue to grow, and give back to this great community. We are so proud, and know Kalid's family is also proud.

SEAB Member Ali then shared more about QuestBridge, including attending college at no cost for four years. He noted his experience in the college application process.

Board members congratulated SEAB Member Ali and encouraged him to reach out to board members throughout college and into the future. He has the support of SPPS and the community as he attends Macalester. So glad that he will be in Saint Paul to grow, and SPPS is a family and we are here for him. It is a recognition of all he has brought in and done so far, and so well deserved, and pleased for him, the community and his family. We are excited and proud and look forward to great things. Congratulations and thanks to Macalester, and he brings heart and honesty to items. Wish joy and success as he moved forward in his education.

V. 2021 LEGISLATIVE AGENDA

Superintendent Gothard then introduced Mary Gilbert, Legislative Liaison, to provide an update on the 2121 Legislative Agenda. He noted engagement in AMSD, MSBA and CGCS and compiling our priorities and be able to share them as one voice.

Topics discussed included a session preview and agenda items of:

- Stabilize Education Funding— Covid, General Education/Categorical and Special Education
- Increase diversity of teacher workforce
- Enhance local control and reduce mandates to improve outcomes
- Provide resources for child and family stability and support

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanks Ms. Gilbert for the presentation.
- With SUTR and making it affordable for the bachelor's program, and by making it affordable, are we going to use the same standards as the licensure program, or other implementations? Response: We are in the process of submitting a grant with a higher education organization. One option is the Dougherty School at the University of Saint Thomas, which provides benefits to our students. Before they get to Dougherty though, we try to have students enroll in College in the Schools courses in high school to earn both high school and college credit. There is also funds allotted to CIS programs in

high schools, for classes such as Intro to Teaching. It is time and money. The goal is to shorten the duration of hours in college for students with CIS courses and then to Dougherty School, thereby reducing the number of hours, credits, and time in a school. They are also looking at working with other foundation partners to offset the cost of tuition or off an internship that might be available during the student-teacher period.

- Discussion around licensure and underground programs. Response: It would be more of an internship in bachelor's program. The difference is that SUTR candidates are already employees in the district and they can't do the full-time job as SUTR, and taking classes during the summer, and full time position with master teacher Monday-Thursday and meet with their cohort on Friday. For SUTR, candidates are making a sacrifice in pay ,but do provide a stipend and pay their health insurance. It will be slightly different, but same spirit to look at partners and time to reduce student debt, and provide internship payment to offset their expenses. We will also have them apply for any and all grant programs through the Higher Education Coordinating Board, and then wrap other sources around to keep barriers and cost down.
- Suggestion to pay for medical insurance and benefits for the entire family, as that was identified as a barrier and concerns of some paraprofessionals - the pay cut and their families would no longer qualify for benefits.. Response: Will look into it and possible MN Care is an option for those families as well.
- Board members thanked Ms. Gilbert for the presentation and information.
- There are a lot of moving pieces in our legislative agenda, and great job of keeping apprised before and during session.
- MDE had a school funding task force, and what are the overlays of that report drafted by the working group, and about our funding formulas, SPED funding, and specifics in our agenda that might dovetail with the report. Response: There were several recommendations that were very expensive, and our general funding information - funding formulas have not kept up with inflation or property value, and has created inequities between districts. In putting together the agenda, taking principles used on general education moving forward with inflation, examining property tax differences and sustainability. Special education recommendations were fully included. The PreK recommendation was to go even further, to consider all students eligible for FRL, or universal. Given the deficit, and shore-up 266 seats first, and knowing in the Senate they would like to put funds into scholarships. Trying to be pragmatic and put in place that if a formula moved in that direction, use all principals from the formula, and goal to catch up with inflation, fund the biggest areas of cross subsidy in SPED and EL (\$70M combined), and add the 266 PreK seats. Those are big items. Will have all in place, so with the vaccine and economy coming back, the forecast may change and have pieces in place, including with inflation and funding those changes. There are ways to implement changes in formulas that are easier to do because we don't need to pay for them in a year with a deficit.
- Also important to elevate the principles in terms of lack of keeping with inflation, inequities, and cross-subsidy.
- We belong to AMSD and MSBA, and there will be some congruence in organization in common lobbying priorities given the fiscal situation of the state and make sense to go out together. Response: We all do better when we all work together. We have met to discuss that, including what is needed regarding COVID, and move forward the smartest way with things built into the forecast when the economy improves. A special thank you to Marcy Doud because she was on the task force committee and did a phenomenal job in representing the District in the special education recommendations. Director Marchese agreed and noted a presentation by Assistant Superintendent Doud before her time at SPPS, and appreciates that she is our special education lead.

- He encouraged Ms. Gilbert to please call in how to move things forward, and board members are able to be voices of the community and with elected representatives as well. Had some meetings together with Saint Paul Delegation members, and know the Board is able to help as needed.
- Director Ellis noted the MSBA Delegate Assembly last week.
- Curious to know about building things into the formula, and it will be helpful in the future and not something to pay for. If hold the District harmless for pupil counts and compensatory aid - how will they play into that, and things not to do now, but more immediate? Response: Holding the District harmless on pupil count affects stabilizing funding for this school year. Compensatory affects funding for next year, and believe to have most challenges to work with families and students have this whole year disrupted. Some will also depend on the federal government and aid. The other will be, as in the last large budget deficit, districts ended up providing revenue to get State out of deficit - they delayed payments to schools and borrowed property tax payments. It was to a county cash flow provisions, where districts funded part of the money that we got back and to prevent cuts, and still had cuts. One of the things looking at whether to delay payments to schools, which can generate a lot of money just by giving 80% instead of 90%, and would be using own money to do increase in general education formula or not take cuts. The other thing discussed is if local governments are sitting on reserves, and looking in that. Financing options there might be to offset the deficit, and a lot depends on the federal government and if they are going to provide funds to offset.
- She also noted the thinking about impacts for the next five years, and what that means at the state, and multi-year planning as we continue to try to figure out how we can recover and recoup through how we show up in the future. It will continue to have an impact on our district, and how that is being a part of the conversation at the capitol.
- Director Foster thanked Ms. Gilbert for her work and commitment, in continuing to be champions for public education.
- Superintendent Gothard thanked Mary - she has been an indispensable partner, and needs for relationships and staying connected to lawmakers and know she will continue to fight for Saint Paul and public education.

RECOMMENDED MOTION: Director Foster moved to approve the Legislative Agenda for 2021 Legislative Session. The motion was seconded by Director Brodrick and Director Allen.

The motion was approved by roll call vote:

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

Director Foster moved approval, and it was seconded by Director Brodrick, to recess the Committee of the Board Meeting in order to move to the Special Meeting - Truth in Taxation Hearing. The Committee of the Board Meeting recessed at 5:48 p.m.

The Committee of the Board Meeting reconvened at 6:40 p.m.

VI. DISTANCE LEARNING & HYBRID UPDATE

Superintendent Gothard then introduced staff to present an update on Distance Learning and Hybrid. The guiding principles were reviewed, as well as the dial of hybrid stages with the District currently in Distance Learning 2.0 for all students. During the month of December as DL updates, there is a 2 part series to share the academic work to share the work being done for high levels of instruction at equitable levels. He shared a framework for this critical work, greater efforts to strengthen the educational efforts; COVID has presented challenges, and the one core to our work is to provide instructional and ensure equitable learning for all students and strategic plan; we have worked tirelessly to address academic challenges and the urgency of closing, providing meals, and providing support and has been responsive and intentional and reflects cross functional work to improve long term student outcomes.

An update to Hybrid Stages 2 and 3 was also shared, including details on site readiness, important dates, and potential impacts.

The next portion of the presentation focused on ensuring high levels of instruction and learning during COVID-19. Part I at the Committee of the Board meeting will focus on:

- Unfinished learning
- Credit recovery
- Specialized Services
- Engaging families as partners

Part II at the Regular Meeting on December 15th will focus on:

- Strengthening academic core
- Culturally Responsive instruction
- Social/emotional support
- Academic Support Center
- Senior Blitz

The definition of of “unfinished” learning was reviewed first. Graphs showing COVID-19 learning loss forecasts for Grades 3-8 in math and reading were shown. Data from across the nation, as well as the region was also shared.

Within the SPSS 9-12 Support portion of the meeting, the impacts on seniors was discussed, academic student supports for grades 9-12, and next steps.

Within Specialized Services, the topics of instruction, social/emotional learning, resources, and family supports were shared.

Additional information was also shared in engaging families as partners, and new ways that our schools are engaging, and District efforts to fill in the gaps.

QUESTIONS/DISCUSSION:

- Director Allen requested further information on the rationale for switch classroom teachers in the middle of the year, and what brought us to that decision? Response: There will be situations where teachers may have an approved ADA accommodations and are now teaching virtually, and some of their students may have opted into hybrid. That shift will need to happen because of the need for a licensed adult in that classroom.
 - She went on to note concerns because we are in this state of instability, and to add another layer of instability is concerning. Understanding this is what we will need to do because of accommodations, but wondering if way to maneuver around that on an individual basis to make

accommodations for students and families? Response: There will be movement, and will be looking at if move students - either case changed based on availability based on choice and teacher of assignment may or may not be able to do that. Also, the parameters and need to be mindful. Lots of different force in what a hybrid looks like. Through negotiations and working with maximum flexibility and believe arrived at a good place - some disruptions but not as many as if we did on September 8th. The time we have taken to do best way possible has paid off, but there will be disruptions.

- She also noted and appreciated the hard work and thought in how to go to hybrid, and want to encourage everyone to dive into how to perfect distance learning and fill where needs are not being met because we will be in this situation for a while, or may need to go back into it. Focus work on perfecting distance learning. Response: Hybrid learning is distance learning, and still interacting online with teacher. We have a lot of work to do remaining with DL, and know that will be a part of it.
- Director Kopp noted questions about Virtual Learning School, including enrollment options an opportunities to still enroll? Response: The original last enrollment date was November 9th, and one of the pieces beginning to discuss - families opt into this program, and if they didn't, their option was hybrid - we know there are some additional requests to opt into VLS, and need to provide that opportunity for families, and contingent if we launch on January 19th, and communication to families to confirm their enrollment. There will be an opportunity to sign up and communicated with families contingent on the decision in January.
- About VLS, and enrollment capacities at sites - imagine it varies? How was that determined? Response: One of the things offered and allowed teachers a perspective on sharing was voluntary decision if teaching hybrid, and make a choice to keep the current class roster, and mean they would be teaching students in hybrid and students in VLS. The capacity of VLS is with large amount fo staff with approved accommodations from HR. That factors into who is teaching VLS. Enrollment is the driver of capacity and will staff accordingly.
- She also noted the complexity of this from multiple schools, needs, desires, and appreciation of schools team, and building leadership for communicating with families.
- Director Marchese question that in terms of planning with Stages 2 and 3, is the plan to consider Stages 2 and 3 to happen simultaneously? Response: The plan would be to launch Stage 2 and 3 simultaneously, which would mean in a context of PreK-5 launched on the same day for hybrid.
- Talk about thinking of why that way? Response: Our readiness targets and process based on readiness and took time to have each stage ready on their own, and had time for Stage 3 to be thought through. It provides a better opportunity for elementary schools, and this will ease planning and logistics. By adding Stage 3 at a later date, there would be potential disruptions in routes in transportation, etc. We have used this additional time to plan for Stage 3 and feel more confident.
- It makes sense to think about PreK-5 at one time because of logistics and at the same time because so many buildings organized in that way. Will the calculation change for K-8? Response: We think of grade bands being serviced. Stage 4 would launch the middle school component of K-8 schools. There is consistency for Stages 2 and 3 for all sites because it is inclusive for all grade bands. It will not cause disruptions if the middle school grades are not moved in Stages 2 and 3, but are moved as planned in Stage 4. In thinking about that grade band, there are students in Special Education that may be receiving service at those sites.
- Director Ellis noted questions in the difference in Group A and Group B. Response: Group A would be representative student group who would attend on Monday and Tuesday, and Group B would be the group of students who attend hybrid on Wednesday and Thursday.
- What if a family in Group A feels that Group B is better for their needs and schedule? Would they be able to move? Response: There are some opportunity to balance classes, but the work put in on the front end in designing, there will be some room for flexibility, but not a lot. We want to randomize

opportunities for students, while prioritizing opportunities for families. We may see a small number of shifts and changes with facilities and total number of students to bring into a classroom, and transportation and keeping families together. That is a site-specific concern that families could share with their building.

- Director Ellis noted that schedules may work better for some families, and adjusting once students back in school, and flexibility and opportunity to adjust.
- About staffing, curious because we talked about the possibility of students having different teachers, and what that means for students who received special education services, and does that mean the support staff will change as well? Response: One of the things we are looking at in Stage 1 is that there was flexibility because of the size of the stage in returning to hybrid. In Stages 2 and 3, and staffing, it's based on enrollment in VLS and accommodations. Because of enrollment in VLS and accommodations, there may be some changes, but not a whole team, only the individual who needs an accommodation to work remotely. In regards to accommodations, there could be a shift. But it is more flexible who stays in case manager, but provides in person services. There may be another person added to the team, and keep the case manager. We are trying to keep consistency for students and including the paraprofessionals, but it is also about accommodations of the staff in how flexible we can be.
 - If switching who student has been with since January, and hope intention that those with our students as support have been there and stay there; students will need consistency especially if their classroom teacher changes.
- It seems there is conversation about elementary coming back in hybrid, and wondering about changes for middle and high school students. Think it's still a little gray as to what happens - will those teachers change, and will this carry into later stages? Response: Teachers across the district who apply for and seek an accommodation through the ADA may find themselves not able to provide in person support and teaching for students. There is opportunity if we bring students back, that individual may not be available in person, and will be a systemic challenge and situation we face. Our focus currently is on identifying better ways to support distance learning and in person learning considerations, and will be part of the discussion in hybrid in Stage 4.
- Whatever system for staffing, will continue with middle and high school. If we have students in VLS, and students returning in hybrid, there will be same transition and/or schedule modifications to make, and trying to figure out impact on students, especially seniors, and all students from 6-11. Response: To a certain degree, yes, there will be students who opt for VLS and staff not able to provide in person support. The difference is in the scheduling from elementary to middle and high schools and the impacts this hybrid model could have, and moving those pieces around, and see how the variables impact. We are continuing to work through those scenarios. The threshold for cases is also higher for secondary cases as well.
- As we're building our system to bring students back in hybrid, but that Stage 4 will be middle and high school, so what we build now will be important for Stage 4.
- Director Vue noted the timeline, but noted concerns about opportunities for families to provide feedback and noted the readiness indicator. Where are families' comfort level right now? We're asking them again to make accommodations and changes to their lives, as they juggle the hybrid schedule and DL schedule. What kind of opportunities are we giving families to provide feedback? Response: We did ask input from families over a month ago for Stage 2 and 3, and are currently planning to ask families about their experiences in distance learning. Since we are in the design stage, it is something to take into consideration as we finalize the survey. Given that it would be quite a bit out, and might be more relevant in terms of the timeline.
- Are there plans to send new surveys or communicate with families, maybe not right now, but as we move closer? Response: Yes, there are plans to communicate further with families. Unless we are

moving to Stage 4, we would not administer another pulse family survey similar to Stage 2 and 3 in terms of reach out for feedback. It would be related to experiences of students and families in distance learning.

- Are we talking a week or two out before the date of action where we move? Response: It would be asking for family input after the winter break, and administer the surveys for family input so it would be closer to the timeline.
- Director Allen thanked the team for the presentation.
- With the reading scale, it looked like the slope started at grade level, but are there adjustments for students who may be coming into a certain grade but not reading at that level? Response: On the RIT scale, the scale is vertical, and across all grade levels. That line is the average, but does not correspond to a level, and one of the advantages of an assessment like this. Wherever students score on a map, their scores are averaged together. It is important who takes the assessment and all their data is combined together in a vertical scale. It is the average of all the score, and wherever the student is and included in that grade level score and averaged in no matter where their score is on the scale.
- Director Allen noted the data for students passing or failing, and the data for SPPS was not broken down by demographic groups or race. Our disparity gap is larger than other states - what do we look at for our district? Response: We have preliminary data to share with how those numbers look. We can compare quarter 1 final grade data compared from this year to last year, and how far where we were knowing pandemic is intermediary, and look at for 6-12. For 34% course completion in Q1, we know at this time last year, that number was 9%. This information tells us double the amount of courses not passed between this year and last year. We also have data around students who qualify for FRL, racial groups, and students with disabilities. It is being compiled and hope to share fully next week. About the reading, at national and state level, in reading looks similar to SPPS. The reading looks a little better in SPPS. We did have disproportionality related to the racial breakdown of grades, and preliminarily, it looks like disproportionalities carried forward and see again in Q1 of this year, and will have it next week if disparities are exacerbated, or continue at their regular pattern, which is still not good, but have gotten worse and will have in Part 2.
- About the credit recovery program, and recommendation and concerns around process, and want to emphasize how important it is for students to have skills to allow them to obtain a living wage, or be able to be successful in community college, college, tech school or next choice. Hoping in credit recovery process, and looking at deficits to receive because of COVID in education, and more targeted in college essays and other skills that can obtain them a living wage position. We need to align those. Just passing students along does not help them be successful in the long run.
- Director Kopp thanked staff for the presentation and information.
- Also appreciate focus on whole student and looking at whole child, whole family and anticipating the difficulties that students may have such as mental health, focusing.
- Heard a lot of great information about resources from Director Ginther and Director Kilgore, and tools available. Know those get pushed out through schools and teachers - is there also a place where these things can live to refer families and students? A real easy place for these things to live - like a one-pager? Response: We are collecting all best practices in Family Engagement, and with Ms. Carlstrom and supporting Ms. Bolling, and she is gathering all things together to learn from one another and have that resource as well. In OFECP, we will have that and it will be easy to use, and in a place to all use and learn from it. Often times it does fall on support staff. Ms. Kimani also provided insights to support students and school based mental health supports and centralized supports to provide to teachers and families and school-linked mental health supports. She noted the challenges, but also working district wide, and referrals or need no matter what school, and getting this

information out to school sites to families. In talking about the whole child and meeting all needs in addition to academics, and to have a daily connect with students in DL and plan to continue during hybrid, to have someone checking in with each student. Also the importance of ensuring to look at responses as a check-in and to notice if we see struggles or responses, and to reach out to family to see if there are other actions we can do to meet their needs.

- Appreciate that we are starting to do low-tech ways of doing things, but instinctually human in reaching out to others who need each other and using technology where we can, but also using our hearts to elad that way, and grateful for work and resources are being gathered.
- Know there are different mutual aid sites in community and neighborhoods, and sharing those resources with those organizations in those places, and talking to families, and hearing things, and another touch point outside of technology and school but embedded in the community.
- Thanks to everyone for the hard work and grateful for it as a board member and parent.
- Director Marchese echoed thanks to the team and appreciation for work being done and intentionality.
- He also noted that the data on and behind unfinished learning is so important and statistics, and need to absorb the impact of that long term for students because we are losing precious time with many students through this. Not by intent, but in this environment, Want us to think about how we are going to think about dealing with it right now, but long term. The after effects will last a long time and require different planning and thinking. Are we thinking down the road about how we will need to teach and curriculum differently given a significant portion of students with learning loss during this time and adjust expectations down the road, and how are we going to be able to adapt to that? Concerned about long term impacts on the community and how we grapple with that, or early research or curricula design right now. Response: We are going to focus on core instructional work which is one of the areas to have a solid foundation. Often happens, we move too quickly without securing the core into the interventions, and they have gaps in what should be their core knowledge. Part of our work around emphasizing culturally responsiveness is infusing the core with clear practices to allow identity, grade-based behavior to support core learning and build relationships. We are looking at will students want to repeat, come back, build relationships to stay with us, and need to reshape addressing instruction to emphasize the core. We need to go back and solidify the core based on data. In Teaching and Learning, we have brilliant minds who know their content area and tell more about what has to change. In classrooms, teachers ask if they move students along in next 5 months, and year, and unfinished learning could look further out. We need to narrow and what we are asking students to do and standards that really matter and are important for their success, and let others go. She noted stories from Academic Support Centers, and the breakdown as to why something SPSS needs to go back to doing in addressing the core. We know that even prior to the pandemic, the response to how serving students, it needed work, and look at multiple ways. We need to look at how to recover from this time, and how to serve students differently. We need to continue operating from a place of high expectations with high support. We need to support students to go better places and stay there. We have also been able to capture curriculum online and archive it, and have resources cataloged and parcel out or tie into for families and teachers and community partners, and use to boost students. Lastly, we had an ongoing talk at looking at summer school differently, and regularly we serve 15,000 students, and maybe look at 5th quarter, or 3rd semester, and conversation at CGCS, and definitely want to have that discussion now.
 - This is an opportunity to remimage some of important aspects of reaching and working with students. In terms of the disparities we have seen, and ways our students have or have not been engaged in the past, really raise a challenge to system to respond differently and a chance for a reset with new tools, and take advantage of “never waste a crisis” and opportunity to rest in ways we do things, and expectations of our students and right support and focus, we will have success

and they will be successful. Urge to push envelope to that commitment now with opportunity to push for some things to change in different ways. We have heard that from community, and have this as an opportunity to reset.

- Curious to how we are engaging parent advisory committees and members in these conversations around awareness of services, what students need, what families need to be supported. They are sources of information in the feedback loop. Our OFECP staff still meets, and how is that happening now, and how is information being passed on to buildings and central administration? Response: The parent advisory councils are still meeting. Early in the year, they met directly with Dr. Gothard, and also ask specific questions. Additionally, when PACS meet, the staff then share with Ms. Kilgore, and as see themes, those are brought to the leadership teams. We are not seeing themes right now, but individual concerns. We are starting to see those settle down, and more concrete agenda items with the beginning of the year beginning to settle down, and report back with themes.
- PACS are a great way to promote information and services and new tools bringing forth to students and families. These are folks who can help to spread that message in community in relationships they have and share backgrounds and abilities. This is a two-way street, and tough now without random conversations, and be intentional on when we do that.
- Director Ellis thanks staff for the presentation. She noted that she is so angry that this is the experience of our students in our district in unfinished learning - that's painful. She acknowledged a few folks acknowledging parents and how they are supporting their children and students, and that is happening everyday. At the core of what our families want, is to know if their child is not doing well, how they help them. Appreciate that was mentioned several times.
- She noted her previous question in recovery of credits for students, and thinking about our seniors, and asking how we are recovering credits in same way that students are trying to recover their current classes. We have folks supporting our students and navigators and reaching out to get them to the finish line, but still not sure how we are doing online DL differently for students with credit recovery. What is the difference, or the same? Response: A conversation with MDE was noted, as well as concrete examples with teachers in what they do differently to approach it differently. In conversations with MDE, we have been encouraged to look at possibilities for students to earn partial credit, and look at the credit and requirements, and partial credit offered. We can apply and look for rigorous coursework, and pull back barriers that are adult-based interfering with students abilities to recover these credits. We can allow children to show their knowledge through a portfolio or project or other ways to show their knowledge, and community and standards met, and political activism and expressions. There are ways to approach grading and earning credit in non-traditional ways that MDE does not regulate, but our local agreement as SPPS what flexibility to put in place to ensure students are learning, high expectations, but not held back by a number of assignments or something unrelated. She noted conversations around grading in CGCS, and attendance tied to grading, and other items tied to grading. We asked schools to look at their grading policy through an equity lens and make changes to support more students doing better and the concept of holding students harmless. Mr. Ginther then provided details on examples to support students. There are two pieces - work with Evening High School and ALC to figure out what are small victories as mentioned - we did see 6% in progress grades in positive direction, and sense of urgency and high expectations. We have also seen no assignments in the last week, but supporting students to achieve in Q1 classes, and provide supports and traction with 6% gain. There is a lot of work to be done, with 1:1, small group tutoring, and need to continue that engagement. We will be back in person at some point, and need to re-engage our young people. Reiterating not their fault, and get time with attraction in DL. As we plan for in person supports as able to safely - that is a collaboration, and will work with ALCs, summer learning, and high schools to coordinate a plan in how it looks differently.

- She also noted another question with data around the region, Midwest, metro, and didn't break down 34% with Q1 grades that were failing. Is that just seniors, or across the district? Response: We have that data. Of 34% of 2020-21 Q1 grades for 9-12 graders failing, and 66% passing. Last year, those students in that same Q1 time in 19-20, their fail rate was 15%. They went from 15% to 34%, which is more than 50% increase. Show next Tuesday is who of that 15% increased, and there is a predictable pattern, and same pattern seen for too many years. There may be some bright spots. When looking at 36% of 6-12 graders, 31% of those students this year had failing courses, and 69% were passing. Last year, that number was 12% of 6-12 graders, and 88% were passing. In 6-8 grade, last year, 9% were failing, and 91% were passing, compared to 29% of 6-8 graders failing, and 71% passing. The percentage of grades, and they do represent students, and that's why increase are things we would not want. The unit shared is grades, not students. We are talking grades at courses, and do have data to show that there may be students failing 1 course or 2; we have a variety of schedules and see a variety of amounts of courses that one student could be failing.
- Irate and sad for students to feel like this on top of everything else.
- There were a couple press conferences to talk about in district and students not doing well, and brought this up, put attention to it, and same attention and care needs to be given to students. Appreciate this presentation and more information to come. Do need comparison, but need to know what we're going to do. Need Saint Paul and what's happening and work we're going to do. After have information and made moves, then comparison might be helpful. Encouraged to focus time and attention here in SPPS.
- She also noted and appreciated all that is happening, but is struggling with this one, as parent, community member - this one is hard.
- Superintendent Gothard shared that this is high level discussion - not the first or last had very direct conversation with folks to direct this work. The grades allowed by mid-quarter progress reports, and when saw that data point, it was not good, and shared concern and direction to do something different. Did see improvement for Q1. We turn it back to schools, to do better and how to support them, and systems to build, time to allot, and draw from each other what is working and share that. We have deeply engaged plans at mainly high schools across the board, and we are trying to set context, and make adjustments for presentations for taste of what we are doing differently at this time.
- Director Brodrick shared that this discussion and points made by board members in the question waiting to ask with a problem to get meaning out of SPPS data that said 34% of Q1 grades were failing, and as clarified, this is a piece of data that gives percentages of grades, and hoping by next week, a clearer idea of percentage of students who are either failing 1 class, and want to know percentage of kids who are failing 2 or more classes, 3 or more, most of their classes, and try to get from that original 34% of quarter grades, and extrapolate in terms of students and percentage of students who are failing. Response: Yes, we want to know the percentage of courses failed, and how does that compare to last year, and want to know about courses failed, about breakdowns in specific categories, which help us pivot and determine instructional practices to take place.
 - It is important for us to know the percentage of failed grades because that tells us where indeed we are failing, and may give information in what areas in curriculum we are failing. This piece of information 34% of grades are failing grades, is important piece of information. We also need to focus on the students who need support, and know what percentage of students are failing a lot of classes, or dropped out of school. Then we come in and focus in and identify those students. Response: It is a both-and, and a yes all the way around. Also look forward to hearing about in deconstructing these data points and turn into information and our senior blitz plan - our design to do just that - go in and get seniors support they need with all supports, and put more and more support, even in DL, with support and questions answered, if teachers do not have enough time.

- As a high school social studies teacher, and taught 12th graders, and students towards the finish line, that plan is very important without a lot of time, and need to ensure all seniors get to that finish line.
- Director Vue noted appreciation of the information, research, learning loss, and graphs. He is conflicted about the term “unfinished learning” and undertone of marginalization, and it not “teaching and learning” and students bear too much of the responsibility of fault in this matter. He noted his experience in his education. In talking about mental health, and not identify as work perpetually unfinished or incomplete. Can we change to “disrupted learning” to explain how this practice is occurring? Response: Words ring very true, and often talked about this idea. There is a fair amount of research, and drawn to “unfinished” due to state of world pandemic and constant moving to the next stage and questions, and sense this will be with us for a considerable amount of time. This is an attempt by those in urban areas who are doing work in this areas to be more sensitive to the context that this is not on backs of students - it is a step forward rather than learning loss, slide, those deficit thinking - it is one step forward, and thinking this is a better term and consistent with Council research. This perspective is very interesting and valid and appreciated, and highlights what we want to talk about which is the quick stop of teaching, and inability to receive the teaching due to closure of the district. Will take into consideration this terminology or other to be more adequate. Words do matter. “Unfinished” does send message that we will complete and finished, and for seniors it is the time to graduate with class and cohort, and looking at data to guide instruction and supports to get back to place where they can thrive and succeed “Disrupted” also acknowledges disruption and change. We also still need to finish and complete. There is no perfect word to describe where we are, and will look into being more clearly respectful and representative of students.
- SEAB Member Ali noted one question regarding credit recovery and how a semester plan could help most students - in SPPS, there is a quarterly progress grade, and how those students who may fail in Q1 and allowing to earn back credit with average semester style grading style to reduce the number of students may be failing. Response: Everything is on the table, and messaging to families is evaluating success in Q3, Q4. These are unprecedented times and doing anything and everything in credit recovery, and in how to pull assets students have and knowledge in different and innovative ways. More assignments is not how we should be doing that, but looking at portfolio and project-based learning, and work that many are a part of in these incredible times. That is the drive of this work to look at as a semester and build on what they know, re-engage, and support them to the finish line to a bright future. That idea is spot on for Q1 credit recovery, and to build on that, and all is on the table as we move forward in these uncertain times. Things are fluid and appreciate that thought.
- Director Foster thanked the team for the presentation and questions for next week. She reiterated the request for understanding and information in talking about what is happening in SPPS and what we are doing, what we learned, doing differently, and how that is supporting students.
- Dr. Gothard shared that the purpose of this presentation isn't to blame - COVID-19 is the reason we find ourselves here. The reason with emotion is this disease without a vaccine and was not handled as well as it could have been, and are struggling with that. He is going to direct and direct that we do better for our students, what they need and how we can help in new and better ways. It starts with relationships and connections, and encouragement. There can't be a grade on that interaction and relationship. Our kids are smart and know realness and genuineness, and need us to be consistent and tough, but caring, and create a safe environment to be their awesome selves and share what they need. There are historically underserved students in our district and COVID has shined a light on that. We do need to share a direction, and appreciate the work of our schools. We are not going to wait until April or May, and need to get this under control and do better right now, and willing to support in any way through parent meetings, community meetings. We need to be excellent at

communication, and support and in new ways. Thankful to the team, and we are one district that understands we have challenges and are not shying away from the data. We need everyone to take the perspective that we need to do better, and to look at the response and have that carry us forward - focus on the day when we did kids right, community right, and should all be proud. Work to do and room to improve and committed to do that. Appreciate the ongoing support of board members.

VII. ADJOURNMENT

Board members thanked their colleagues for the thorough questions and bringing useful information, and shows the strong work of the board on details, and asking thoughtful questions from different perspectives and learning a lot every meeting. Thanks for engagement and discussion.

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

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Absent (technology)
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

The meeting adjourned at 9:19 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

**EQUITY COMMITTEE MEETING
Via Telephonic and Video Conference**

**December 14, 2020
5:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:04 p.m. by Tri-Chair Ms. Myla Pope.

II. ROLL CALL

Tri-Chairs: Superintendent Gothard, Chair Foster, Ms. Myla Pope

Board of Education: J. Brodrick, J. Vue

Committee Members: D. Ellis, W. Williams, T. Parker, C. Jones, H. Dyan, L. Gale, J. Sosa, N. Paez, P. Richardson, P. Nayar, T. Parker, B. Lozenski, B. Mork, M. Quiroz, M. Xiong, W. Hill, L. Scott

Staff: S. Dahlke, S. Hussein

III. GROUNDING

Members of the committee then discussed in small groups about how COVID has impacted or changed their lives from a personal and professional level, and focusing on personal, local and immediate impacts, as well as where members land on the Courageous Conversations compass as they shared and listened to the truths of other members in the group.

Members then shared their thoughts and themes with the entire group..

IV. PURPOSE

The purpose of the Equity Committee was reviewed, which states that:

The Equity Committee is selected through a nomination process and charged with identifying and examining disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities. Recommendations will be submitted to Saint Paul Public Schools Administration.

The charge of the committee reviewed, and will be further discussed within the meeting.

Members were encouraged to reflect on the grounding and connectedness to the ongoing work of creating equitable systems, and goes beyond the sole work within the Equity Committee, but also how members are observing, reflecting upon, questioning, and interrupting pervasive inequities. This personal work is necessary for us to collectively mobilize our purpose of defining adaptive and actionable recommendations. Members were encouraged to reflect upon what they need to do personally to enhance their ability in managing dialogues around race, gender, sexual orientation, culture, gender identity, and other identities and lived experiences of our SPPS community, as well as what they will need to do personally as an Equity Committee member to ensure that our work leaves space to hear the different lived experiences represented in SPPS.

V. NORMS

The Seven Norms of Collaborative Work and Courageous Conversations Protocols were also reviewed.

As a review, the definition of “inequity” was also shared, including that an inequity brings about a lack of fairness or justice against those that are not a part of a dominant way of being. It may include favoritism or bias which makes a circumstance or proceeding unfair. Inequities tend to be predictable by: race, gender, age, socio-economic status, sexual orientation, physical ability, academic ability, etc. The preceding is not an inclusive list as there may be other aspects of one’s identity that can be met with injustice.

VI. GROUP WORK - MATERIALS AND DISTRICT INEQUITY RANKING

Members then reviewed materials which listed an inequity description and ranking assigned for review to their group. Members used individual spreadsheets to review each of the inequities assigned to rank them, add thoughts/feelings/comments about each inequity, and to be prepared to process thoughts within their small groups.

Members then shared their notes and inequities within their small groups. Within the small groups, members were encouraged to share their top two inequities, add thoughts/feelings/comments, determine the small group’s top two inequities, and draft a recommendation for each of the top two inequities.

Considerations when determining the top two inequities included the possibility of combining inequalities, and ensuring that the top two inequalities were not similar. There will then be a review of the final eight Equity Committee District Inequities, ensuring they are varied.

Committee members then shared where they feel they are at - words included “energized”, “exciting”, “momentum”, “so much”, “heard” and “successful”.

VII. NEXT STEPS FOR JANUARY 2021 - MAY 2021

Next month, the committee will continue to discuss their top two inequities and recommendations to present to the Board of Education. Through discussion and linkage of similar inequities, will narrow the focus to eight total inequities, with two from each small group. There will also be discussion on the stakeholder inequities list of 74 inequities.

Ms. Pope then encouraged the group to start to think about and begin planning for presentations on the recommendations to the Committee of the Board early-mid 2021. She also noted that in January, there

will be a form for committee members to complete to nominate two people for the next iteration of the Equity Committee, as the current term is two years.

VIII. FINAL LIST

Committee members were encouraged to share the additional amount of time they feel they may need in order to complete their small group discussion on top equities and proposed recommendations.

IX. CLOSING

In closing, committee members were wished peace, good health, and taking care of selves in midst of so much, and thanks for the time. Next month, we will work on stakeholder inequities and finishing work from this meeting.

The meeting adjourned at 7:05 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

