

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

August 10, 2022
4:30 PM

A G E N D A

I. CALL TO ORDER

II. AGENDA

- A. Superintendent's Announcements
- B. COVID-19 Vaccination and Testing Resolution
 - 1. Introduction
 - 2. Presentation 2
 - 3. Discussion
 - 4. Action (TBD)
- C. Updates to Procedure 206.01.01 Guidelines for Public Comment
 - 1. Introduction
 - 2. Presentation 5
 - 3. Discussion
 - 4. Action (TBD)
- D. Summary of the Annual Performance Evaluation of the Superintendent
 - 1. Introduction
 - 2. Presentation 12
 - 3. Discussion
 - 4. Action (TBD)

III. ADJOURNMENT

#BoldSubject#



Saint Paul
PUBLIC SCHOOLS

COVID-19 Vaccination and Testing Resolution

Committee of the Board Discussion

August 10, 2022

Vaccination and Testing Resolution

- Initiated on 9/3/21 and updated on 1/18/22 to incorporate the booster requirement
- Resolution allowed SPPS opportunity to push the importance of vaccination
- Successful campaign with 79% of employees vaccinated; of those, 79% fully boosted
- Surrounding Districts, City, and State agencies never had or have rescinded requirements (exception: Ramsey County)

3

Vaccination and Testing Resolution

- Challenges of Implementation:
 - Enforcement capacity is not there
 - Push back from bargaining groups
 - Test availability is dependent on State supply
 - Contractors, etc. are included
- Recommendations:
 - Rescind vaccination and testing resolution effective 8/23/22 at midnight
 - Continue to message out and offer opportunities for vaccination
 - Continue to offer test kits (dependent on availability from the State)

4



Saint Paul
PUBLIC SCHOOLS

Updates to Procedure 206.01.01 Guidelines for Public Comment

Director Uriah Ward
Charles Long, General Counsel

August 10, 2022

206.01.01 Guidelines for Public Comment

Why are we proposing an update to these procedures?

There is sentiment among Board members that longer time needs to be given to public comment.

6

206.01.01 Guidelines for Public Comment

Proposed updates to be made to the procedures:

- 1) Extend public comment to 45 minutes (from 30 minutes)
 - Reason: More time allows more voices to be heard

- 2) Incorporate public comment into the regular Board agenda
 - Reason: Currently, we start public comment at 5:30 p.m. For example, if there's only 15 minutes of public comment for a particular meeting, we have to wait 20 minutes to start BOE at 6:05 p.m. If we were to incorporate public comment as the first agenda item, we wouldn't have 20 minutes of downtime and could instead proceed with the rest of the agenda items.

206.01.01 Guidelines for Public Comment

Other things to discuss among Board members:

- In fact cap public comment to 45 minutes? Longer? Keep at 30 minutes?
- When do we do recognitions - before or after public comment?
- Official time for BOE - 5:30 p.m.?
- When will this change come into effect? August BOE?
September BOE?

206.01.01 Guidelines for Public Comment

See [draft](#) of Public Comment Guidelines

9

206.01.01 GUIDELINES FOR PUBLIC COMMENT

Pursuant to Board Policy 206.01, Public Comment provides multiple opportunities for the public to bring issues or comments to the attention of the Board of Education.

A. On-Line Submission of Public Comment.

1. Public Comment may be made on-line at the following web address: http://boe.spps.org/public_comment.
2. Online submissions will be provided to Board members on a regular basis.
3. The name provided by the commenter and the topic of on-line submissions will be included in the record in the same manner as in-person public comments.

B. In-Person Public Comment.

1. In-Person Public Comment will occur as part of the Agenda at regular meetings of the Board of Education.
2. Public Comment is an opportunity for the Board to listen. The Board will not engage in dialogue and, as a general rule, the Board will not comment on or respond to any comments made by speakers.
3. Individuals wishing to speak at Public Comment should contact the Board Secretary at (651)-767-8149 or register via the Online Public Comment Form prior to 3:00pm on the day of a regular Board meeting in order to be placed on the schedule. The following information is requested to allow for follow-up as necessary:
 - a. Name;
 - b. Mailing address;
 - c. E-mail (if available);
 - d. Whether the speaker is a student, parent, or community member; and
 - e. Subject to be addressed.
4. Persons who have not signed up to speak prior to 3:00pm on the day of a regular Board meeting may sign up the evening of the regular Board meeting using the sign-in sheet located outside of the Board Room prior to 5:30pm.
5. All individuals wishing to address the Board must complete the Sign-In Log and may also complete an optional Public Comment Information Form with a detailed description of the topic and the action or response being requested from the Board or District administration. These forms will be at a table outside of the Board room. The Information Form may be given to either the individual handling sign-in or to the Board's secretary the evening of the Board meeting.
6. Speakers should state their names only at the beginning of their presentation. No additional information (such as an address) is necessary.
7. In general, speakers will be prioritized as follows:
 - a. Students;
 - b. Speakers wishing to speak on an Agenda item;
 - c. Speakers who have not spoken at public comment in the last three months;
 - d. Others.

8. Public comment shall occur during the regular board meeting for a maximum of 45 minutes. If there is less than 45 minutes of public comment, then the Board may proceed with the next item on the agenda.
 - a. Individuals will be allotted three minutes to speak. The meeting Chair may reduce the time allotment to accommodate additional speakers.
 - b. The meeting chair may increase the time allotment to accommodate speakers requiring a translator.
 - c. Each presentation will be timed. The speaker will be notified when there is one minute remaining in the allowed time and when the allowed time has expired. At that point, speakers are asked to complete their statement and allow other their turns to speak.
 - d. If a large group wishes to address one subject, the group may be asked to coordinate among themselves in order to present their subject within the allotted time.
 - e. All speakers are advised that:
 - i. Board meetings are telecast live as well as taped for the official record;
 - ii. For the speaker's own legal protection and the legal rights of staff, public comments should not include names, titles, or location for any staff.
 - iii. For the speaker's own legal protection and the legal rights of staff, any complaint or issue related to personnel must be made in writing.
 - iv. For the speakers own legal protection and the legal rights of students, public comments should not include the names of students other than those of the speaker.
9. Speakers who have a written version of their comments are asked to bring a copy to leave with the District ombudsperson.
10. The speaker's name and topic of comment will be included in the public record.

2022 Summary of the Annual Performance Evaluation of the Superintendent

At a Special Closed Meeting of the Board of Education on July 20, 2022, board members discussed the annual performance evaluation of Superintendent Joe Gothard. Please note that what follows is a high-level summary.

Overall, the Board is pleased with the performance of Superintendent Gothard and appreciates his leadership during difficult times. The Board also acknowledges continuing work in areas of student outcomes and community engagement. The Board used the Minnesota School Board Association's Superintendent Standards-Based Evaluation this year, choosing to focus on standards evaluated last year (with minor adjustments) to identify progress over time. These standards are related to Implementation of the Strategic Plan, Communications, Community Engagement, Operations, Teaching and Learning, and Ethical Leadership and Equity with a rating scale ranging from ineffective, to developing, to effective, to highly effective. The ratings of participating Board members have been averaged meaning individual Board members' ratings may be higher or lower than the stated average.

The Board would like to offer the following observations as it considers the overall performance of the Superintendent.

Considering the standard focused on the Implementation of Strategic Plan, the Board rates the Superintendent as highly effective. The Board appreciates the inclusion of systemic equity in the strategic plan in the Fall of 2021, placing it among other district priorities and providing a framework for making progress. The Board notes the strength and detail of the strategic plan provided a clear roadmap for aligning and making the best use of ARP funding in a timely manner. The Board also notes growth in specific initiatives within SPPS Achieves, including plans for the district career center, middle school model, ready for rigor framework, and the Culturally Responsive Instruction Expo held in June 2022. The Board looks forward to continuing efforts to make the strategic plan easy to read and understand, using specific examples to make the work increasingly more visible. The Board also encourages the development of a tool to measure the cost benefit of individual initiatives.

Considering the standard focused on Communications, the Board rates the Superintendent as highly effective. Across multiple platforms the Board notes the increase in proactive, positive, and engaging storytelling from district administration and is eager to see continued expansion in a variety of cultural media outlets. The Board is also pleased to see an investment in full translations in major SPPS language groups of the Students' Rights and Responsibilities Handbook, providing students and caregivers equitable levels of detail and explanation. The Board recognizes the challenge of balancing speed and accuracy in communications, while honoring the need to be inclusive of multiple language communities and is interested to see how strategies in this area continue to evolve.

Considering the the 2021 Key Area for Growth related to this standard: *Development of a communications framework that serves the complex demographics of our district, with messages that speak with a clear, compassionate voice*, the Board notes the progress that has been achieved and encourages continued innovation in this area.

Considering the standard focused on Community Engagement, which includes Relationships with the Community, Engagement, Advocacy, and Visibility and Approachability, the Board rates the Superintendent as highly effective. The Board appreciates the Superintendent's advocacy for school funding and willingness to speak clearly about the source of underfunding in education. The Board notes with gratitude how the Superintendent works with elected leaders at all levels of government to increase understanding about the needs and aspirations of the education in St. Paul. The Board notes with appreciation the Superintendent's efforts to visit our schools, including a robust schedule at the end of the 2022 school where he visited 40+ schools in just under six weeks. These visits, which the Superintendent noted were valuable to his understanding, included both joyful and difficult conversations with students and staff. The Board would like to see more of these two-way engagement opportunities as they increase understanding, trust, and morale.

Considering the 2021 Key Area for Growth related to this standard: *Explore and implement tools of community engagement that are culturally responsive*: the Board notes progress in this area and wishes to retain this as a key area for growth.

Considering the 2021 Key Area for Growth related to this standard: *Study and expand ways for staff to provide constructive feedback to district administration*: the Board appreciates the Superintendent's honest reflection that more study is needed and supports continued action in pursuit of an effective model.

Considering the standard focused on Operations, which includes Facilities, Transportation, Food Service, Technology, Maintenance, and Personnel, the Board rates Superintendent Gothard as highly effective. The Board notes with appreciation the Superintendent's leadership in support of the ongoing good work of the Nutrition Services team to meet the needs of community through connection and innovation and working with external partners to solve a variety of operational problems. The facilities dashboard continues to be an important source of information for the Board and the community and transportation issues related to bus driver shortages continue to require the focused attention of the Superintendent and his administration. The Board notes that the Superintendent named workforce issues as a challenge two years ago and continues to address shortages of bus drivers and substitute teachers with a variety of strategies including wage increases and professional development. After two challenging years for educators and staff, the Board wishes to see continued reflection and implementation of strategies for improving our learning community's morale and addressing workforce issues.

Considering the standard focused on Teaching and Learning, which includes Staff Development, School Improvement, and Curriculum and Instruction, the Board rates Superintendent Gothard as effective. The board notes the ongoing work through job-embedded professional development to maximize the learning and practice opportunities in buildings and is excited about the work underway to explore redesign in central administration to more effectively support equitable education for all students. The Board appreciates the planning and engagement efforts of many at this June's Culturally Responsive Instruction Expo and the focused efforts around critical ethnic studies. The Board looks forward to seeing specific examples and data demonstrating the impact of these efforts on student outcomes.

Considering the 2021 Key Area for Growth related to this standard: *Demonstrate progress towards the implementation of culturally relevant instructional practices and provide an evaluation of their*

effectiveness and create opportunities for school staff input in implementation and evaluation, the Board notes the inputs that have been put in place and will retain, “provide an evaluation of their effectiveness” as a 2022 Key Area for Growth.

Considering the standard focused on Ethical and Inclusive Leadership, which includes Ethics and Professional Behavior, Interactions with Students, Staff, and the Community, Professional Practice, Diverse Cultural Competency, and Equity Plan Implementation, the Board rates Superintendent Gothard as effective. The Board notes the considerable effort the Superintendent commits to mentoring and cultivating leaders, assembling a strong team, maintaining relationships within the community, and engaging in thoughtful self-reflection. His professional and ethical leadership sets a standard and is recognized beyond our district as evidenced by his participation and leadership in local and national committees and organizations. The Board also notes the leadership role the Superintendent takes in negotiations and the need to continue efforts to build stronger relationships with district bargaining units. The Board appreciates Superintendent Gothard's reflection regarding the ongoing equity work and supports his framework for implementing an equity plan to remove barriers that are identified. In addition, the Board shares Superintendent's gratitude for the work of the Equity Committee to ask difficult questions provide important guidance and hold decision-makers accountable. The Board asks the Superintendent to continue to be a bold voice for change and to challenge complacency and the status quo.

The board thanks Superintendent Gothard for his time throughout this process which included completing a self-evaluation that included a 28-page executive summary backed by 100+ pages of documentation and additional reflection, and two hours of conversation on July 20th where he responded to board members' questions related to his self-evaluation. The Board notes overall growth in performance from last year. In four of six standards, the Superintendent moved from a rating of effective, to highly effective. Overall, the Board finds the Superintendent to be highly effective in his role and acknowledges more growth is both necessary and possible and has identified the following as Key Areas for Growth:

1. Development of monitoring reports for student outcomes
2. Evaluate impact of implementation of culturally relevant instruction on students
3. Explore and implement tools of community engagement that are culturally responsive

At the conclusion of our deliberations regarding Superintendent Gothard's performance evaluation, the Saint Paul Board of Education unanimously favors entering negotiations to renew his contract and looks forward to continued growth and partnership.