

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

**September 22, 2020**  
**6:05 PM**

**A G E N D A**

- I. CALL TO ORDER**
- II. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- III. RECOGNITIONS**
  - A. Acknowledgement of Good Work Provided by Outstanding District Employees
- IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- V. APPROVAL OF THE MINUTES**
  - A. Minutes of the Regular Board of Education Meeting of August 18, 2020
  - B. Minutes of the Special Meeting of the Board of Education of August 24, 2020
  - C. Minutes of the Special Closed Meeting of the Board of Education of August 31, 2020
  - D. Minutes of the Special Meeting of the Board of Education of August 31, 2020
  - E. Minutes of the Special (Closed) Meeting of the Board of Education of September 14, 2020
  - F. Minutes of the Special Meeting of the Board of Education of September 14, 2020
  - G. Minutes of the Special (Closed) Meeting of the Board of Education of September 15, 2020
- VI. COMMITTEE REPORTS**
  - A. Minutes of the Committee of the Board Meeting of September 8, 2020
- VII. SUPERINTENDENT'S REPORT**
  - A. Reopen SPPS Update
  - B. Human Resource Transactions
- VIII. CONSENT AGENDA**
  - A. Gifts
    - 1. Acceptance of Parent Advisory Council Donation in the Amount of \$8,200.00 for the Mary Mackbee Auditorium at Central Senior High
    - 2. Gift Acceptance from GoFundme Donations
    - 3. Request for Permission to Accept Groveland Park PTO Donation
    - 4. Gift Acceptance from Trillium Family Foundation
  - B. Grants
    - 1. Request for Permission to Accept a Grant from the Minnesota Department of Education - Fresh Fruit and Vegetable Program
    - 2. Request for Permission Submit an Application to the Minnesota Department of Human Services

3. Request for Permission to Submit a Grant to the Minnesota Department of Education
  4. Request for Permission to Submit a Grant Application to Ramsey County Public Health
  5. Request for Permission to Submit a Grant to the US Department of Education
  6. Request for Permission to Accept Two Grants from the French-American Cultural Exchange (FACE) Foundation
  7. Request for Permission to Accept a Grant from the Minnesota Agricultural Education Leadership Council
- C. Contracts
1. Change Inc. Services in SPPS
  2. Contract Extension No. #A-214622-A Type 3 (van) Services for 2020-2021 School Year.
  3. K-12 ST Math
  4. Words Their Way Digital
  5. Open Enrollment Software Services with The Jellyvision Lab, Inc.
- D. Agreements
1. Approval of Employment Agreement between Independent School District No. 625 and Professional Employees Association Representing Non-Supervisory Professional Employees
  2. Memorandums of Agreement for Yinghua Academy (Mandarin Immersion), Minneapolis, MN and Twin Cities German Immersion School (TCGIS), St. Paul, MN
  3. Memorandum of Understanding between College Possible and Saint Paul Public Schools
  4. Request to Sign Concurrent Enrollment Joint Powers Agreement with Minnesota State University, Mankato
  5. Request to Sign Memorandum of Agreement with Minneapolis College
- E. Administrative Items
1. Monthly Operating Authority
  2. Active Employee and Early Retiree Health Insurance with PEIP
  3. Active Employee and Early Retiree Health Insurance with HealthPartners
  4. Active Employee Vision Insurance with EyeMed
  5. Active Employee Dental Insurance with HealthPartners
  6. Settlement of Construction Dispute
- F. Bids
- G. Change Orders
1. Construction Change Directive # 2 for Peterson Companies, Inc. at Washington Technology Athletic Improvements
- IX. OLD BUSINESS**
- A. Pay21 Levy Update
- X. NEW BUSINESS**
- A. Resolution Providing for the Competitive Sale of \$26,850,000 General Obligation Refunding Bonds, Series 2020D; Covenanting and Obligating the District to be

Bound By and Use the Provisions of Minnesota Statutes, Section 126C.55  
to Guarantee the Payment of the Principal and Interest on the Bonds

- B. Resolution Providing for the Competitive Sale of \$15,985,000 Taxable General  
Obligation School Building Refunding Bonds, Series 2020E; Covenanting and  
Obligating the District to be Bound by and Use the Provisions of Minnesota State  
Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest  
on the Bonds
- C. Special Education Memorandum of Agreement Between Saint Paul Public Schools  
and Saint Paul Federation of Educators
- D. Summary of the Annual Performance Evaluation of the Superintendent

**XI. BOARD OF EDUCATION**

- A. Information Requests & Responses
- B. Items for Future Agendas
- C. Board of Education Reports/Communications

**XII. FUTURE MEETING SCHEDULE**

- A. Board of Education Meetings (6:05 unless otherwise noted)
- B. Committee of the Board Meetings (4:30 unless otherwise noted)

**XIII. ADJOURNMENT**

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

**DATE:** September 22, 2020

**TOPIC:** Acknowledgement of Good Work Provided by Outstanding District Employees

**A. PERTINENT FACTS:**

1. **Becky McCammon**, Office of School Support, has received this year's Human Rights Award from Education Minnesota. Becky is the program coordinator for Restorative Practices in the Office of School Support. In SPPS, 12 schools received funds for three years to implement Restorative Practices school-wide. Restorative Practices are ways for a school community to build relationships, problem solve and learn with one another. In this approach, relationships are the most important way we learn about the world and ourselves.

This is Becky's 5th year in this role and she has gone from supporting a few schools to 20 schools implementing or exploring implementation of school wide Restorative Practices. The district won a federal grant to expand RP beyond the original 12 pilot sites. Becky's belief in relationships and shared power have helped her be successful in collaborations with the site based restorative practice coordinators and administrators and multiple valuable community partners. Becky is quick to recognize members of her team and she always emphasizes that there are many people involved in this important work.

2. **Welcoming new leaders to the district:**

**Sarah Lightner**, Principal, Groveland Park Elementary  
**Lee Thao**, Principal, Battle Creek Elementary  
**Christine Vang**, Principal, Central Senior High School  
**Maura Brink**, Principal, Chelsea Heights Elementary  
**Abdirizak Abdi**, Principal, Humboldt High School  
**Marcus Freeman**, Principal, Galtier Community School  
**Barbara Evangelist**, Principal, Como Park Elementary  
**Andrew Beard**, Principal, JJ Hill Montessori  
**Kirk Morris**, Principal, Como Park Senior High School  
**Bee Lee**, Principal, Saint Paul Music Academy  
**Kenneth Turner**, Principal, Benjamin E. Mays IB World School  
**Veu Thor**, Principal, Jackson Elementary School  
**Heidi Dunlap**, Assistant Principal, Humboldt High School  
**Alonzo Parks**, Assistant Principal, Battle Creek Elementary  
**Kortney Hill**, Assistant Principal, Maxfield Elementary  
**Ma'Lene Walker**, Assistant Principal, Hazel Park Preparatory  
**Gene Ward**, Assistant Principal, Central Senior High School  
**Daria Caldwell**, Assistant Principal, Ramsey Middle School  
**Jackie Smith**, Assistant Principal, Crossroads Elementary  
**Evelyn Nordquist**, Assistant Principal, Harding Senior High School  
**Gina Hass**, Assistant Principal, The Heights Community School  
**Jeff Rissman**, Assistant Principal, Central Senior High School

**Alyssa Gardner**, Assistant Principal, Battle Creek Middle  
**Hibaq Mohamed**, Assistant Principal, Highland Park Middle  
**Salma Hussein**, Assistant Principal, Central Senior High School  
**Xong Moua**, Assistant Principal, Harding Senior High School.  
**Michelle Quintana**, Assistant Principal, Humboldt High School  
**Amy Poitra**, Assistant Principal, American Indian Magnet  
**Hsajune Dyan**, Assistant Principal, Washington Technology Magnet

2. This item is submitted by Cedrick Baker, Chief of Staff.

**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  
Via Telephonic Phone and Video Conference  
Available Streaming Online at [www.spps.org/boe](http://www.spps.org/boe) and Saint Paul Cable Channel 16**

**August 18, 2020  
6:05 p.m.**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order at 6:06 p.m. by Jeanelle Foster, Vice Chair.

**II. ROLL CALL**

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

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

**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 Ellis.**

The motion was approved by roll call vote:

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

**III. RECOGNITIONS**

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

**MOTION: Director Foster moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Director Brodrick.**

The motion was approved by roll call vote:

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

## **V. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of July 21, 2020
- B. Minutes of the Special Meeting of the Board of Education of July 27, 2020
- C. Minutes of the Special Meeting of the Board of Education of August 1, 2020

Director Brodrick noted a few comments on the Minutes of the Regular Meeting of July 21, 2020. This was not a correction, but rather an attempt to highlight a portion of the discussion of SPPS Achieves, and referenced a previous meeting in June 2018 about SPPS Achieves, when Superintendent Gothard was rolling out the ideas and plans for SPPS Achieves with a robust discussion. Last month at the July meeting, in talking about SPPS Achieves, quite a few things were listed by board members, and as we continue to discuss, to remind about the questions about culturally responsive teaching, and the reality of what that means in our buildings and classroom, with specific reference to Zaretta Hammond's book. It was also mentioned there is a hope that SPPS Achieves and reporting on culturally responsive teaching goes out in language for parents and families that is easily understood and relatable. There was also a general concern and eagerness to see not only a report on implementation, but more information in regard to long-term outcomes, which the community is anxious to see, and to highlight the discussion from the previous meeting about SPPS Achieves.

**MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of July 21, 2020; Minutes of the Special Meeting of the Board of Education of July 27, 2020; and Minutes of the Special Meeting of the Board of Education of August 1, 2020. The motion was seconded by Director Brodrick.**

The motion was approved by roll call vote:

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

It was also noted that at the Special Meeting of the Board on July 27, 2020, Jim Vue was selected to serve as interim board member. His interim term will begin on August 26, 2020.

## **VI. COMMITTEE REPORTS**

#### A. Committee of the Board Meeting of August 5, 2020

At the Committee of the Board Meeting on August 5, Superintendent Gothard began by welcoming our new leaders to the District, and the upcoming Admin Academy. He looks forward to spending time with them, and our teachers and staff as we continue to learn, grow, and implement our plans for the upcoming school year.

Next, SEAB Member Ali and Superintendent Gothard shared their conversations about EL services in the District, and the sharing of experiences, feedback, and overview of EL services in SPPS.

Next, the Reopen SPPS Plan Synopsis was presented. Superintendent Gothard began the presentation with a recap from the previous meeting on this topic which presented a resolution with two actions - to share with the community the leading recommendation to start the 20-21 school year, and the ways the Superintendent will work with the Board during the COVID-19 reopening plan. At the previous meeting, it was approved to table the resolution to this meeting in order to provide additional information.

Superintendent Gothard reiterated that the leading recommendation is to commence in Distance Learning 2.0 with Support, and shared two status reports and dates for communication to readiness to transition to a less restrictive learning environment.

He went on the highlight points of the presentation, including the rationale for the recommendation, feedback from our families, timeframe for possible transitions, as well as Facilities and Operational details, Instructional Design changes, and scheduling. He also shared important data points and statistics from the pulse surveys, facilities space information, and importance of enrollment numbers for plans moving forward. He shared overview information on staffing necessary for different models. Further, information was shared on models throughout the country and those districts that originally planned for hybrid and moved to distance learning, and the health data and increase in cases.

A presentation was then shared, that highlighted the five areas, including Recommendation and Rationale, Instructional Design, Support for Students, Support for Families, Support for Staff.

This presentation sparked rich and robust questions and discussion from the Board within each of these five areas. For full discussion of the Committee of the Board Meeting, please see the full video of the meeting at [www.spps.org/bdvideo](http://www.spps.org/bdvideo), or the full Committee of the Board minutes included in the BoardBook.

Next, the Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic was presented, and a rich, engaging discussion followed, including concerns about the move towards an only distance learning model as the exclusive option for families.

To that end, an amendment to the proposed resolution was introduced, motioned, and seconded, and discussed, which added direction for a pilot for optional limited-enrollment opportunities. Discussion noted that the proposed amendment adds onto the current plan for distance learning, and empowers the Superintendent to create pilot opportunities for students who may have struggled, or may struggle with distance learning in the future.

Discussion by board members on the amendment noted they appreciated the intent, but also expressed concerns for the proposed changes.



It was then noted that the purpose of the amendment was to begin the conversation, and appreciation for the discussion and points raised. Following the discussion, there was a roll call vote, and the motion failed with a 5-1 vote.

The original proposed resolution was then opened again for discussion.

The motion to pass the resolution as originally presented then passed with a roll call vote of 5-1.

In closing, board members thanked everyone for their work and feedback from the community, experiences in reading the stories and input from families, that board members will continue to be available to listen and help, and that safety matters and learning matters. Board members encouraged all to make room in their hearts for those families who may be struggling with this decision, and to show care and concern for our families and children. Board members also noted that we will need the entire community to walk with us in this work, as well as the role of the Board to be the voice of the community, and responsibility and weight of this decision. The Board also encouraged solutions-based feedback and input from the community. Superintendent Gothard shared that he will fight to get us back in a safe, organized, consistent, and together way. That is our commitment, and the team is ready, focused, and prepared to do the very best and more to ensure this community is proud of Saint Paul Public Schools.

**MOTION: Director Foster moved that the Board accept the report on the August 5, 2020 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Brodrick seconded the motion.**

The motion was approved by roll call vote:

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

## **VII. SUPERINTENDENT'S REPORT**

Superintendent Gothard noted that there are a few presentations. While there were no recognitions, that doesn't mean it doesn't deserve us to pause and thank everyone in our organization for their work and commitment. He thanked all in the SPPS community for their work.

### A. Reopen SPPS Update

Superintendent Gothard then noted that within the Reopen SPPS report, we will go deeper into a few key areas. There are specific areas of the plan with reopening, and our work as a whole. We continue to monitor our readiness as our staff return for the school year. We do and have received weekly data reports from MDH and MDE who are measuring 14-day case rates per 10,000 people by date of specimen collection, and the Governor's safe to reopen plan discussion and rates throughout the summer. It's important to mention because with the recommended learning model based on those rates in the position of offering hybrid for high school students and in person for elementary students. The recommendation was to begin the school in distance learning for all grades. Even since that time, we have moved to the threshold of hybrid for all students. Some of the concerns of other districts in hybrid

have been mentioned, and shared concerns from case data to data from a more local perspective. Is Ramsey County data reflective of SPPS community data? Continue to work with our team and Saint Paul/Ramsey County Health Department and specific data to better inform us of our community. He also noted waiting for the number of students to enroll at sites to ensure hybrid planning with safety measures is something we can achieve. Safety plans that are carefully measured and regulated in this time need to have precise data and precise student counts. The other consideration is staffing to an effective schedule in a hybrid model including instructional staff, support staff and transportation. There will also be another pulse survey to monitor stakeholder trends and build on how our community is feeling. In the days since the Committee of the Board meeting, we continue to see the impact of COVID-19 on districts, colleges and universities. Many PreK-12 public districts open this week and will continue to and we continue to see their challenges. One important note is LA Unified District, and they are going to work on a pilot to work on testing for all students and staff, and something that school leaders are looking at and learning from that. We continue to build our readiness framework that will guide our work towards a less restrictive learning model. We intentionally left our dial open for flexibility in the number of students and staff to return safely when they can and the different ways to do that safely. We shared two dates of September 25 and October 14 which are readiness check dates, in order to monitor the transition potential of October 19 (after MEA) and transition of November 16 (beginning of 2nd quarter). We have determined we need that communication and lead time to inform stakeholders to ensure every safety measure is in place and ready to effectively transition.

Staff then led the Board through the presentation. They began with information on the SPPS Reopening Plan website at [www.spps.org/reopen2020](http://www.spps.org/reopen2020). There are three main components of the presentation including:

- COVID-19 Health Protocols
- Culturally Responsive Instruction
- Connecting Students

The guiding principles, timeline, and stages of return to in-person learning (dials) were also reviewed. The full presentation can be found in the BoardBook.

The first component, **COVID-19 Health Protocols**, included information on reporting COVID-19 concerns, symptoms, systems of reporting, information on when to report, details on what happens when a report is made, and information on the system used for reporting.

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

- Superintendent Gothard noted appreciation for the work on this topic, and impressed with the ability of our team to deal with impact on the community, and we are ready for those circumstances and we have in the past.
- Director Allen noted the academic and mental health updates, and a brief update for the public, or information on this out to the public for parents who may be concerned about how their children will be supported. Response: We have teams working on that with internal stakeholders, and once finalized, we will share with site based leaders and staff, as well as on the website. We will get initial information out soon, and a deeper dive on September 8th.
- She also appreciated the systems in place, is there a way to eliminate some of the small group meetings through text blasts, communication, and amongst staff not necessarily about COVID, but to prevent COVID in those small group meetings. Is there a way to create a system of communication amongst staff about regular items, and setting up a system so folks have less contact with other individuals if possible, even with or without positive COVID cases? Response: We have a number of items in the works. One is an employee guidance manual around COVID, so staff are well-informed

of preventative measures, and working on signage at all facilities to address social distancing, hand washing, etc, and how to report COVID concerns. Worked heavily on ensuring staff and families are aware that they should not come to work or school when they are sick and ensuring in partnership with educators to reinforce that. We need to continue to send reminders. We need folks who are advocates for communicating these efforts and continuing to educate our staff and students. We need to build the community around protecting each other.

- Thinking about ideas of rather than small groups, but text blasts amongst teams to give out daily instruction. Are we thinking of using text blasts for meetings, so we can start to give communication immediately? Response: We have been implementing virtual meetings, and are pushing that. Those remote meetings are important, and other creative ways to get messages out through loudspeakers or fliers, and creative ways around engaging students around information, and continue to repeat the messages of remote and virtual meetings.
- Director Kopp thanked staff for the presentation. One question was about students reporting - will it be encouraged if a student has someone in their family has tested positive or been exposed? Will it be the student reporting into the system? Response: Yes, our focus is on our students and staff, and visitors on site at SPPS. We are concerned if a parent tests positive, for example, and what the risks are to their child who lives with them, and the family makes a report on behalf of their child with close contact exposure, and the next steps, including quarantining at home for 14 days, monitor for symptoms, and if symptoms appear, then additional tracking and staying home for an additional 10 days after that.
- Within the system, are we doing contact tracing? Does this system allow for that? Response: We are working in close partnership with MDH. Often we learn of cases before MDH and work collaboratively and obligation to share those case reports with MDH. When working through contact tracing and case investigation work, collect information, and report back to MDH and work collaborative around exclusion recommendation or notifications they recommend. It's the process of close contact, on site or off site, close contacts as well, and work in collaboration with MDH on that process.
- As a parent of a SPPS student, and a letter from the school with information, and appreciated it shared sites for in person testing for families. Is that information going to be continued to be shared throughout the year? Response: Yes, we are working with the Office of Communications to share about testing available and blast information out to staff and families. Washington Tech was a recent site of testing, and those are great opportunities for students and families. It's a snapshot in time test. But does give reassurance to families, or those who may have a trip planned. Those are great opportunities to continue sharing. We also work closely with HealthStart clinics and partnering with them for testing opportunities as well.
- Director Ellis noted questions on the communication if there is a positive case and the process around that. Response: We have a communication protocol developed and following. We do recognize when outcry from community or particular site for more information, we do have a template to share. There is community spread, and COVID is all around us, and we should always be taking precautions. Concerned about balance of under informing, overinforming, and finding that right mark. We are working closely to ensure when there are actions needed - such as certain people in close contact, multiple cases at a site to notify students or staff of a greater risk. If we have a case, for example, of a person in building less than 10 minutes and had no contact, then that is one scenario in the communication plan, and because there is no action that would be required, we would not inform the whole building. It's difficult because we know folks want to know, and we want to inform, but informing at key times so messages aren't lost.
- Because of data privacy, there is an option to not share information. Elaborate more on that? Can folks opt not to report their symptoms or positive test? Response: We cannot require everyone to

make a report. We have to protect the privacy of individuals. In the system, if people do not agree with the data privacy statement and opting out of the report, we do have a recommendation to contact their healthcare provider, even if they are not reporting to us. Making the report is very helpful so that it can help identify the close contacts, or necessary next steps in buildings.

- Director Ellis noted her hope that folks wouldn't feel like we are trying to get something from them when it is a scary situation, and have feelings and emotions anyway, and what should be doing next or supporting self, and community and school building. They have some space to think about their options and what they'd like to do and what they are comfortable with.
- Director Foster noted one question about HR and when an employee is exposed and working around HR with accrual of time. Do those other funds available funnel down to our staff? When they are exposed or test positive, will they need to use their sick time? Response: In many of our collective bargaining agreements, we have quarantine leave, which provides up to 10 days of paid leave and answer to that first. There's also FFCRA that staff may qualify for to cover some of that time. We do have protocols in place to support staff if they need to quarantine or if they test positive for coronavirus. That is part of the reason that our team is copied on that initial report from Student Health and Wellness so that we can help to coordinate for the employees in question.
- Superintendent Gothard noted this is an ongoing topic, and Supervisor Langworthy and her team continue to learn. We are in good hands with Mary and her team, and doing this together. He looks forward to our future ability in what we are learning and how we are continuing to support our students, families, staff and community.

The second component, **Culturally Responsive Instruction**, included information on Zaretta Hammond's book, and Ready for Rigor framework, district-wide course design details, the three stages of information processing, and district-wide lesson design details.

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

- Director Brodrick noted that he has Zaretta Hammond's book, and is having a difficulty time with it, and will wait for questions from his colleagues for more information on culturally responsive instruction.
- Director Allen noted that while she hasn't read the book yet, she is aware of culturally responsive curriculum and how it impacts learning and the engagement of learning. Excited about how it will roll out. How do we properly prepare teachers to ignite particular cultures and individuals in the classroom, because in able to do so, we need to be able to relate, and raised in school system that has kept us from certain information that we could use. What kind of professional development beyond this book and this system structure are we going to implement to ensure all teachers are prepared? Also for it to be digestible, it needs to be relatable and that resonates with who they are and principles raised under, and how are we going to properly prepare teachers to do that? How they process is beyond just the typical way of processing, but how to adopt other ways that cultures that grab into and hold onto information. Sometimes we hold onto information because of why it is important to us and our principles. What professional development are we going to give teachers so they are prepared to implement these pieces of the system? Response: We appreciate that as a starting point. All this was adopted pre-COVID and this summer were supposed to have a really awesome, amazing culturally responsive teaching in the brain institute and the Bush Foundation was ready to support all that work and make it all happen, and COVID dashed our plans. We can teach Distance Learning 2.0 structure using Zaretta Hammond's materials to get started on this work because our students deserve it and our teachers deserve it - everyone deserves it. The beauty is that you show up as you are, but also learn about others in the process. The things that have prepared us to be here are time spent with Courageous Conversations protocols, and Innocent

Classroom, and we build from there, and also have to understand that teachers have multiple cultures in their classrooms, and how it all interplays work with the space they have. We understand this is baby steps into the water. Part of the Bush grant is to purchase this book for every teacher, and they are on order, and will be coming out to schools soon. We want teachers to know we are serious about the work and it will happen in real-time. As we continue to fight for that safe center where students can have academic rigor and safety, and switch from dependant learner to independent learners, will continue the conversation and lean into Ready for Rigor framework with four quadrants, which is years of work, and really deep, and honors where the teacher comes from, and where students come from, and meet in the middle.

- Director Allen noted her social justice hat, and thinks that our students definitely deserve this - to have culturally responsive curriculum in the classroom. As a Black person in the movement and shifting how we see individuals and recognizing where, the history of Black America, bring up fact that Innocent Classrooms is a great PD, and Courageous Conversations are great tools if teachers grab onto it and use it. With experience in the schools, there are quite a few teachers rejecting that type of perception of their students. When talking about creating safe spaces, what does that look like and safe for whom? If we start to allow anyone who hasn't been trained under proper training to decide what that is, are we creating more harm in the process? We are in a critical place to move forward in education. A lot of the things in this system can move us forward and start to close that achievement gap, but if we are not implementing it in the correct way, it could cause more harm. It's important that if we are going to give our teachers these tools, we also need to give them the tools to implement the system, and what it means to create a safe space for children. We need them to understand what that means to create safe spaces, or we could create more harm.
- Director Kopp noted that she enjoys this topic and learning how children learn. One thing she learned was that achievement is tied very strongly to how kids perceive themselves, and how others around them see their ability. If students feel that their teacher believes in them, it affects their achievement. Seeing the whole child, but also believing, and the importance of the deep and felt experience to have someone believe in being capable.
- One thing love about this model and interested to learn more about transition from dependent learners, and love the move to independence where students direct their own learning, deciding what is important to them, and meaning for them, and what they will hold onto. Interested if it can be described - what does that move look like? She noted her own experience and how powerful those experiences were, and wants families to understand what that will look like. Response: The example would be difference between filling out worksheets and doing a presentation for class about something - where work with others in a passion area, or stretch area, or growth area. Difference between filling out worksheets for correct answers, and building a collaborative piece that is shared with the class. That's where go from dependent to independent. There are a lot of buzzwords and helpful worksheets, but when in recall all the time of information just told, that's dependent learning. We're looking for thoughtful growth areas for things to happen next. The professional development we are providing right now is very baseline, and very shallow as far as getting into understanding the basic concepts. Over the course of years, we will develop those concepts and schools and principles will develop concepts into deep understanding of dependent and independent learning to our mission which is dependent on students being independent learners.
- She appreciates that, and these new design details - ignite, chunk, chew, and review. Students will be taught what these means? She likes the idea of alignment and practice to make it easier for students to be independent, and using a common language. It's also important that families understand what this means - something to go home for informational piece who have always been integral to children's learning to support their students, and not finding the barrier of "edu-speak". We are inviting families, parents and caregivers to be a part of the learning, and what it means, and what

it looks like at home. She noted her personal experience with helping her daughter with math, and felt challenged in helping her, which was not a great feeling, and to ensure families and caregivers are coming along with us in this new direction, so we are sharing in this journey together. Hopefully longer than 5 year journey and we continue and building on it with layers, and many pieces to this, and if we start to it, commit to other pieces so it works for everyone.

- Director Marchese appreciated the questions from his colleagues and presentation. This is something we have talked about and wanted to see movement on this as we try to spread this into our curriculum and culture of our organization. He recognizes we are at the high level of understanding the conceptual aspects of the work, as well as the common sense aspect that makes sense, and also believe we can explain this to parents and students in ways to explain what we are trying to accomplish.
- One of things DL provides an opportunity for is for differentiation versus an in-person instructional model. How will this intersect with that because there seems to be an aspect of meeting our students where they are at - how are we going to help our teachers use the technology, planning and delivery process to differentiate in ways they may not have easily had when teaching face-to-face? Response: We are trying to model that in our course, and there is a beginning point where we say there is way more than 3 hours worth of work in the course, and a note that there is not the expectation to do all that work, but folks may choose to do that if they'd like. It says "select two or three learning experiences you are interested in and will meet the needs of your learning" and there are 6-8 choices. While we may not start there with students, we are starting there with adults. They are learning that you can provide more is available, and people can choose, especially when delivered in a consistent fashion. Over the course of the course, building a model for themselves KWQL (know, want, questions, learn), and turning that in, which students could do so teachers will know KWQL of students to help design the next lesson. Distance learning is an amazing way to differentiate for students and for staff because no one shows up in the same space. We are working toward that end where we use data to inform instruction, and students are independent until they need us to ask questions, and constantly checking-in with them, so students can envision their future.
  - This is a process that will take time for teaching corps to go through this and experience it and use it going forward.
- This can be very destabilizing to some teachers, and understand how it will change relationships around knowledge and who has it. How are we going to be able to assist teachers to support each other? Cohorts of folks, learning communities? How are we going to use our platforms to make that happen. Concern that everyone is in their own space, and there is no gathering space for folks to get together, and intentionality needed around that. Response: PLCs will continue at each school. The job-embedded nature is changing, but still the expectation that teachers who teach like courses will get together and have conversations around that. The power of sharing is important with recording examples, and teachers will be able to draw from a repository of examples and offer their students the best from other teachers included. In that way, we have the ability to share more freely, through operating in video. The requirement is still there to collaborate, and schools will still collaborate with leadership teams and academic support teams. We chose to use culturally responsive teacher as the vehicle to describe the organization of DL 2.0 to teach more than one thing at once.
- Share concern about how our teachers will see our students, and a lot we deal with that comes back to interactions teachers have with students, and that work that has been ongoing, that is still important to move forward and see those links. We need to see that movement in the way teachers are working with students, because if it is only a different model of instruction, it will not bring different results with the same mindset. That is an evolutionary process.
- Director Ellis noted her dislike of the graphics.

- She also noted Zaretta Hammond's book and concerns of her other colleagues, and if we are saying this is the book we are adopting and curriculum, and we are not there and still need to determine things and fine tune it for SPPS, and a 5-year process. Our students can't wait for 5 years while we try to figure out one more thing for educators to do and students to understand and understand a language to use around our educational model. How do we imagine we are going to do this, when we don't have the PD we were initially planning on? Confused because a large part of what we were going to do, how are we going to coordinate it together for teachers and students to understand what we are trying to attempt? She also noted the previous discussions around Ethnic Studies. Frustration because she doesn't understand how we are making these changes for our educators, and making the connection for our students, and we keep saying 5 years. Time is not something we have an abundance of in a school year. Response: We adopted the framework of Zaretta Hammond, Ready for Rigor. The book is the research around the framework and instructional manual based on research to apply that framework to our work. There have been a lot of things to disrupt our plans, and that happens. No one is saying don't do anything, and we could have said we're not going to introduce anything new this year. We all felt it was important to begin to develop a common understanding of this framework as a place to build from - the levels of culturally responsive teaching vary greatly between individual teachers. This is a place for us as District to develop consistently for all staff throughout the system so we can begin to work in this way - instructionally and operationally and other staff. The key to anything is time, and time is precious. We do need to carefully look at how much and right time, but no one is okay with doing nothing, when we have been building 3a for two years, and now adopted a framework for all to build for, and an aspiration - a chance for all of us to get to a place that's better for our students. Ethnic Studies is a huge component of this, but we culturally responsive teaching is an integral part of ethnic studies. They do go together for us to do it and do it well. Students may learn facts, but not experience it in the way we want.
  - When we get to the picture and start to connect the dots, it is still difficult to see what we are trying to get to, and need help to get there.
  - The five years is deceiving - that's a commitment. We are not changing this up next year or the year after. We are all in the Ready for Rigor framework for describing how to get to the rich space that is safe for kids to be ready for rigor and ready for learning where teachers can be validating and affirming, and give wise feedback and having instructional conversations for the learning to shift from dependant to independent. The five years is a commitment to teachers.
- Director Brodrick noted that originally he had 2 very concrete questions, but listening to his colleagues, because the concern about adequate professional development before we launch this as our reopening, and the statement looking to go from dependent and to independent learning, and process will take 4-5 years, and knowing Administrative Academy spent most of their time on this topic, but they did that on August 12th. When will the principals have adequate time as the educational instructional leaders that we have decided principles should be - when they will be able to relay this very complicated set of theories to our teachers? Feels like we have adopted a framework - who is "we"? A large number of academic leadership has adopted the framework, but how will that translate and getting the framework to the classroom? He noted the previous minutes, and what it means in our buildings and classrooms. Haven't heard anything specific or concrete enough for how to use it in the reopening of 2020-2021. Same hesitation as colleagues about beginning this school year, and implementing a new way of teaching and curriculum at the same time.
- Talk a little more about concrete examples used in the classroom that would be plugging in Ready for Rigor framework? Response: The concrete examples are what is happening during the PD for teachers, and remiss if not lean back on who created the design institute and created the 3 hours of professional development for teachers - it was teachers from SPPS who have a passion for culturally

responsive teaching, responsive teaching in the brain, and doing better than we did in DL 1.0. They partnered with the Office of Teaching and Learning and worked hundreds of hours scouring the text for information that will help folks move forward in their understanding of it and the difference in DL 1.0 and 2.0. A specific example might be in DL 1.0, a teacher would make a video to draw the procedure to solve a problem, and ask students to solve similar problems. Overwhelmingly teachers told us less than 50% of students turned in the 12 problems, and it was dependant on the parents and family around them. DL 2.0 is asking teachers to think differently, like by asking students a question that will ignite their interest, and then give them a problem that will help them to see something new, and ask them to chew on that by making a drawing, making a model, or another, then at the end of the process, there is technology to take a video of sharing explanation and see what others have shared as their explanation and comment and interact digitally. There will be open office hours to talk to the teacher as well. Those are the differences between 1.0 and 2.0, and that it is independent learning and elevated, and build demand so tustnents want to participate. As teachers who notice students who are not participating, there will be systems of support in place for that as well. DL 2.0, while trying to use culturally responsive teaching in the brain to share that going forward, also sharing how much more interactive, independent and carefully thought out so students are learning standards in a different forum that we are used to.

- Reference to the group of teachers who worked on this and put in hours, and these academic leaders, and don't question fact of tremendous work. Has this been translated to hundreds of teachers in Saint Paul that will be using this? The PD has not been done? Saw the list of folks who are in the committee. But all that work done doesn't really mean anything until that work is replicated in the classrooms. Haven't convinced of the transfer from the committee that understands Zaretta Hammond to the teachers who will have to understand. Don't see the movement yet from the leadership to the classroom. Don't want to suggest this a top-down process, but fearful teachers may view it as such. Response: As we speak, there is a course that is developed for all 3500 teachers in SPPS. We wanted to honor their time and anxiety, because they don't start work or paid until August 31st, and one week of time is not enough time to thoroughly think of and plan out for DL 2.0. We are fortunate to have resources to pay teachers at the workshop rate to take a course that is 3 hours and begins to explain this work, and the folks who developed the course are the teachers who designed the summer institute. They learned from the summer institute with academic leaders and took information, and took best of the best for teachers. Teachers began enrolling in that course starting yesterday. At the time of the meeting, 944 of 3500 enrolled in participation. Of that number, 207 have finished and given feedback, and 95.2% answered questions "did PD provide with information to support your role in SPPS" with a yes. They also have comments, and we are changing the course based on their comments, including new videos to help navigate the course. All of this work is by the teachers, for the teachers, of the teachers, with the teachers for the students. We need to get to the space between teacher and student. All of the work is setting the stage for informing teachers and engaging students. Doing nothing is not an option because our kids cannot wait for this experience to be better. The research has shown it has been successful over time.
- Do we have some real evidence from other school districts where this has worked? Do we have that data, so we can show that to community? Who else has used it and who else has used it successfully? Response: We can provide that information.
- How did we arrive at Zaretta Hammond as the framework to guide our curriculum on culturally responsive teaching? Response: This is inherited work and process that happened before Ready for Rigor framework. Gloria Billings is the inventor of culturally responsive teaching, and Zaretta Hammond has used her research to build upon that, and add in the information processing and brain-based learning components. It's a synthesis of all research out there on best practices for being



culturally responsive using 4 Rs and Ready for Rigor framework to show up and be there for kids to change them from dependent learners to independent learners. The empirical evidence is a school district she has worked with for years, and will compile information. This is what we need for our students moving forward, and the work that teachers of SPPS that have experiences and enjoyed lifting up and making available for other teachers. It was a well thought through and collaborative decision with teachers.

- Who led that? Response: It was a combination of Office of Teaching and Learning, and the program manager for culturally responsive teaching. It was also including collaboration with the Office of Equity in the way, and working together frequently and tying the work together frequently and teachers need to know the things they have learned and awareness is because of their experiences and perspective across cultures and listening to others.
- Concern that we are opening this school year under adverse conditions, and being viewed to see how well we will do - therefore concerned about us trying to do too much and maybe not as fully prepared as we should be. Concerns about how hard it will be to begin this school year under these conditions, as well as a new curriculum model.
- Director Foster noted that we cannot wait, and our kids cannot wait.
- Thinking about the framework and questions about how we came to this and involvement of staff, and take it back to PreK and our youngest learners. In Early Ed, it's about the kids, their brains developing, pathways, trial and errors, supports, modeling, and scaffolding learning and development, and being culturally relevant, that we know kids learn best in the context of their families, then their communities. In thinking about school communities, and knowing that  $\frac{2}{3}$  of our teachers don't live in the district. Always talked about the challenge of changing the individual people in front of our kids every day, and we talk about teachers a lot of 3500, but have 6000 staff who reach our kids every day who can do so in a way that is elevating their love of learning. In thinking about the framework, two things also talk about culturally relevant and also talking gender inclusion - this district has history of start to talk about it and regressing when it gets uncomfortable. If a model chosen, provide support, continue to assess and adapt. If we're going to implement it, we will need the support in place, and need to measure those success and outcomes. Care about what is happening in SPPS and how we are moving our kids along. We should have been doing this from the beginning of this district. We need to continue moving forward. One of the items of the strategic plan is "start, stop, and sustain" and as we find ways to help be effective for our students, expectation to continue to assess them.
- Also go back to synchronous and asynchronous learning, and models of design. Talk about connectedness, in looking at this in Early Ed, we often assess, and making relevant, if can't identify in pre-context, it will not be effective, and folks will not succeed from the beginning, and challenge about to think about how to use acronyms and pictures for our students, because language and words matter.
- Superintendent Gothard noted that our kids are not problem children, and he encouraged to not lose sight of that. He has heard for three years that "I am not seen. I am not heard. I am not valued." This is in everything we do and not placed on any one area. Culturally relevant practices are a way to honor children and everything about them. In order for us to do this and do it well, we need to find a way to get to know our students. When we can do it through learning, develop relationships through helping young people to become independent learners. He would like to commit to continually bring teachers who practice this to the Board and from students to provide their perspective. There is never enough PD and teaching is about reflection, and not enough time to reflect enough to better meet the needs of students, with realistic expectations of staff and support them to be the very best to our students.
- Director Allen noted that while she agrees with Ready for Rigor framework, we also need to do anti-racism training, and deprogramming of white supremacy in school practices, curriculum and way

we operate, and start to look at different cultural principles and implement them into our learning. It's great to learn about each other and we need that, but our teachers need anti-racism training and how to show up in the classroom to see our students as whole beings. We need to go through this process, and this is where we are in our society. We need to be honest and all go through anti-racism training and rebuilding systems to be inclusive of all students. Response: We will create a side-by-side of our CRI work and anti-racism training work by our Equity department, and there are key pieces in also include.

The third component, **Connecting Students: Success for Every Child**, included information on key areas of student access, staff access, connection, support, video conferencing, and checklists.

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

- Director Kopp noted a question for families who may need technology support and not able to make it to curbside support. What are the options available for them? Response: They can call the family support line right away, and we can deliver to their household. The technician may call the family, or if there is a broken device, we create a package and have transportation pick up the old device and drop off a new one. The teacher may be the first contact during the school year as well to help coordinate.
- What is the turnaround time? Response: We are at a 2-3 day transition time given meal deliveries, and working with Transportation and modified food delivery to try to expedite those processes depending on demand, there may be a single van. We can use multiple devices in the home, and know that the iPad is the primary way of instruction, but students can also use other devices in the home. We want to ensure that is not a barrier to learning if a student is without their device.
- Is there a video requirement for students - if a student doesn't want to be on video? What is the guidance and expectation around that? Response: We want students to be engaged and feel comfortable in that space and a variety of different things. Students can turn their camera off, and only use their voice. In apps like FlipGrid, a student can put another image over their face or with an emoji. In Chatterpix, there is an option to use capability of the app with a mouth figure and picture of the book, and as they speak, teachers can hear the voice. Our classrooms are rich with cultural and ethnic identity and bringing the students' cultural and ethnic identity into the classroom and when others listen and hear, and engage in the Courageous Conversations protocol to listen to students of any age and multiple perspectives and ensure students are comfortable.
  - There are a variety of reasons a student may be uncomfortable on video, and don't want that to be that they are penalized for that in their learning environment.
- To access about broadband and hotspots, multiple family members who may be trying to access internet at the same time, and hotspots and wired access, things may lack, and conversations about expanding broadband access. What can we and should we be doing as board members to further that work, and what can community members do to help as well to push this forward? Response: Board members are very connected, and to engage with our community that school starts September 8th, and teachers and staff are back on August 31st, and connecting with schools is so important and to reach out with messages to ensure students are connected and families. Students can simply turn their iPads on, with a message to review the checklist. Using connections to encourage students and families to engage. Next, our community partners, and strategies where folks can donate to support a family for internet essentials. There are programs with cell phone providers to turn on hotspots. We are working with the City and Comcast and Connect Minnesota to reach out and let them know our students deserve a strong internet connection. They are looking to strengthen their organization, and also to gather information on what our families need to connect to the internet.

- Director Marchese encourages staff to reach out with information on ways for board members to help bring internet and broadband access to all students and working with community partners in this work.
- Our students have had iPads all summer, and wondering about because we talked about apps and items to be downloaded - how will devices be wiped or reset for this upcoming year to ensure access? How will families be informed of that, and of what needs to be saved? Response: At the end of each year, we share with students and families on how to back up data to their Google account. In terms of how apps are cleaned up - there are two things that need to happen. We run reports on iPad usage and storage, and there is by and large plenty of storage on the iPads. We have a set or core apps that automatically pushed out to iPads, depending on grade or class. When the teachers engage with the students, and if a student doesn't have an app, that's when we work with them to determine the storage on their iPad and what might need to be deleted, and direct them to the App Store for SPPS. Those are the main ways - saving at the end of the year, and we may have more challenges because typically students hand in their iPads, and they are wiped and reset, but they have their same iPad from last year, which also has benefits.
- Because we talked about the Fall checklist and set up and connecting. Will the passwords they had last year be the same as last year or will they change? Response: A lot of them are carried over, and we will also be sending information on how to recover those passwords or reset them. Our teachers are also trained on password reset as well with a tool to reset them. They can also call the family support line to help with passwords.
  - At the end of June, we received iPads that were turned in from seniors, and wondering about the process for them and distribution. Response: The high schools have their devices that were turned in, and they will be wiped and reset for incoming students new to each high school. They will use the pool of iPads they have at the school for the new students, and will collect the remainder for distribution to sites who may need a few more. We wanted to have a pool that allowed us to be fluid at the beginning of the year, especially since iPad numbers are based on enrollment, which may fluctuate.
- Do we have enough iPads for students? Response: Yes we do.
- Director Foster noted in thinking about access and opportunities and talking to Comcast and talking with our City - broadband across the city for all. We don't know how long COVID will be impacting us and families will need to make choices, and talking about equity to be conscious of conversations with partners because of equity to access as well. We will have students who will continue in the virtual learning environment and ensuring access for them. \$10 may not seem like a lot to some, but is a lot to others, and appreciated the discussion on ways to help waive those fees. Also happy that Comcast is waiving those fees in those debts. Message to send to all who are offering wifi services, and talking about serving kids, and also what our families need and how our community steps up to make it happen.
- Dr. Gothard thanked the team for their work around devices and our commitment to get them out to students by any means necessary.

#### B. School Climate and Safety: SY21 and Beyond

Superintendent Gothard then welcomes Laurie Olson, Director of the Office of Security and Emergency Management, and Kathy Kimani, Director of the Office of Student Supports, to provide an update on the school-based climate and safety support model.

The presentation included information on the Security and Emergency Management office mission, the team of dedicated professionals, a look back at the 2019-2020 school year and Restorative Practices

professional to the team as well as the Board-approved School Support Liaisons, Security and Emergency Management for SY21, Security and Emergency Management for SY21-22 and beyond, and update on the School Climate and Safety Committee, Engagement for SY21 and beyond, and that this work is all about relationships, it must be student-centered, and that we must all be a champion for our kids. The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION:**

- Director Brodrick noted two questions. The principals were opposed to eliminating the SROs. What has been done to work with and satisfy their concerns, and how is this work progressing? Response: Since the Board's decision to eliminate SROs, we have been meeting every Thursday with the principals and assistant principals from our 7 comprehensive high schools. In the first meeting, we were in a feeling quadrant and allowed time to acknowledge their reaction to the decision, and to acknowledge the great work from the 7 outstanding SROs. Then we moved into the Thinking quadrant and acknowledged the Board's directive and plans to move forward and ensure we are on track for opening safe and welcoming schools for kids. Some of the progress made thus far is identifying specific intervention and supports for students; we are identifying when to handle situations in house with counselors, social workers, site safety teams, and SEM resources. We have been identifying situations where we may need to call for SPPD and that life-safety is first and foremost. If there is a specific report to be taken, we will need to call in SPPD. We have been meeting with SPPD and some reports using teleserve system online, and it creates a case number for situations such as theft. We also continue the conversation about concerns about removal of SROs and possible increases in arrests in high schools, which we don't want to see, and what we can do as a group to keep number slow and reduce arrests in our buildings. The principals and APs are on board to come up with comprehensive and great solutions for that.
- What are the specific instructions for all staff to do when an incident occurs where formerly our SROs would have been employed and used? Specific direction so that staff members know what they can and cannot do, and types of support from local administrator and from the District office. Response: Every school has a site safety team that is specific to their building and built specific to their building. Each site also has a safety plan built specifically for that building. Schools know they can call teh ECC to report situations that they may need supports for; with regard to instances such as fights, is the role of the educator is to maintain safety of their classroom, maintain safety in the hallways, but let the folks with training to doa physical intervention. Our SEM staff in high schools when we did have SROs, they are trained to safety restrain students in fights. HR has had conversations in the past with administrators, but first and foremost to maintain perimeter, and ask adults to keep students away, and allow those with training to safety intervene.
  - Unfortunately not sure at this point in time, whether the specificity of instructions for staff when these instances happen. In SPPS, stress that incidents of violence are not common occurrence, but when they do happen, they can be serious, and want to know exactly, and want staff to be directed what they should do, and what they can't do. In some instances, a staff member may witness an incident, where they may feel obligated due to the emergency of the situation and danger involved, they feel compelled morally to intervene. Think and applaud staff who might make that decision on behalf of those involved, but think we need to make it clear to staff members how much support they will receive if their actions are second-guessed, or possibly recorded by students. These are the concerns that our rank and file teachers and administrators are concerned about, and those concerns that caused our principals to unanimously vote to not eliminate the SROs. We have made a decision as a Board that key people in our district are disappointed in, and have not heard enough of a plan to be comfortable with. Because of the situation we are at with the beginning of this year with distance learning,we still have more time to

work on this. Personally think we have a whole corps of principals disappointed in this decision, and high percentage of teachers who do not agree, and they need direct and specific reassuring instruction and commitment of support because they may find themselves in a bad situation.

- Director Allen thanked the team for the presentation, and is excited to start to implement a system that support our students that is not in law and order, but teaching through Restorative Practices and community experts to support our students.
- What is the relationship with the Parks and Rec Ambassadors program, so the ambassadors can help this team and helping to navigate some of the conflicts that spill into our classrooms and interrupt education, and how can we continue to build those relationships and start to be proactive around the conflicts that can occur in our buildings? Response: Some of the city ambassadors are community support liaisons in our schools during the day, and working in the city at night. We are still having those conversations, and talking about putting together some plans for athletics and other events. They have been incredibly helpful when we have larger games - they know our kids by name, and our students respond well to them. It's the intent of this office to continue that relationship and strengthen it.
  - Glad we do have a little more time to work around when conflicts do occur in our buildings.
- Director Kopp also noted Parks and Rec and that connection, and that partnership is so important because what comes into the classroom is coming from the day or night before. Thanks to Director Allen and Director Olson for understanding those relationships.
- She also thanked for making time to meet with students and regular ongoing conversation about the needs of students, and those predictable, regular conversations.
- Director Marchese also appreciates all the work, presentation, and intention. It is consistent with the vision laid out months ago, and in alignment with the vision, and appreciate bringing that work forward. Also thanks to Director Kimani for her work in school culture and climate.
- Curious about how we see building level conversations taking place in the individual buildings, with the resolution specifying building level working groups. How will we see the inclusion of students, parents, and community members in groups? Response: The mental health teams were highlighted as one source of information, and there are other teams, with the motion to create another team specifically for this purpose. At our first meeting, we should talk about what teams already exist, such as School Climate Improvement Team, and to look into the membership, but the different groups to provide us with information that already exist, and fill in gaps where needed.
  - It's important to have a broad representation to be involved. One of the ideas behind school based groups is to allow for different approaches and to use as opportunity that might make sense in other schools as well, and how one idea may look at other sites, so that we are giving people space to think outside usual parameters, and ways for community members to invest in ways and opportunities as well.
  - Looking forward to hearing more, and requested the job description for school support liaisons.
- What is the hiring timeframe for the SSL position? Response: It is a civil service position, which takes time, and our goal is to have the positions in place before or no later than the start of second semester. Distance learning has given us a bit of time. The training is one of the most important pieces, and too important to rush. The candidates will go through a 3-4 week academy before starting in schools prior to the start of second semester. The longer we are not in buildings, the less pressure to have physical staff in buildings and time for training before starting in the school.
- Director Ellis thanked Director Olson and her staff, because they are more than 7 SROs who are in our buildings every day with our students. Grateful and appreciate that so much. It is beyond 7 individuals and be clear about the work in SEM.
- Question about ongoing SEM engagement, and to talk through those acronyms. Response: Engagement includes with African American Leadership Council, NAACP, Saint Paul Black

Ministerial Alliance, American Indian Parent Committee, Juvenile Detention Alternatives Initiative and Disproportionate Minority Contact Committee. JDAI and DMC will get back and running with the digital and COVID situation changed, but anticipating that will continue.

- SEAB Member Ali noted questions about counselors and intervention specialists - are those additional from current? The other positions will be additional to what we currently have? Response: Yes. Those staff members are additional staff that will begin working this school year, in addition to any current support staff working throughout the District.
- Director Foster thanked the team, and our SEM team is bigger than the 7 SROs. She acknowledges Director Olson's leadership and her vision.
- Superintendent Gothard noted the principles, and his job is to convene groups and deliver information they may not want to hear. He met with principals and supported the Board's decision, and tried to be supportive to everyone. He ultimately reports to the Board. He feels fortunate to have Director Olson and Director Kimani and their work, and to have this partnership will strengthen this work. This is the right work for us to do. Ultimately, we all need to become more aware, better communicators, relevant training, and we need to be clearer and important part in DL and when we are back in person. He thanked the team and will be reporting prior to December, and concrete plans in December to the Board.
- Director Brodrick noted that as we continue the work with the meeting of the Committee, he will be asking his two questions because he is asking them for a large number of people wondering about the same thing.

### C. Calendar Proposal

Next Hans Ott and Sue Snyder from the Calendar Committee led the presentation which included recommendations for 2020-2021, including a Digital Learning Day on Election Day of November 3, 2020. MDE key terms around distance learning, e-learning, digital learning, and online learning, as well as Digital Learning Days for K-8 sites, and the below recommendations:

Adopted Calendar:

- October 30: P/K/E - No School conference Prep with S - in session
- March 26: P/K/E - No School conferences with S - in session

Recommended Calendar:

- October 30: P/K/E - No School conference Prep with S - in session
  - K-8 Buildings : Grades 6-8 Digital Learning Day
- November 3: P/K/E/S - Digital Learning Day
- March 26: P/K/E - No School conferences with S - in session
  - K-8 Buildings : Grades 6-8 Digital Learning Day

Recommended motions and Committee next steps were also reviewed.

The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION:**

- Board members and the Superintendent thanked the team for their work and the presentation.

**MOTION:** Director Foster moved the adoption of the recommended changes to the 2020-2021 School Year calendar to reflect Digital Learning days for grade 6-8 students at mixed

**elementary/secondary schools on October 30, 2020 and March 26, 2021. Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

**MOTION: Director Foster moved the adoption of the recommended changes to the 2020-2021 School Year calendar to reflect a Digital Learning day for all students on election day, November 3rd, 2020. Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

D. Human Resource Transactions

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

The motion was approved by roll call vote:

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

**VII. CONSENT AGENDA**

**MOTION: Director Foster moved approval of all items within the consent agenda withholding no items for separate consideration. Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

A. Gifts

B. Grants

**BF 32170** Request for Permission to Accept a Grant Application from the Greater Twin Cities United Way

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Greater Twin Cities United Way for funds to further develop and implement career pathways in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32171** Request for Permission to Accept a Grant from Project Lead the Way

That the Board of Education authorize the Superintendent (designee) to accept a grant from Project Lead the Way to implement PLTW Launch at Farnsworth Aerospace PreK-4; to accept grant funds; and to implement the project as specified in the award documents.

**BF 32172** Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to support the AFNR program; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 32173** Request for Permission to Accept a Donation from Heart of America

That the Board of Education authorize the Superintendent (designee) to accept a donation from Heart of America to transform several classrooms and the outdoor urban agriculture area at Gordon Parks High School, including new furniture, appliances, finishes and student materials; to accept donated labor, material and student supplies; and to implement the project as specified in the donation documents.

C. Contracts

D. Agreements

**BF 32174** Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Century College for FY21.

E. Administrative Items

**BF 32175** Monthly Operating Authority

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

(a) General Account	#727221-728204	\$66,288,983.85
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	#0003768-0003799	
	#7003748-7003786	
	#0004726-0004810	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$1,888,328.03</u>
		\$68,177,311.88

Included in the above disbursements are two payrolls in the amount of \$44,203,471.55 and overtime of \$53,592.54 or 0.12% of payroll.

(d) Collateral Changes

Released:

US Bank

Additions:

US Bank

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 November 30, 2020.

**BF 32176** Approval of Insurance Policy Premium Payment Agreement

That the Board of Education approve the addition to the School District's life insurance plan and authorize the Superintendent or his designee to execute the Premium Payment Agreement.

F. Bids

G. Change Orders

**IX. OLD BUSINESS - None**

**X. NEW BUSINESS**

A. Resolution Appointing Interim Chair

**BF 32177** Resolution Appointing Interim Chair

**WHEREAS**, the June 7, 2020 death of Board of Education Chair Marny Xiong has left the office of Board Chair vacant; and

**WHEREAS**, Vice Chair Jeanelle Foster has presided over Board of Education meetings pursuant to Saint Paul Public Schools Policy 203.00 since that time; and

**WHEREAS**, pursuant to Minnesota Statute § 123B.14 and Saint Paul Public Schools Policy 203.00, a new Chair will be elected at the annual January organizational meeting;

**NOW, THEREFORE, BE IT RESOLVED**, Vice Chair Jeanelle Foster is named Interim Chair effective as of the date of this resolution and shall continue in that office and execute all duties of that office until a new Chair is elected at the annual organizational meeting in January 2021.

**QUESTION/DISCUSSION:**

- Director Brodrick noted that we all are having continued and lingering sadness over the loss of our Chair Marny, but would like to say a debt of gratitude to Director Foster for the wonderful job she did stepping in during these difficult times and doing a lot of extra work and thank her for agreeing to being the acting Chair until January, and thanked the rest of the Board for pulling together so well during these very sad and troubling time but that we have gone through them together.
- Director Allen echoed Director Brodrick, and does appreciate stepping into the leadership at the difficult time. While it aches in our hearts at the term “Interim Chair” and knowing that Chair Xiong is not here, we do appreciate your leadership, willingness to be in that space, and definitely are missing Chair Xiong.
- Director Kopp noted that no one probably imagines going from Vice Chair to taking on the responsibility of Chair in the most difficult of times and doing it with grace, patience and love. Grateful for how Director Foster has done the work, as we learn and do it. It’s incredible and appreciate, and with a heavy, but grateful heart will vote for this resolution.
- Director Marchese echoed his colleagues. This isn’t what we started the year thinking we would have to do, and the loss of our Chair sits next to us every day and we need to figure out how to make peace with that and move forward. He echoed appreciation to Vice Chair for stepping in under the tough circumstances and with a lot of grace. We are a collective, and are a team, and hold each other up in this work, and hold each other up to get the work done. We are all here to support in this work, and will step forward to help out.
- Director Ellis thanked Vice Chair Foster. We have been in conversation so much in talking about the possibility of this needing to happen, and that Vice Chair has been doing this and holding us together. Thanks for the leadership and support for each of us has been amazing. We are all here to do this work together.
- SEAB Member Ali noted that this position fits Director Foster well and the challenges faced, and SEAB supports her and is grateful for the opportunity to speak at board meetings, and this is an opportunity and grateful for calling on SEAB members.
- Director Foster thanked the Board, and Rest in Power to Director Xiong. SPPS is a family, and we lost a real friend, and shero. Stepping into this role, feels somewhat disrespectful, and wanted to leave it open in memoriam, but need to uphold the legality. Will be sitting in a seat borrowed, honored, and cherished, and in sadness missing our friend and colleague. Grateful to this Board, we have all been very supportive, and not feel like sitting in this seat alone, but with colleagues, and thankful for support. Grateful to Superintendent, Sarah Dahlke, and Kaying Thao for their support.
- Superintendent Gothard noted that leadership matters and the title of Chair attached to Director Foster’s name is needed, and we need you and know will do a great job. Grateful, thankful and support of the whole team. Thanks and appreciate leadership for all of us.

**MOTION: Director Foster moved approval of Resolution Appointing Interim Chair. Director Brodrick and Director Ellis seconded the motion.**

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

Director Foster also noted that to Marny’s family, we are still here and to reach out as needed.

**XI. BOARD OF EDUCATION**

A. Information Requests & Responses

- Director Kopp noted outreach efforts around the census, and curious where the efforts are and ensuring all kids and families are counted in the 2020 census.
- SEAB Member Ali noted questions from other seniors, and preparing for college, and additional support for every senior in SPPS.
- Director Foster noted questions around instructional approach and training around staff with Zaretta Hammond and RP - how are we going to scale this down for models, and supports for all staff in contact with students, and how that is happening as well. Training district-wide.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp shared a few items, including attending meetings with Ramsey County League of Local Government and ways to collaborate across Ramsey County. It has been great connecting with building leaders, educators, and families, and open and available to listen and support. Grateful for school communities with how they are reaching out to families and sharing information. Shout out to Parks and Rec who have been working with kids all summer and connecting to ensure they have what they need for school and families. They are amazing and see the work they are doing and the difference they are making for our kids. She also encouraged that we all continue to show compassion, grace, and patience to each other during this time. She serves with people who care deeply in a community that cares deeply for our kids. Find ways to support in ways and in neighborhoods.
- Director Ellis shared that she has also heard from her school with communication, and it was nice to hear the principal and excited and ready to come back to school. Staff is also reaching out. Excited to do PreK Kit packing party, and getting supplies out. She also noted the AMSD meeting, and speakers to answer questions about the Fall opening, and the information shared, and is helpful in that space to hear what other districts and colleagues are doing across the metro. MSBA has their summer seminar, and they are doing three Wednesday of seminars, and attended the superintendent evaluation course. She also noted she was appointed to the AMSD Legislative Committee and alignment for funding, and need to be talking about funding for the next 5-10 years as impact from COVID continue, and costs that were unexpected across the state and country. Looking forward to connecting with colleagues from CGCS as well.
- SEAB Member Ali noted the conversations around ELL with Superintendent Gothard and plans to continue this work.
- Director Foster thanked Director Ellis for stepping into that space, and that other board members also work on separate committees to further the work of SPPS.

**XI. FUTURE MEETING SCHEDULE**

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

- September 22
- October 20
- November 17
- 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)

- September 8
- October 6
- November 10
- 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 Brodrick seconded the motion.**

The motion was approved by roll call vote:

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

The meeting adjourned at 10:21 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](http://www.spps.org/boe)**

**August 24, 2020  
5:00 p.m.**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order at 5:00 p.m. by Jeanelle Foster, Vice Chair.

**II. ROLL CALL**

Board of Education: J. Brodrick, 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; 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 Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes

**IV. NEW BUSINESS**

Superintendent Gothard thanked everyone for joining to take the Board through some purchases as we open the 20-21 school year. There are several areas of CARES funding and knowledge of those numbers allows us to plan for the school year. It's important to ensure we submit these purchases prior to the school year so that there are materials available for students and staff to fully open DL school year beginning September 8. We do have several purchasing guidelines, and when they exceed a certain

amount they do require approval by the Board. Chief Baker will also be providing a recommendation for a series of special meetings as we move into this school year unlike any other.

A. Google Voice - Virtual Telephone Services

**BF 32178** Google Voice - Virtual Telephone Services

That the Board of Education authorize the Purchasing Manager to award to the best value vendor for the purchasing of Google Voice Services in the amount not to exceed \$475,000.

B. Hotspot Internet Access for Students

**BF 32179** Hotspot Internet Access for Students

That the Board of Education authorize administration to approve the proposal from T-Mobile for the purchasing of additional hotspots and increasing the data plans for hotspot lines in the amount not to exceed \$750,000.

C. Staff Computers

**BF 32180** Staff Computers

That the Board of Education authorize administration to approve the proposal from Apple and DELL for the purchasing of additional computers for staff in the amount not to exceed \$450,000.

D. Distance Learning 2.0 Take Home Instructional Materials K-12

**BF 32181** Distance Learning 2.0 Take Home Instructional Materials K-12

That the Board of Education authorize the Purchasing Manager to award to the best value vendor the purchase of take-home instructional material kits to be made available to all of the students in the St. Paul Public Schools in the amount not to exceed \$1.5M utilizing Federal CARES Act funding.

**MOTION: Director Foster moved approval of the recommendations for these items - Google Voice - Virtual Telephone Services, Hotspot Internet Access for Students, Staff Computers, and Distance Learning 2.0 Take Home Instructional Materials K-12. The motion was seconded by Director Brodrick.**

**QUESTIONS/DISCUSSION:**

- What was included in the educational kits? Response: We have heard from students, families, and staff that they needed additional equipment on hand. A few things are included in the kit, and it is set up to be designed for K-2, 3-5, and older students. In K-2, we are proposing a box of 24 crayons, and pocket folder, wide ruled spiral notebooks, unifix cubes, dry erase board, and dry erase markers. A few of these are also supported by 3M, and will be careful not to be redundant. For students in the older grades, there will also be a calculator, sticky notes, and spiral notebooks. In 6-8, we are adding colored pencils, index cards, protractors, and other items that align to the standards being taught. In the older grades, items such as ball point pens, spiral notebooks, index cards and 3-ring binders. We also know we will be getting headphones and a stylus to have those donated. We are trying to

ensure when teachers are talking about a specific item and to draw a picture and show it to the class, that our students have the tools available to them and ready to do that. These are not only materials for DL, but also eventual transition. We want to be able to transition as we move to hybrid and in-person, and these materials will assist in that. It's also important for engagement and not adding additional stress to families and students. We have a couple quotes but are looking to spend \$30-35 per kit, and is a little different than the kits for PreK, and we will be sending these pre-packed by the vendor, and hopefully to be in the hands of students in September.

- The headphones will also be useful for when there are multiple students in the same house, as well as hoodies to students to be able to isolate themselves and focus on their learning.
- Will these be delivered to students, or will there be curbside pick up? Response: The plan is that they will be sent to the schools, and the schools will be ensured and assisted that they will be picked up, as well as creative ideas to ensure they will be delivered to the students, including our Title I office and their amazing work and do whatever it takes. We also talked about using Transportation, and volunteers to deliver. It will be energizing and kids will have their own items and feel ownership for their learning. These are consumable items, and will also need to consider the needs in October as well.
- For the hotspots that are being purchased, how are we determining the needs of our families, the process for families to know who to contact, when, and how they will be delivered? How many hotspots? What is the estimate of the demand? What have we learned about the additional needs? Response: We are using the same process for hotspot requests in the Spring which worked well, through the family hot line in technology. They can either be picked up at curbside, or deliver them. The BAI for this meeting looks to purchase 3600 hotspots, including 500 new ones to be added to the hotspots we already have, and some resources also to outfit current hotspots to be unlimited data. We learned last spring with T-Mobile, they increased hotspots, however the increase ended in June. Moving into this school year we know our students will need unlimited access preferably with DL 2.0, and made decision to upgrade all hotspots to unlimited, and prioritizing for students and families, and working with staff for another means to offer them wifi.
- How many families have hotspots now that were already distributed? Response: We were close to 2800, and some staff as well, with the remainder is the increase of hot spots. Between hot spots, partnerships with broadband partners, we believe we can cover the majority of the needs out there.
- Another item mentioned is the speed of the hotspot, will that be increased as well? Response: The speeds are unlimited data, not throttling so they don't slow down, and the speeds will vary between 25MB to 100MB per second, and determined on location and how close they are to cell tower.
- Will the upgrading happen automatically or will there be something families will need to do? Response: T-Mobile will be taking all information, feeding it into a computer, and the computer will update them to unlimited.
- If families have any issues where they are slow, they will call help line? Response: Yes, families can call the family support line that is a direct connection to Technology Services, and there is also curbside available, as well as delivery options.
- This contract is for additional hotspots beyond 2800? Response: It is for additional 500 hotspots, and trying to measure the need at the start of schools. The second item is for moving from the 2G data cap on all hotspots, and need to move off of that. We are going to move as quickly as possible to unlimited data plans. There won't be throttling where the hot spot slows down.
- Superintendent Gothard also thanked Executive Director Davis and his team the work has been incredible, and to lift the entire district and rely so heavily, wanted to say thanks.
- It is noted on working on access for staff, for hotspots, and how many do we think we'll need and how soon will we be able to figure that out? Response: For the hotspots for staff, we are providing hotspots for staff who are working from home and unable to leave their home due to medical reasons

or approved by HR. For staff who need WiFi, we are opening WiFi access centers throughout the district for staff to come, if unreliable WiFi or don't have access at home. We believe that through district support centers and other administration buildings for ample access for staff who need regular and consistent WiFi access. We are working to ensure all staff have access.

- Within the computers for staff item, does that include EAs, Tas and SCSPs? Response: The computers in this BAI are to refresh staff that have either a limited desktop, and found that during DL where needed a laptop. Some of the purchases are for laptops to be more mobile, and if we are in situation where staff need laptops again, they will be limited to their desktop computer. The other portion of this item is for staff who needed an upgrade to their computer. It is a refresh. The staff are working with their supervisors and principals to ensure they have requests or invoice for their computer. This particular board action item is for all staff depending on if their job requires a personal computer, or if they currently have a computer that is outdated. The majority of the requests are for school office clerks.
- In the kits, wanted to know if they vary by school or all have similar items? Response: We have plans to provide upwards of 35,000 kits, and important that they are standardized. We are looking at grade bands. We are also working with staff at schools to ensure those added pieces, such as a theme or specialized area, to ensure they are included so that students have what they need in that area. We have literacy, science, and arts specialists who are also working with the staff to ensure they have the right materials to demonstrate and support students. They are pretty standard and pretty similar.
- As a procedural technicality, on all items, and bullet point 5 with the funding provided by the Business and Financial Affairs office, and the item submission. Who are we authorizing to purchase these? Do we need to be more specific to authorize who to spend this money? Response: This is to ensure we have these items in preparation for the start of the school year. We worked with the business office and Chief Schrul to approve all items, and have been approved and in agreement with this, and did not move forward without their approval. There is a separate board agenda item routing that goes for all items, and Finance did look and approve those CARES requests, with a separate spreadsheet tracking the CARES funding to give to the Board as an update at a later time. For the approval and designating the purchasing manager or administration, the purchasing manager is listed on the one because the bid award needs to be done yet, whereas the other ones have a contractual authority through a state contract or other items references with contract number, which gives the district authority, and allowing Administration to continue, with the individual department to complete the purchase.
- We do need to be nimble and quick during this time, but more comfortable when knowing who is being authorized. For the Board to authorize something, under the recommendation, we are usually pretty specific, and varies between one person to a more general recommendation.
- Want to be trusting, and assure this is the best way to proceed. Response: There is a digital routing process, so all are engaged. There is a time to make comments or hold things up if more information is needed. Is the source of our Senior Executive Leadership Team meetings to bring concerns or information, and to ensure it is signed off by all prior to the Board approval.
- Understand to give authority and be nimble, with the only concern is that with the checks-and-balances and more staff to sign off on it to verify and approve.
- Is all this funding from the Federal government, but through the State? Response: It is Federal through State funding. The CARES Act funding, we currently have 2 allocations we are working on that were received a few months ago - the ESSR funding and GEER funding, and those 2 buckets of funds that we have initially put applications on amount to a little shy of \$20M, with the two funding areas we are seeking some purchase approvals through, and those funds come from the overall CARES Act. The third funding source is new, is the Governor's Relief Fund, and another funding



source to look at, with the District receiving a third source of funding. Those are the three areas, and this evening, looking for approval from the first two allocations.

- Superintendent Gothard noted these are relief fund purchases that are to meet the needs of our students to start the school year, and important to re-establish these conversations and the need to be nimble, and to share with the community.

The motion was approved by roll call vote:

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

Chief Cedrick Baker shared a preview as we move ahead, including that we will need to be nimble within the next few weeks as we prepare and move into the start of the school year. He recommended that over the next few weeks, there is a periodic or weekly special board meeting. Our concern items need approval in prep for the school year, and some items will not be able to wait. One of the recommendations is to schedule weekly special meetings, with certain meetings prepared if needed.

#### **QUESTION/DISCUSSION:**

- The Board agreed to this recommendation, and for the Board to participate, but not interfere with the nimbleness. It's a good idea to stay in communication and ongoing meetings to keep connected with parents, families and students from a Board perspective. Board members also noted it's helpful from a scheduling perspective to set aside time, and appreciate the proactive thinking.

#### **V. ADJOURNMENT**

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

The motion was approved by roll call vote:

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

The meeting adjourned at 5:42 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  
Available via Live Stream at [www.spps.org/boe](http://www.spps.org/boe)**

**August 31, 2020  
5:00 p.m.**

**MINUTES**

**I. CALL TO ORDER**

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

**II. ROLL CALL**

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

Staff: Superintendent Gothard; Chuck Long, General Counsel; Jamie Jonassen, Assistant General Counsel; Cedrick Baker, Chief of Staff; Marie Schrul, Chief Financial Officer; Kate Wilcox-Harris, Chief Academic Officer; Marcy Doud, Assistant Superintendent of Specialized Services; Kevin Burns, Director, Office of Communications; Kaying Thao, Board Administrator; Sarah Dahlke, Board Secretary

**III. APPROVAL OF THE AGENDA**

**MOTION:** It was moved by Director Foster, and seconded by Director Ellis, to approve the order of the agenda.

The motion was approved by roll call vote:

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

**IV. MAIN AGENDA**

**MOTION:** It was moved by Director Foster and seconded by Director Brodrick that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss attorney-client privileged information regarding threatened litigation in the matter of J.T., individually and on behalf of

**D.T., et al, vs. Bill De Blasio, in his official capacity as Mayor of New York City, et al, and litigation strategy, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(b).**

The motion was approved by roll call vote:

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

The Board of Education and staff discussed the matter of matter of J.T., individually and on behalf of D.T., et al, vs. Bill De Blasio, in his official capacity as Mayor of New York City, et al, and litigation strategy.

**MOTION: It was moved by Director Foster to conduct the remainder of this meeting as an open meeting. The motion was seconded by Director Brodrick.**

The motion was approved by roll call vote:

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

**MOTION: It was moved by Director Foster to to permit the General Counsel's Office to pursue and join, as appropriate, a Joint Defense Agreement to defend or otherwise represent Saint Paul Public Schools in the matter of J.T., Individually and on behalf of D.T., et al. v. Bill De Blasio, et al., Case No. 20-CV-5878.. The motion was seconded by Director Brodrick.**

The motion was approved by roll call vote:

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

## **V. ADJOURNMENT**

**MOTION: It was moved by Director Foster, and seconded by Director Ellis, to adjourn the meeting.**

The motion was approved by roll call vote:

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

The meeting adjourned at 5:34 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](http://www.spps.org/boe)**

**August 31, 2020  
6:00 p.m.**

**MINUTES**

**I. CALL TO ORDER**

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

**II. ROLL CALL**

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

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

Director Foster welcomed Jim Vue to this meeting, as our interim board member. Jim was appointed to the Board at a special meeting on July 27th, and his interim term officially began on August 26th. We will be celebrating Director Vue's swearing in ceremony prior to the Committee of the Board meeting on Tuesday, September 8th. We look forward to working with Director Vue and welcome you to the Board of Education!

**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 and Director Marchese.**

The motion was approved by roll call vote:

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

#### IV. NEW BUSINESS

Superintendent Gothard thanked the Board and Staff for their time for this meeting. He also welcomed and congratulated Director Jim Vue, and looks forward to also working together and to celebrate his official swearing-in ceremony on September 8.

##### A. Request to Establish the Classified Position of Contract Manager

#### **BF 32182** Request to Establish the Classified Position of Contract Manager

That the Board of Education of Independent School District No. 625 approve the establishment of the Commissioning Coordinator job classification effective August 31, 2020; that the Board of Education declare the position of Contract Manager as classified; and that the pay rate be Grade 20 of the Saint Paul Supervisors' Organization standard ranges.

#### **QUESTION/DISCUSSION:**

- Who is currently doing this work? Response: Currently our purchasing manager is taking on all of the work and we are in need as a District to have support in the Purchasing department. There are other staff who have been supporting. With the increased volume, with the FMP and CARES and non-public, and our overall contracts and the volume, we need a second position to support our area.
- There is a need in the current environment because there is a lot more happening. What does the transition look like when there is not as much? What does it look like in a non-COVID world? Response: This position, we have been looking at to create this for some time, with our new contract system, and support for purchasing restructure. And trying to get some structure and efficiencies with the district and place with contract manager. With the volume, there are more structures in place to put as a District, and this person would also have some legal background to assist in reviewing contracts and in areas of overall contracts.
- To whom does this person directly report? Response: This would be to Jamie Atkins, our purchasing manager. Jamie Atkins reports directly to the Chief Financial Officer.
- What is a classified position? How is that different from a non-classified position? Response: We can get that information, but believe there are positions that are classified and unclassified within the union with civil service rights to them. It's part of a union contract and a list of positions within it, and those within it are the contractual agreement of Saint Paul Supervisors Union.
- This is a new position, and is support to our purchasing manager. The current purchasing manager has been doing the work of this position that we determined needed to be created. We have determined through a job study that this would be the title, and to go out and post the vacancy and applicants for the next step. The work of Mr. Atkins has not been of a purchasing manager work, but additional work above and beyond all regular work, and this is new that would be posted.
- What does the grade level mean, and the pay level? Response: It is part of the job study with the classification. In the bargaining units, there are grades for titles, and determine compensation and salary guidelines and bands. Through the study and description, it was determined this was a grade 20 in that bargaining unit. The pay range begins in mid-70,000 range to mid-90,000 range, and will depend on the applicants' experience and their level.
- Superintendent Gothard noted we have worked to understand the needs are in the entire District, and there are many positions where we have thought about to strengthen our organizational structure, and this is one that causes many to won, instead of a department, and support of this position, and receive the benefits of a better organizational structure of our Purchasing department.

- This position was also planned for in FY21 budget for the Business Office.

**MOTION: Director Foster moved approval of the establishment of the Commissioning Coordinator job classification effective August 31, 2020; that the Board of Education declare the position of Contract Manager as classified; and that the pay rate be Grade 20 of the Saint Paul Supervisors' Organization standard ranges. The motion was seconded by Director Brodrick.**

The motion was approved by roll call vote:

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

B. Washington Technology Magnet School 5/10 Programming

**BF 32183** Washington Technology Magnet School 5/10 Programming

That the Board of Education authorizes the Superintendent (designee) allocate up to \$484,000 of CARES Act (ESSER) funding to continue the 5/10 program at Washington Technology Magnet School during the 2020-2021 school year.

**QUESTION/DISCUSSION:**

- How is ALC funding usually done? Response: Typically ALC funding is used in a way that compliments the school day, but not used during the school day, including after school and summer school programs. Washington we have designed and put together a unique and successful program where students go to school for the regular 6.5 hours, and use alternative learning resources to extend their day. The way we fund that is through alternative learning center formula. This discussion also came up when looking at start times and Washington's schedule, and the reason for this model with that particular high school.
- What is the formula? So understanding the schedule and there's usually dollars that would fund this program that are not available because of funding? Response: Normally the State funds us with \$186 for every student that qualifies of additional support for after school programming and summer school programming. At Washington, those student generate that revenue in the extension of their day, and normally the school would dismiss at 3:00pm, we extend that day. Those dollars or hours are not available while the District is in DL, and in order to generate and receive reimbursement, the students need to be in front of an instructional licensed teacher and then able to receive ALC funding to support that student.
- We would like to continue to provide that schedule in DL but don't have funding to support that extra bit, and this money would go to allow funding that "extra bit". It's precisely use of ESSR funding is to provide those services or supports necessary, and is due to our learning plan based on COVID-19, and normally wouldn't need to do that. It is a limited time, and if we do get reimbursement back, we can use it for its purpose, and use ESSR funds for further costs. There is one group of coronavirus funds that do have a time limit of the end of December, but this is not for that funding source. The ESSR funds are a different funding source under the CARES Act.

- What kinds of services or programs are being funded right now and what do they look like at Washington Tech? Response: Through alternative education funding, we are able to provide credit recovery and EL services and development classes for grades 9-12 students. We are also funding daytime ALC high schools, as well as On Track for middle school students. We are not able to offer K-8 targeted services which are held after school. At Washington Tech, we will be offering the 9-12 programming using our funding.
- Director Foster also noted the allocation per students of this funding.

**MOTION: Director Foster moved that the Board of Education authorizes the Superintendent (designee) allocate up to \$484,000 of CARES Act (ESSER) funding to continue the 5/10 program at Washington Technology Magnet School during the 2020-2021 school year. The motion was seconded by Director Brodrick.**

The motion was approved by roll call vote:

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

## **V. ADJOURNMENT**

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

The motion was approved by roll call vote:

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

The meeting adjourned at 6:33 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  
Available via Live Stream at [www.spps.org/boe](http://www.spps.org/boe)**

**September 14, 2020  
4:00 p.m.**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order at 4:00 p.m. by Jeanelle Foster, Vice Chair.

**II. ROLL CALL**

Board of Education:                   Z. Ellis, J. Foster, J. Brodrick, J. Vue, J. Kopp  
C. Allen was present, but had technical difficulties.  
S. Marchese arrived at 4:09pm

Staff:                                    Superintendent Gothard (present, but technical difficulties); Chuck Long,  
General Counsel; Will Forbes, Assistant General Counsel; Marie Schrul,  
Chief Financial Officer; Jackie Turner, Chief Operations Officer; Tom  
Parent, Director Of Facilities; Monika Watkins, Manager of Capital  
Project Delivery; Jason Jones, Project Manager; Kevin Burns, Director,  
Office of Communications; Kaying Thao, Board Administrator; Sarah  
Dahlke, Board Secretary

Other:                                   James Strommen, Outside Counsel; Michelle Weinberg, Outside  
Counsel

**III. APPROVAL OF THE AGENDA**

**MOTION:        It was moved by Director Foster, and seconded by Director Brodrick, to approve the order of the agenda.**

The motion was approved by roll call vote:

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

**IV. MAIN AGENDA**

**MOTION: It was moved by Director Foster and seconded by Director Brodrick that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss attorney-client privileged information regarding litigation in the matter of Shaw-Lundquist Associates Inc., and litigation strategy, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(b).**

The motion was approved by roll call vote:

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

The Board of Education and staff discussed the matter of attorney-client privileged information regarding litigation in the matter of Shaw-Lundquist Associates Inc., and litigation strategy.

**MOTION: It was moved by Director Foster to conduct the remainder of this meeting as an open meeting. The motion was seconded by Director Brodrick.**

The motion was approved by roll call vote:

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

## **V. ADJOURNMENT**

**MOTION: It was moved by Director Foster, and seconded by Director Marchese, to adjourn the meeting.**

The motion was approved by roll call vote:

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

The meeting adjourned at 5:03 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](http://www.spps.org/boe)**

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

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order at 5:10 p.m. by Jeanelle Foster, Vice Chair.

**II. ROLL CALL**

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

Staff: Superintendent Gothard; Chuck Long, General Counsel; 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; K. Thao, Board Administrator; 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 Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes

**IV. NEW BUSINESS**

Superintendent Gothard began the meeting with a recap of the items, including memorandums with SPFE in opening the school year, as well as a brief presentation around financial levy information.

Executive Director McCarty then provided more details on the below memorandums. The MLL MOU was a part of the bargaining in the past year for additional FTEs based on student ratios for caseloads for MLL teachers. In looking at the number and going into COVID, we knew there would be changes to this MOU and allow us to move forward in this school year. We settled with 10 FTEs to compensate for overages, and worked through it with SPFE over the course of the summer.

Further information on Distance Learning was also shared, and including details on the distance learning model of synchronous versus asynchronous, and EAs and SCSP staff, as well as information regarding improvement plans and TD&E for staff. It is more specified for Distance Learning.

A summary of the MOU with Teamsters was also shared.

#### **QUESTION/DISCUSSION:**

- Director Vue noted questions around the timeline by which it was put together for the District and Union. Response: This did take quite a bit of time for DL 2.0. We started the conversation mid-late July to go through items to finalize for the Fall. Some of the items were existing, so they were being clear about the shifts in how we are providing instruction for students. We tried to meet weekly to go through this document. We spent a lot of time on item J which was lengthy - to be broad enough to address different school settings, but specific enough about how students will receive instruction. It was an area to look at language and ensure our intent matched the interpretation. We will be negotiating hybrid, and spending devoted time to focus on the MOU completion well in advance of the District moving to a hybrid model.
- Director Allen noted the evaluation of tenured teachers and requested clarification. Response: It is involving TD&E for all tenured teachers. The tenured teachers this year will not be doing a summative evaluation, but all other components. We have new software called PowerSchool that is going into effect, and as we move forward staff will have a chance to utilize that, learn, and navigate through it. Next Fall, we will be back to our once every three year evaluation rotation to have their summative evaluation by their building administrators.
- Director Kopp requested further information on the distance learning MOU. There is no requirement for synchronous instruction for academic content instruction? Response: The intent is that there is there would be regular synchronous and asynchronous opportunities, with synchronous including academic and SEL connections. Dr. Gothard also provided details on the previous iterations and sametime scheduled learning. He wanted us to try to provide regular, frequent structure for our students' days and weeks. We continue to learn and gather feedback to ensure it is meaningful and every opportunity to account for specialized schedules, and also ensure being clear about expectations around supports, teachers are available. Reports note that sametime learnings do not work for all students, and not all students can make them for a variety of reasons. We want to ensure we are identifying a concern to support, and to be possible for students to show up at the same time. It is about finding a balance and other creative opportunities and being clear and trying to support. He made a commitment to improve from the Spring, and support staff to do their very best in delivering that.
  - Director Kopp noted this is incredibly complex and appreciated the flexibility for schools. Also know that can create opportunities for parents to compare, which can be frustrating, but hoping to learn from different place and identify what is working. She also shared that in thinking about appreciate office hours and availability and making connections, and thinking about the student who won't reach out if not in relational space with peers and teacher, and interested to see how that develops, and thinking about different types of learning, and their struggles, or not

remembering. We will continue to evolve and get better, and think about all learners and age groups. Are we informally going to ask educators to self-report and their perceptions about success or student success to gauge if there are some things working better than others, and ways to identify that? Response: There was a lot of good will and shared agreement about conversation to treat teachers as professionals and their judgement, and also agreed upon regular instruction. In scheduling, principals have gathered to review them, and offered feedback from Admin and teachers, and looking for ideas for what teachers are seeking. Grade levels have also come together for consistency. As a nod to the professionalism, teachers and principles are working through that with families.

- Folks are still wondering, what was shared helps that teachers are talking with each other. It can feel very remote as a parent, and to lift that and show to families that there is collaboration, it is reassuring, and thanks for sharing and bringing to community. Also grateful the spirit of negotiations was positive to grow together.
- Director Marchese noted questions and observations.
- Want there to be clarity on the start of negotiations with SPFE and how long the process too. Response: This MOU began in the Spring when first in distance learning, and making modifications. In mid-July we started to go into the details, and also waiting for word from the Governor. Once we received those guidelines, we met 1-2x per week for 60-90 minutes. There was one week with Admin Academy where we were unable to meet. We finalized the overview on the 9th of September with both parties agreeable to the language changes, and were comfortable sharing with all.
- This was September 9th that is was finalized and the start of the semester, and crux of the concerns and information for families. That is difficult for families when there was discernment for the model for their children, and options. Worry about this in terms of expectations of experience that families were expecting, with full gratitude to working through this in real time. This is heightened because of the uncertainty with families and caregivers. Troubling that it came down to that - as an observations, meant that families contacted by various folks who were unclear. This isn't prescriptive as to what teachers are supposed to do - it is left to the judgement of the teachers, and hope they will use the best judgement for students. Need to address the process moving forward, and discussing for hybrid teaching and in-person and next models. If there is no communication to parents and community about where things are, it does not will trust at this time. It is something that speaks to Administration and SPFE as something to be done to bring the community more information. There is a perception of not being transparent that may sometimes be there, and do not want to deplete from folks' goodwill to that during this time when there is a lot of communication around this issue.
- These are not typically held in a public venue similar to contract bargaining in the start? Response: That is correct.
- Concerns about possibility to make public members ot observe, or updated information around this? Recognize it's not negotiating the main agreement, but when start to negotiating main agreement, it starts in public, and goes to private if mediation. Start with public conversation. If going to have teh District and Union expressing their beliefs, think there is a need to have community aware and be able to observe when those are happening. This is ultimately the District and Union coming to an agreement, but want to avoid folks filling in the gaps, and want that to be reflecting accurate information. Right now, folks are making decisions int his different environment, and owe our community an enhanced level of transparency. It needs to be done in a way that builds trust, and recognize that SPFE also needs to be in agreement, and there are stakeholders directly involved and those choices impact the choices of others. He noted that there have been concerns expressed to board members, and hope that superintendent updated to inform about sessions and updates provided in public format for the ability to understand what is happening to build trust.

- We received an official letter from SPFE On August 3rd to begin negotiating this MOU. From that time forward, there has not been an off time. In terms of when we come together, the expectations were shared, and others held leftover from the spring, with the notion it had to be better, and look at everything. We can work on joint statements to come out from it, but gearing towards moving us forward. Superintendent will go back to the team and express that, and expectations for hybrid already started, and will not accept this to be a holdout for this transition, including this tight timeframe.
- Director Marchese also noted the expectations of board members, and speaking to level of concern and places board members in difficult positions, in not knowing all the details, it would be inappropriate to speak on the topic without all the knowledge to represent the content and context in discussions they are not involved. We want those most knowledgeable to be communicating accurate information. Request to be transparent for community to listen to the discussions. Chief Turner also noted the public accountability and the public relations and perceptions of those conversations between the District and Union. The changes and impact of a public meeting was also noted to the discussions and conversations. Our community members and parents are yearning for information, and should do what is possible to make that happen.
- Director Brodrick echoed Director Marchese's concerns, with the continued dilemma of the Board to be voices for the community, and expect to voice concerns of the Community to the District, and not necessarily expect to be the voice of the District to the Community. Do find selves in difficult role and position in terms of communication. Dilemma of school board members.
- One of the items mentioned is that the MOU is for SY20-21, does this MOU continue with the hybrid MOU? How does a transition of shift affect this MOU? Response: It is a yes-and, because right now our district is in distance learning only, and as we move into hybrid, there may be some schools that may be hybrid and some still distance learning. The hybrid MOU may take components of this existing MOU that may go forward, or situation where some staff only doing distance learning still following that MOU, and others following the hybrid MOU depending on the model.
- How does this overlap with the timeline of the two upcoming dates of potential transition? Response: Both parties are bringing the documents to their respective leaders to review. Our goal is to immediately start on conversations for the hybrid MOU, understanding that September 25th is the deadline. We do have dates to start having conversations. We talked about devoting specific time for that to discuss items and language to review. Both parties will be bringing language. We are very clear on the September 25th date. We are moving towards what was presented with hybrid, using metrics and numbers. Our efforts have turned towards planning for a hybrid schedule, all the while implementing Distance Learning 2.0.
- Director Ellis noted that it is important those two dates are out in community - September 25th and October 14th. What we're sharing with families and more information they have is helpful in planning. The many different schools we have, distance learning looks different for each of our families, and the information may not align with what we know from school buildings, including what comes next, and the metrics to guide those decisions. It all feels very gray. At what point are we going to be talking about the District in what hybrid means, and how those pieces come together in MOUs and schedules, and staffing. We need to be thoughtful with the folks we need to take with us as we move forward. Response: We have been presenting the hybrid schedule for weeks, based on the guidelines from MDE and MDH. We need to be assured we have the detailed resources to do that, and what we are continuing to do down to the school, student, and family level. The 25th and 14th are the dates of the decision to get details settled.
  - Further communication and clarification around those dates is important. Following MEA break and start of 2nd quarter would be the dates that students are back in buildings in hybrid. Also important that one isn't stopping because another model is starting.

- Superintendent Gothard thanked the team, and reports on MOUs and negotiations, and collaboration between expertise, governance and student achievement.

A. Memorandum of Agreement Regarding: EL Teacher Caseload

**BF 32184** Memorandum of Agreement Regarding: EL Teacher Caseload

**MOTION:** Director Foster moved approval of the Memorandum of Agreement Regarding: EL Teacher Caseload. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

B. Memorandum of Understanding Between Saint Paul Public Schools and Saint Paul Federation of Educators Licensed Staff/Teachers, Educational Assistants, and School and Community Service Professionals

**BF 32185** Memorandum of Understanding Between Saint Paul Public Schools and Saint Paul Federation of Educators Licensed Staff/Teachers, Educational Assistants, and School and Community Service Professionals

**MOTION:** Director Foster moved approval of the Memorandum of Understanding Between Saint Paul Public Schools and Saint Paul Federation of Educators Licensed Staff/Teachers, Educational Assistants, and School and Community Service Professionals. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

C. School Finance and Levy 101

Chief Financial Officer, Marie Schrul, then provided a finance and levy background to the Board of Education, and to provide framework and schedule for levy certification. Information presented included finance and property tax basics, levy impacts, the levy process, levy timing, and levy categories. The full presentation can be found in the BoardBook.



## QUESTIONS/DISCUSSION:

- The Joint Property Tax Advisory Committee meeting on September 28th was noted, with the City, County, and SPPS enrollment figures.
- Enrollment will be a determining factor within levy, and information on that impact. Response: Enrollment, there are formulas within the levy, and examples were provided, including the referendum by per pupil. In our enrollment impact continues to change, we have accounted for the enrollment changes in the projections for the levy. There will be levy adjustments on a per pupil basis. If there is an increase with the virtual or hybrid scenarios, there would be a levy adjustment to increase the referendum funding. It could change either way. The referendum is one of the largest per pupil impacts to our levy, with other smaller impacts.
- How do the changes to property taxes, which impacts the referendum, impact the levy and the District? Response: The property tax payments still pending or waiting to be collected - we received our May payment and just shy of \$2M short on payments anticipated for the first half for property taxes. The County offered a payment plan to those qualified. We can still collect on those, and the County is working on the October collections. We can still collect, and the County will fund for the second half. Right now, it is unknown for the second half of property tax collections until October. The first half of the year was pretty solid. We need to be mindful of the impacts with COVID. The District is in a state where we do have funding and have to mindfully plan with our resources, and if there are impacts, we will need to come back to the Board, and have that plan in place for the revenue collection.
- For the areas to monitor, are those areas monitored by board members to determine the ceiling? Response: Those are areas Finance will monitor, and give recommendations to monitor through December for impacts. Recommendations will be brought to the Board for an initial ceiling, and continue to refine the numbers with enrollment and data from the State. There may be additional information showing on those reports with the updated data. We will continue to monitor enrollment, and highlights for items to note and the Board to be aware of that are higher level areas to be mindful of, and continue to watch, even after the certification of the levy in December. Mindset of planning for the future and action plans if there are changes.
- Clarification on the impacts to the ceiling.
- It seems that a lot of the factors are things that SPPS is subject to - is there anything to do as a District to get ahead of the numbers? Response: There is a fine line between property tax levy, and we are subject to market conditions, with property tax base, referendum based on market value and enrollment, and indicators and calculations and factors that are external forces to plan ahead for and be mindful. There are areas, such as enrollment to try to plan for, and try to be mindful including in bond refundings to save the District. There are ways to mitigate the levy and long term costs, and will push to the Board when possible.
- There was clarification on the commercial property and their taxes, which is based on their property value, similar to a residential or apartments and the value of the overall property. Director Allen noted concerns about a substantial piece of property in the Midway, and protected number around the civil unrest and the businesses that have closed down? Response: We will be receiving more information and will be added to future presentations, and the lack of soccer games, and the businesses along University.
- Superintendent Gothard thanked Chief Schrul for her work and the team to work with community partners and governmental partners.

Superintendent Gothard also noted that the Special Education memorandum will be brought to the Board at a future meeting, and at the September 8th meeting, there were updates to the MOU, and thanked the team for their work as well.

**V. ADJOURNMENT**

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

The motion was approved by roll call vote:

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

The meeting adjourned at 6:52 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 CLOSED MEETING OF THE BOARD OF EDUCATION  
Via Telephonic and Video Conference; Available via Live Stream at [www.spps.org/boe](http://www.spps.org/boe)**

**September 15, 2020**

**4:00 p.m.**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order by Jeanelle Foster, Chair, at 4:03 p.m.

**II. ROLL CALL**

**Present:**    Board of Education:            J. Foster, Z. Ellis, J. Vue, J. Brodrick, S. Marchese, J. Kopp

C. Allen arrived at 5:00pm.

Staff:            Superintendent Gothard; Sarah Dahlke, Secretary to the Board

**III. APPROVAL OF THE AGENDA**

**MOTION:**            Director Foster moved that the Board of Education approve the order of the main agenda, and it was seconded by Director Brodrick..

The motion was approved by roll call vote:

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

**MOTION:**            Director Foster moved to close the special meeting and conduct the remainder of this meeting as a closed meeting for the purpose of considering the annual performance evaluation of Superintendent Joe Gothard, as is permitted by Minnesota Statutes Section 13D.05, subdivision 3(a). It was seconded by Mr. Brodrick.

The motion was approved by roll call vote:

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

IV. **ANNUAL PERFORMANCE EVALUATION OF THE SUPERINTENDENT**

The meeting continued as a closed meeting to evaluate the performance of individual who is subject to its authority.

**MOTION:** It was moved by Director Foster to conduct the remainder of the meeting as an open meeting. It was seconded by Director Ellis.

The motion was approved by roll call vote:

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

V. **ADJOURNMENT**

**MOTION:** It was moved by Director Foster to adjourn the meeting. It was seconded by Director Ellis.

The motion was approved by roll call vote:

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

The meeting adjourned at 9:05 p.m.

Prepared and submitted by  
Sarah Dahlke, Assistant Clerk

**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](http://www.spps.org/boe)**

**September 8, 2020  
4:30 p.m.**

**MINUTES**

**I. CALL TO ORDER**

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

**II. ROLL CALL**

Board of Education: J. Kopp, Z. Ellis, J. Foster, J. Brodrick, J. Vue, C. Allen  
S. Marchese arrived at 4:38 p.m.

SEAB: K. Ali

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

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

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

The motion was approved by roll call vote:

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

**IV. SWEARING-IN CEREMONY FOR DIRECTOR JIM VUE**

Chair Foster then welcomed Jim Vue and his family for the swearing-in ceremony. Following the ceremony, Director Vue shared significance of the book he chose, *The Giving Tree* by Shel Silverstein.

He recounted reading books to his children, and one day his daughter Gia realized they were reading the same books, and she chose a favorite book of his instead. His daughter Gia couldn't be with us on this swearing-in, and it is bittersweet in both that she couldn't be with us in this celebration, and also that Director Vue is being sworn in in the context of COVID-19 and all who have been affected. He noted that good things need to continue to happen and people need to continue to step up and do this important work, and he looks forward to working with those who want to do this great work.

Board members then shared congratulations to Director Vue, and their excitement to work with him. They also noted that his light and energy are what is needed right now. Appreciation for conversations with him and glad he is able to join us in these unique times, and welcomed him to the Board. They know he has come to this job with sincerity and honesty. Thanks to Director Vue for his work with the District and City and children of SPPS. It takes a brave soul to step into this role and do this work, and during these times, and excitement to work with and get to know Director Vue. Board members also noted their appreciation for his work thus far in the District, and invited him to reach out during his work on the Board. Superintendent Gothard noted his time with Director Vue throughout the District and seeing the importance of family in this work and together, and looks forward to working with him and getting to know him during this meaningful time. Director Foster also noted the passing of Marny Xiong, and the good spirit of Director Vue to be in this space and position, and to bring a new vision to this space. We honor Marny and may she rest in power, and also move forward with a full Board.

#### **IV. SUPERINTENDENT'S REPORT**

Superintendent Gothard began the meeting by welcoming everyone to the meeting and to the first day of the School Year 2020-2021, and how different this year is for our students, staff, families, and community. He noted the work throughout the past 6 months with every member of 6000-person team, and to find a new way of doing things during this time. It is difficult. He was able to share the first day with his student, and to hear a live teacher voice through the iPad and engaging with teacher and class, it was relieving and feel proud and appreciate our staff who have worked so hard to do this in a new and different way to reconnect us. A theme for the day is connection. There may have been some expectations not quite met, but the connection was really important today. We will continue to work incredibly hard and challenge ourselves to take the education of our children as serious as possible for a meaningful and relevant experience, and one met with high expectations to support, and consistently look to new ways to engage, connecting, and doing this work and doing it better. He is so proud of our staff today, the Superintendent Leadership Team meeting since March, and dreaming of a new way to do this and build it as needed across the City. It has not been easy, but most incredible work in his career. He has been able to meet leaders in new ways, and learn from them, and to keep moving forward. It has been an incredible study of leadership, change, community and culture and one that we have never lost sight of what students and community needs. Balancing health and wellness with education and mental and emotional needs since March. To the Board, they have been so supportive and appreciate that as well and their work and dedication, by challenging and supporting with high expectations for the Superintendent and our accomplishments together. He then provided a preview for the Reopen presentation, by breaking down this plan into chunks for information relevant at the time. Tonight's focus will be on forecasting what it may look like when the time is right to move to a less restrictive model.

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

- Director Kopp shared her experiences as a parent, and watching her child connect with her classmates and teacher, and her excitement for school that is magical. Huge love and respect for the

staff who have been working hard to make those connections. It's making a difference and appreciative of the work of staff and families in navigating this new environment .

- Director Marchese noted it is a bittersweet start to the school year with this being his family's last year in SPPS with his son a senior. It's an adventure, but one of the strangest first days. He shared his experiences, and to see how this goes for both his son and all learners and staff. We are going to be on this journey together and it will take some time.
- Director Ellis also noted her personal experience with her son and family. It was fun to see the excitement, but also things to mourn. She also noted she is usually in buildings on the first day, and to not do that feels very different. To hear student laughing over the iPad, and hope that it continues to feel more like a typical school year each day.
- Director Brodrick noted his experience with over 70 first days of school, and the magical sense of each first day. This particular first day is like none other. He is feeling confident and know SPPS will do what we always do - endure and prevail.
- Director Allen noted she is excited for this school year with the ability use technology in this era, that our students are knowledgeable about technology, and noted her experience in seeing students in class today. This will move us forward in a positive way and continue to look for the light. Everything uncomfortable leads to something beautiful. While in discomfort, okay with it, because know we have brilliant people in SPPS, and thousands of brilliant minds that support our kids and provide academic services.
- Director Vue noted his observations, which included meeting with the principal and seeing lots of leaders getting back into the rhythm of the school year, teaching kids. He noted phone calls with teachers, parents, and it does feel like we are getting back to it. Excited and ready to dig in a do work.
- SEAB Member Ali noted his experience, and that he is usually between different campuses, and this worked out well in Distance Learning and helped him to not worry about transportation, but to focus on school, but missing interacting and working with students and teachers face-to-face. Hopeful we will go back to normal, and see other students this year.
- Director Foster noted hearing from parents about celebrations and frustrations, and working hard with staff and leaders in buildings. We are doing the job and making shifts and adjustments and folks are being heard. It is a different time and space. An acknowledgement to our SPPS community, we know this is different and challenging. Continue to reach out with feedback, and thanks to staff and leaders for their flexibility and communication and to continue making those shifts. She looks forward to being back in school buildings, and while she is missing that this year, she appreciates that school is opening up, and getting into the rhythm of the school year.

## **V. SEAB REPORT**

SEAB Member Ali noted the first day of school and that SEAB is looking forward to continuing the work and working with board members. There is a concern with SEAB with not having real productive work and connections with board members since last spring, it has been tough to know here we are and where we are going, but hopefully we will get together to make real change and meaning as SEAB.

### **QUESTIONS/DISCUSSION:**

- Director Kopp noted that she is also excited to continue the conversations that began earlier in the year and throughout the summer. She is excited to learn more and the experience and work of SEAB. She also noted the start of the Premier League and wish SEAB Member Ali's Arsenal Gunners all the best in the upcoming season.

- Director Marchese echoed similar comments, and shared about the ongoing conversations with the small group and SEAB Members, and eager to get back to them and looks forward to that and supporting the work of students on SEAB and making experience and value well-known to everyone.
- Director Ellis noted that SEAB Member Ali has been at every meeting, and appreciates that, and also that it may cause pressure for him, and looks forward to engaging with other SEAB Members at meetings as well, and supporting and working together. She thanked him for his service and dedication in this work.
- Director Brodrick echoed his colleagues, and thanks to our SEAB Members and continued good work as this school year moved on.
- Director Vue acknowledged the hard work of SEAB and SEAB Member Ali and in looking and listening to the previous meetings, always refreshing to hear perspective and voice, and if anything to help to move work forward, he is open, and to continue the good work and will support in any ways needed.
- Director Allen noted that she also looks forward to working with SEAB, and needing to get together with schools starting and things happening, and new way of things, and starting to gather student voice this school year, and love to see SEAB helping with middle school student councils to get connected to have mentorship and build a stronger organization as we move forward. Thanks for the work and connect soon.
- Director Foster echoed her colleagues and thanks to SEAB. She stands in appreciation of flexibility shown as we shift to tough times, and other priorities rose at the occasion. We are committed to working with SEAB and working to raise and elevate student voice and choice across the district and thanks for leadership in that role. We are in times of consistency change and challenge SEAB, the Board and Leadership to be intentional as we move into the Fall about creating the space to move forward in this work with our SEAB students.
- Superintendent Gothard appreciated SEAB Member Ali sharing. It is a different time, but hope that never feel like the voice of students is lost in the district. He noted his relationship with SEAB Member Ali and learning from him, and is a great model for all students and leaders in this district. He appreciates the willingness and schedule, and appreciate for being here and being present.

## **VI. REOPEN SPPS PLAN UPDATE**

Superintendent Gothard then welcomed Chief Watkins and staff to present the Reopen SPPS Plan Update. The presentation reviewed updates and information in these four areas:

- Distance Learning 2.0 Return to School
- Transition to Hybrid: Readiness Metrics
- Workforce Updates
- Operations Updates

The guiding principals were reviewed, as well as the timeline, and recommendations for stages of return to in-person learning, including Distance Learning, Hybrid Model, and Return to In-Person.

The full presentation can be found in the BoardBook.

### **Distance Learning 2.0 Return to School - Prioritizing the needs of students**

#### **First Day**

- Staff have done an incredible job getting ready for a positive launch of Distance Learning 2.0
  - Opening week - Amazing 5 days of preparation



- Focus on connection
  - Relationships with families
  - Phone calls and connectivity (e.g. WIFI)
  - iPads and equipment
- Communicate opportunities for same time learning
- Connection = Engagement = Deep learning

#### Social Emotional Learning

- Create connections
- Establish relationships
- Build a sense of community

#### Social Emotional Learning Supports

- Daily synchronous SEL touchpoints

#### Montessori

- Multi-age design will continue in Distance Learning 2.0
- Program features were shared
- Monthly principal meetings to collaboratively identify areas of focus
- Envision SPPS (Montessori Work Group) will restart in September/October to gather input about our Montessori Pathway

Dual Language/Immersion features were also shared.

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

- Director Kopp thanked staff for the presentation. She loved the opportunities for staff at the end of school days to talk about best practices and what is working, and that engagement is great, and hopeful something to continue with staff to collaborate in real time ways about their days and how to improve. She is interested in hearing progress for the hands-on aspect of Montessori, and recounted her experience in a Montessori classroom with hands-on, tactile instruction, as well as dual language and immersion, which are different challenges and problems to solve and to hear how they progress.
- With dual language and immersion, and maybe Montessori, there are opportunities for families to connect, such as town halls, because they are unique programs. Would there be an opportunity for communities who are not dual language or immersion or Montessori to get together in a similar way, because while the topics are different, it would be an opportunity for families to get together as families are side-by-side with their students, and to talk about what is working or not working, and the possibility of opening that model for other programs? Response: Yes, there are similar opportunities for families in the PreK-12 level.
- Are those communicated through their principal or school? Response: Yes, that's correct.
- How do we feel about the first day of supports for translations? Are we able to meet the needs of families who speak other languages than English? Response: Yes, in our conversations with 11 principals, that has been much of the work. If we were in buildings, it would be working with another staff member to help, and we need to approach it a little differently in a coordinated fashion and answer those questions for the families. That will be the continued work as we launch this week.
- It was good to hear about Envision SPPS work is re-emerging in Montessori and dual language context. Is that true for other aspects of Envision SPPS as well? Response: Absolutely. We had to curtail it with the events of last March, but be an ever important part of our work moving forward. These six months have caused us to look at the District in a different way as we move forward, and

want to continue the conversations we started and deliver to the communities, and use Envision SPSP as a hub for other matters to benefit the District. The opportunities for Envision SPPS include enrollment, retentions, how we use our buildings, efficiencies, and understand program popularity and opportunities. Truly looking at what our District means to our community, students and families, and to do more of that, and looking to effectively and efficiently use our resources.

- Director Kopp noted that is work she is interested in, and engaging with the team and families, and excited to see that work ramping back up.
- Director Marchese thanked the team for this portion of the presentation and the work being done with information about opening day and the dual language and Montessori programs.
- In terms of supports for families and caregivers and helping them to be ready for transition, what has been done for families in terms of educating them on best practices and ways to support their students in this distance learning environment, like parent training. Is that happening at a building level or a classroom level? Response: We are planning to operate academic support centers where students can go to receive in person support with technology and academics, as well as social-emotional supports. There is also an opportunity for families that need technology support.
- Director Marchese appreciated the update on the academic support centers and looks forward to more information on them. He was thinking or parent training and “professional development”-like training for parents and caregivers, from not only a technology perspective, but also for how to support students with distance learning, such as ergonomics and spaces for learning, and ways to be successful in the distance learning environment. Response: Welcome meetings in Early Education are important, and information was shared on how welcome meetings look in a digital environment. They reviewed the iPad, and more importantly, the gifts and talents of the child and what each day will look like. Normally, welcome meetings are 20 minutes, and this year, they are 30 minutes with each family and is a great opportunity with feedback from families at this time. The focus at this time in all grades is connection, and supporting parents with videos and instructions on attendance, and also family checklists and embedded tutorials, and will progress each week, with conditions for at home learning, graphics, and ways to engage. We wanted to start in the space of connections, and learned from feedback that there is so much information coming at parents and caregivers, that it’s hard to know the priorities, and the phasing-in of information for parent supports and delivering it at a district level and school building level. There was also a special acknowledgement of the Special Education team with back to school meetings, and answering questions about SPED and the logistics for this year in collaboration with with the Office of Family Engagement and Community Partnerships.
- Director Ellis requested more information for support services in Montessori and Dual Immersion. Response: In terms of thinking about how to create schedules and collaboration, we adhere to the IEP and best way to support in distance learning or brick and mortar. There are lots of updates for supports, outreach, testing, and idea of adopt the new normal of completing function in DL context. That is being shared with staff, and also shared with families for clear expectations. The collaboration between OTL, Schools, and Special Education to support students with any school they attend. We are designing scheduling together and support together, and a group that works between MLL and OSS for dually identified and working together to better support our students. That collaboration is continuing.
  - What does it look like to reach out to families in Montessori or Dual Language? What does outreach look like? Response: From Special Education, we have increased our interpreting positions to increase collaboration between OSS and families. There are interpreters and outreach within the families, and more support for navigation in special education in goals and objectives.
  - For parents navigating Special Education is difficult, and distance learning makes that more difficult. Fundamentally, what are we doing to connect with families regardless if their child has

special education needs? Response: Out interpreters are calling all families and working with case managers and teachers for how services will be provided in each child's plan, and a contingency in distance learning. They are working to call all families and connecting with new families and addressing needs. For the building in general, learning about expectations and protocols, there is outreach to families to have this conversation for supports for each child, specifically we are working in collaboration with IEP teams and supervisors and coaches to do outreach, and wanting to make it family friendly and focus on connection, and deeper levels of engagement. Open to ideas as well.

- Director Ellis noted that when families are not face to face, and in calling, but also know from experience and hearing from others of challenges, and as an organization, reaching out to families is important and ensuring they do understand and how to support their child is so important.
- Director Brodrick noted that within online learning, it seems more important than ever, that the learning will require a true partnership and cooperation between students, teachers, and parents. Do we have a good mechanism to assure and encourage our teachers, EAs, TAs, and students, and parents to give us feedback on what is working at that interaction that's the most important. The most important interaction is between teacher and learner. How are we ensuring that feedback loop happens? Response: Distance learning is done online, and in many ways, they collect information like assignment, check-ins, and quality, and different way to assess in real time. For the monitoring form student level, parents, and building level principal. In conversations with principals, that perspective is the challenge in a virtual environment, how we're creating systems to gather that feedback proactively. We know that parents are seeing 100% of content, and there will be questions. Seeing it in this context has changed the landscape - across commitment in schools - first and foremost how are we proactively reaching out to ask what is working well and what's not. How that frames our responses and work to do is important. That's our commitment with building leaders and that authentic experience at the building level that will be important. Based on the number of calls from today, parents are also reaching out like none before - in that context, fielding lots of calls and pose questions of leaders and have them frame it in how teachers are asking questions. To really solicit that important information for our families and students and improve that experience. It's about asking the right question - right now is connection, and will evolve to getting feedback. It will rely on our building leaders to ask initial questions. We also receive emails from parents sharing concerns and successes. It's about being thoughtful and pushing leaders to ask those questions. Many buildings also have parent advisory groups, and leverage those in meaningful way will also be important. We also need to ask who aren't we reaching, and looking at engagement, and how to tailor support and utilize feedback about what families need. It will also be each site looking at that data to go to individual students. It's about support space between student and teacher and what we can do to bolster that and support that - it starts with proactive question about how it's going that will be very important.
- A balance of administrator needs to have between being a leader, but also support staff for teachers.
- Some of the work with counselors and bilingual resource assistants was also shared with course selection and academic support, with an EL counselor and family advocate with Student Placement and OCCR to address a well-rounded approach to create and select the most appropriate education plan for graduation pathways, and for EL students to know their options for their educational plan and support for families. There are also bilingual EAs to support students and families, working with EL counselors for communication. It's a collaboration across the board to support EL students and families, and guided during this time. We do have structures and plans in place and resources to maximize for families to know their options.

- Director Vue noted that in regards to dual language pathway, and it seems there is a good communication pathway in communicating expectations to bilingual students and parents in their home. When we start to get feedback from bilingual students and parents, interested to hear more data collected in order to better support them moving forward in distance learning environment. Response: We continue to seek input. Our dual language program has additional supports from MLL, and also support through the University of Minnesota for a grant to provide training for parents in Spanish and Hmong to ask the needed questions and further supports. The grant did expire last year, but for distance learning, they are hosting town hall meetings and meetings with families to ensure we have the translators and EAs and TAs in the program to better serve and connect. There are concerns with parents about how to support their child in dual language when the parents do not speak that language, and the town halls and meetings are allowing for those questions, and principles to provide answers. We are working on that and plan to meet regularly, and populate the document with questions. The work continues, and we continue to work towards perfection.
  - It's important that students and parents be able to advocate through their language, and responsibility falls to the school to translate to digestible terminology to improve operations in terms of getting feedback. See clearly there is good communication pathway from operations to families and parents, and ensure it goes opposite way as well. Response: we need to be mindful that students are then going home to tell their parents, and mindful that families do not speak the language. The first questions that teachers and principals ask of families is if they speak the language, and then engage in English. If they are fluent, then we engage in that language and be mindful of that.
  - Ensure that students with home languages other than the dual immersion languages are also being supported.
- Director Allen requested more information on the supports for students in post-secondary programs, and transitions with the help of counselors. Response: Some of the transitions we've had in DL and counseling is no different, and supports are continuing. We have three new partnerships with local colleges, such as Mankato, Minneapolis College and Century with concurrent enrollment. We are continuing to move the work forward for education with students, particularly students of color. Also, as we transition to Xello, there will be video tutorials to support students. Through our partnership with Achieve Minneapolis, they have created these tutorials for the post-secondary journey. The main item will be relationships to connect with students and families, and that will be our focus with the capacity of staff and partnerships. We are also working to continue colleague access partnerships like Upward Bound and College Possible to help support students to transition and navigate with PSEO.
  - That connection is important either in-person or virtual. In order for students to be successful, students need to prepare their college essays, and maybe times they may ask for help with their essays to revisit those items, and to have teachers and paras recognizing students in PSEO and they may reach out for resources for success. The transition to college level is so important, and the connections during PSEO to high school teachers is so important.
- Where are our Academic Support Centers going to be located? Response: They will be located at Central, Harding, Humboldt, Johnson, and Washington Tech.
- Also noted a conversation about connectivity and around paraprofessional position, and a good move to attach the paras to a certain grade early on and transition with the students. If we're talking connectivity and the role of the para is to bridge the gap between the student and teacher, and it makes it easier to already have relationships with the student, and continue that year after year. Connectivity is extremely important in distance learning.
- SEAB Member Ali noted his appreciation for his high school counselor.

- Superintendent Gothard thanks the team for their continued work and encouraged feedback as we continue to learn and grow.

**Transition to Hybrid: Readiness Metrics** - Prioritizing community well-being; Designing fiscally responsible and sustainable solutions

Hybrid stages were shared, with Distance Learning 2.0; to Stage 1 for select special education sites; to Stage 2 for PreK-2, Montessori E1, ECSE, K-12 Autism, DCD Program, and Focus Beyond; to Stage 3 for grades 3-5; to Stage 4 for grades 6-12; to Return to In-Person Learning .

The hybrid transition process was reviewed, as well as hybrid readiness targets in:

- Access and connection
- Community
- Facilities
- Health and Wellness
- Instruction
- Meals
- Schools
- Staffing
- Transportation

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

- It was noted it was helpful to see the full picture of returning to schools.
- For virtual learning schools, and as we move towards hybrid for families who are not comfortable going back to the building, what are the steps to be connected to virtual learning and how will that be communicated to the community? Response: While there is an ideal deadline to ensure staffing, virtual learning will always be available and open. When a family would need to transfer to virtual learning, that option is always available if in distance learning or hybrid. We are also planning to have a full-time virtual learning program to open as part of our portfolio of schools. In imagining a scale to balance in number of staffing for virtual and in-person and hybrid, and to abide by certain ratios. It's not congruent to balance and be very careful, and urging to allow to start in DL to account for variable changes, when enrollment is in flux. There may be a lag in families opting for virtual learning compared to other districts who started in hybrid from the beginning. We want to ensure our families feel safe and valued.
- Imagining that when decision comes, families may re-evaluate at that time and how we are reminding folks about the option that as anxiety or decision bubble up, that virtual learning remains another option.
- One of the measurements is about families being comfortable - how will that be done, and to be representative sample of families who are responding to however we are engaging? Response: First, we have been administering a series of pulse surveys and will continue through the Fall with perception data related to these targets. There are questions that ask comfort level and use information and regardless of scale, combine to a level of comfort and level of discomfort. About representation, when we do pulse surveys, we do run calculations and analyses with the survey error and measurement error for representative of the responses. We will do that as well, and as long as we have data to give us numbers to be comfortable with of representative sample, then continue to use pulse surveys. We could get numbers back with representative of the population, and the number used is the student population, which could be more because we have many families with more than one student. We will use that number to be comfortable with the fundings and

generalizability to the population, but maybe not to perspective within the population. To the extent our families answer differently, we may not know that, but the pulse data so far has tended to show us perceptions tend to be more alike than different.

- Noticing on the dial, the level 2 was particular schools or age groups - will the comfort assessed be limited to those folks who will be coming back? Response: Yes, we will ask demographic questions, if they have students in these areas and so we are able to get more specific. We do have pulse surveys for students in grades 6-12 as well.
- Between the decision dates and actual first day of hybrid - what if a “dealbreaker” happens, or other information? Response: We have seen this happen around us and in the country, is cases change or local, large infection rate or other factors. We want to give enough time to factor in those items, and take in sudden changes. We need to be ready to make a hard change in our district. We have distance learning in place so if there is a need for building by building or grade level, we would be able to do that if we have to.
- Board members appreciated the presentation and metrics is helpful to see the factors and thinking and how it will be informed.
- Overall, will there be a place and space to view on the website, like a dashboard for information? Where could we find that information and direct folks? Response: We haven’t finalized how much will be publically available or posted, but will anticipate questions, that have at decision point, the data looks like and mock-ups for a dashboard or one-pager. While monitoring this weekly, we anticipate having static data with the date stamp on the website for our community. At a minimum, we will have static data and decision points available, potentially more within the context and in the city and with the virus. It will be important for folks to see and as much as we can provide will be helpful.
- To follow-up around community targets here - a little concerned about pulse survey being the foundation in the response rates and families/students at the stage looking at. Our pulse surveys are going out broadscale, but way of staging it with different groups, there will be specificity. How are we going to ensure we are getting accurate information from those directly impacted by the decision at that stage? Response: We plan to build in demographic information and questions, and the pulse surveys have been getting a little longer and build in more to ask if there are families with students impacted by these stages we are considering. Another way is to ask general questions about grade level of students, and buildings/sites of attendance to disaggregate to look at responses of those most directly impacted. If we have not planned to do a pulse survey, we are flexible and adjust timelines so we are collecting information at an appropriate time to make these decisions.
- With the first two stages being more narrow, we are relying on folks to respond to a pulse survey as opposed to more outreach to individual population. We need to be more targeted about the outreach that we do, and gather opinions of those most relevant to that stage. A pulse relies on clicking the link and doing the survey. Hope to do more targeted outreach by the population most directly affected.
- Superintendent Gothard also noted how we are weighting comfort based on the other factors as well.
- Director Ellis noted that in going back to the pulse surveys, and they are going out through the District or schools? There is a distinction in that because if from the District if families will be paying as close attention as from schools. Response: We have been sending them from the District; now that school is in session, they will likely continue to be sent from the District and asking schools to also send them through their newsletters, and additional arm of Administration, and will continue to administer them centrally from the District.
- Director Ellis also noted that when families respond to a survey from the District, they are thinking about a school or program specifically where their child attends as opposed to the District overall and distinctions about school specific or District overall. What are we hoping to learn from the pulse surveys? Response: In general, we want to get from the pulse surveys in regard to the comfort level,

the level of comfort they feel knowing their students would be transitions from distance learning at home to hybrid or virtual learning. That would include taking that next step. Some families may choose virtual learning school, but right now at their school of record. Knowing the district is moving to hybrid and transitions to virtual learning schools; for other families it may mean being in person at times and distance learning sometimes. As the District transitions, as do the students into that next step. We want to know from families about the comfort level in taking the next step forward, whatever that may be.

- She also noted that in thinking about the checkpoints and where we are, and talking about specific grade bands, think that those items need to be clear in the survey and who is going to be coming back to buildings so that families are clear about the specific grades, and to be clear about it as a District - in whole or certain grades, and the if not clear, the information may not be relevant or helpful due to the confusion.
- Director Brodrick noted two questions, which will be addressed in the upcoming portions of the presentation. They included how much work have we done in remodeling and staffing have we already done, and how much can we do before we know the numbers, specifically in the targets. Are we pretty close to some of these targets?
- Do we have any data or metrics about the students, who unfortunately, we lost during the spring? Where we are for significant number of students who fell drastically behind because of the events that occurred in March - we know a number of students were affected, and held harmless in those times, and do we have data and remedial work that may be required? Response: This is an item we need to address each year - it wasn't only because of March that we have students who struggle, and continually assess and look for supports that are necessary to get on grade level and progress we need. There were a lot of assessments not administered, and those indicators we usually use, we don't have that data, and will be important to assess students where they are with their skills, standards meeting at their grade levels, and ways to support them. Not impossible to do in DL, but new and look for ways to support students no matter what.
- Ways to establish benchmarks and monitoring were also discussed at a school level - including procedures for educators for students to conduct formative assessments that are evaluated, and a plan made based on the outcome. We also have benchmarks assessments in literacy and math. We may potentially see more gaps, but we need to take students from where they are to where they need to go, and there are supports in place from OTL, OSS, MLL to ensure the educator has the support needed to implement the benchmark assessments. This is also involved with our approach to grading for more rigours, work sampling systems, elementary system, progress reports, and full band of grades for secondary students.
- Obviously, this assessment will happen at the classroom level - the teacher will need to make assessments of the students in their class through an online setting. Back to the line of communication, connection, leadership and support between the teacher, principal, District administrators will be so important. The importance of the communication between classroom teacher, parents and students in assessing where the student is will be so very important. Main concern in terms of distance learning this year. Response: Yes, the educators are familiar with this process and pedagogy, feedback, and work of formative assessment. Alluding to time - they need time, and systems may take longer in distance learning and time to complete the assessments. We are providing additional time and resources, and differentiation is a big part of education, and to start to learn where students are, then go from there in small groups and such. There is a lot of artistry and craftsmanship in teaching. The benchmarks and formative assessments help the teacher to know where to lead the students to the next level.
- Director Vue noted a question about the health and wellness rate in the county and explanation about those figures. Response: That is the number given when first started of guidelines from MDE and

MDH - this is the one indicator provided to districts across the state for their 5 recommendations for models for districts. Right now, we are at just under 20 for the rate, and use a model less restrictive than DL, and said that its one indicator for the ceiling of the model, but not the other 24 items for items to do this well and safely and meet satisfaction of all stakeholders. The number under 30 would allow us for a hybrid model, and over 30 they become more restrictive in those stages.

- There was also further clarification on the number of cases for residents over 14 days per 10,000 people, and is a lagging number based on the previous 2 weeks. It's looking at the health of the county based on cases per 10,000 people.
- For that rate, are these numbers disaggregated by race? Response: They are not currently, and something that we have wondered and working with the health departments, we have voiced in the demographics of the city, SPPS, and of the disproportionate infection rate in our community. We have a great partnership with city and county health departments. We do have data from the city of Saint Paul also, but that is also not disaggregated by race.
- Highlight that fact within this ratio.
- Within the percentages, this is a great way to look at operational pieces of the district and indication of transition from distance to hybrid. With the indicator percentages, are we looking at the flip side of these percentages and their impacts? Response: When we developed these targets, they were developed in the affirmative, and did not take into consideration the inverse. That is because we were looking at what is necessary to move forward, and what we know, because of the operations of the District, there is always some percentage in flux or able to be met, and wanted to compartmentalize those unknowns and concentrate what is necessary to get us to the next phase.
- Director Allen appreciates the thoroughness of safety and looking into not making moves until clear indication the community is safe again.
- Director Foster expressed appreciation for the presentation.

### **Workforce Updates** - Prioritizing community well-being

The SPFE/Special Ed MOU and SPFE Distance Learning MOU were discussed., as well as the MOU with Teamsters.

Staffing in a hybrid environment was also shared.

Staffing in hybrid considerations were also noted, including student and family choice, employee availability, and staffing transitions.

### **QUESTIONS/DISCUSSION:**

- What have we learned to improve negotiations with SPFE? Sense was this created confusion and anxiety with community, and working towards having a way of doing it that minimizes anxiety. SPPS is only one half, but what does that look like for the District? Response: One of the things we are doing about talking in-person, is that as soon as this is closed with this MOU we will be right back at the table again, and have a nice foundation and can build upon that - including with job responsibilities, and aspects of this MOU be impacted by in-person. Some of the concerns involve health and safety protocol and looking at work options for staff. We recognize that we did get down to the wire with pieces, and our goal is to get back to the table to talk about the implications very soon.
- Thanks to the team for that work, which sometimes isn't easy.
- With the additional FTEs in custodial staff, where does that money come from? To what extent can federal funds be used for staffing? Response: We are looking at using some of CARES funding to



support those needs, and would qualify because it's related to COVID. We have scaled back based on the stages that we may not need 104 right away, but may need to move to that. We may start with around 60, and ways to do that by looking at existing staff, new staff, and utilizing our temp staff as well.

- Are we in a clearer space on expectations within the MOU discussion around synchronous and asynchronous time? Where are we with that baseline? Response: That was an area that required a lot of discussion and a document to address the 70 schools and programs and flexibility to serve students and families, and also acknowledge the autonomy of teachers. We went back and forth about how to best describe sametime and anytime learning, and what to lay out as the basic guidelines. We came to address the fact that it would be a combination of academic and SEL opportunities and regular to account for daily interactions for students and teachers in academics and SEL supports. We adjusted wording and provided examples, and updated a few items, and wanted to be sure the message is for teachers and parents could see and understand multiple opportunities throughout the week to interact with their teachers. Teachers can do more, and allowed us to be more clear in expectations.
- Is there going to be expectations that families receive from their classroom teacher - will there be a place to set out to see the agreement or set forth to understand the baseline? Response: Typically we don't share the contract agreements with the community, but there have been other communications about expectations for families that share the information. There is also a scheduling team working on language similar to the MOU. Our plan is to also send to the principals and assistant superintendents and SPFE as well.
- The superintendent's communication was helpful in seeing expectations and the District planning as a whole. It's good to know if community members want to see specific provisions.
- With the staffing structures, how are we handling issues around flexibility and moving folks consistent with job titles or licensure? How are we working with them and our bargaining units to ensure there is a process and expectations, and the recourse if concerns to express that about where to go? Response: We have laid out roles and responsibilities for support staff, because they may need to shift responsibilities. Unlike the spring, we have laid our typical descriptions for a role, and within various functions, we determine what that may look like. We are trying not to have folks work outside their job description, but they might be assigned something slightly different - such as essential kids care with training for staff, so they feel equipped to support students and families. The reassignments we have to follow-up with staff based on needs across the district, and may run into difficulty is if someone is working distance learning, and the role is in-person and there may need to be discussion around that. We are working with our bargaining units to tell them our needs and the staff we may be talking to to keep them in the loop. That is our commitment to follow up with our bargaining units if there is a need to make assignment changes.
- Director Ellis noted questions about how staff are contacted about reassignments? Response:
- Know we approved the Teamsters in March and working of new document as we are talking about the MOU? Response: That is correct
- In keeping what we need for required staff during this time, and on Day 1 of the school year, and how many folks are being reassigned for needs? Response: Right now, we know we have needs in certain areas, but in terms of reassignments, we have found many schools have need for existing para staff. This fall, going into staffing, we did hold about 80 para positions, and still move forward with providing support based on filled positions we have right now. We are more looking at need to hire additional staff than reassign - we have made reassignments in essential kids care there is a need for 25 additional staff, and in the process of hiring for that as well as the reassignments. There will also need to be additional hiring for academic support centers. We are still providing services to students, but have not filled some positions going into the Fall.

- That's a large number, and trying to determine where 80 paras go across the District. Where would they go - including essential kids care or meals? Response: It is staffing for the school year, so not including meal delivery or essential kids care, with vacancies through spring and summer and have not returned, we are backfilling those positions, and some FTEs that have not been filled yet.
- For the paras that did receive a reassignment, how many? Specific to one location or throughout the district? Response: It was throughout the District, and there were some staff that were supporting meal delivery and essential care, and due to the funding and services, we had to reassign them back to buildings, and make adjustments to that.
  - When assigned back to buildings - is that literally? Response: That is back to providing distance support to the school at which they are assigned.
- In terms of distance learning, as we move forward on scheduling for synchronous and asynchronous, and expecting to be faced with adaptations for workload for students and teachers. If needing to make adaptations, will they fall within the parameters of the memorandums? Response: yes, they should . The parameters were baseline guidelines for schools and programs, and any shifts or flexibility, it should allow for that.
- The communications between the teachers and maintain a synchronous schedule - they are going to have to give feedback in how it's working and then make adjustments for the benefit of the student and teacher to ensure we have a reasonable balance between sametime and anytime learning. Response: There are some key determining factors, including what we heard last spring was improvement in the structure to set baseline, guidelines, and structures. There were so many great examples, but not as consistent as we hoped it would be. We do not expect for any teacher to be online for 8 hours teaching synchronous lessons all day. We are looking to establish a frequent, ongoing structures to put in place to build framework about how to increase and embed sametime learning, and accomplish it through connecting with students, whole class instruction to the entire class, small groups during the class, or students can have individual work during the time, and working with individual students, and structure day to provide attention or additional work. These are examples to provide flexibility but not overwhelm anyone in how we are accomplishing this.
  - Looking at a way to support teachers and reasonable expectations for them and their students. The MOU is setting up parameters to do that. Think we can wok with teachers at the formal level through the union, but also through long established relationship between central administration, principals and teachers. Response: We need clear expectations and guidelines for how to support students, and translate that to strategy to work for all bargaining units. It's not always an easy balance, but we have been flexible, open and empowered to collaborate. Students and families need us more than ever, and find whatever we can to meet the needs of our students and supporting them and their families to the best of our abilities.
- In the previous presentation, talked about targets and targets in staffing, and how can we to begin to guess the staffing until what we know the percentage of our student population will opt to be in hybrid rather than distance learning? Our staffing will be determined by how many students will be involved in hybrid, and how many stay with distance learning, and how to predict that in advance to let staff know? Response: This is also why we originally went to distance learning, to have more time for precise data to guide our decisions. A lot of this will need to be based on those numbers, and health and safety guidelines, to ensure the scale is balanced. That's our work right now, along with the other 24 factors.
- How soon do we have an idea of what that breakdown will be? Response: We have the 25th and 14th on the calendar as the expected dates to provide a recommendation. Those could work a couple different ways - including a leading recommendation, and discussion, and whether or not to support. In some ways, there may be projections, and then work to get to the numbers in terms of

movement. With all the nuances and staffing and laws, there is a lot of moving parts in a district of our size.

- Regarding accommodations for staff, do we know criteria to gain accommodations? If it can't be provided, what options remain for them? Response: For ADA, it is a medical condition that prevents an employee from being able to perform essential functions or life duties, and an accommodation can be made. We are required to go through a process and meeting to talk about recommendations and determine whether or not we can make that accommodations. If we are not able to or they don't meet requirements, there is an option for voluntary lay off, or if they do meet the definition through ADA but we are not able to meet it, a leave of absence is also an option. We are not required through an accommodation process is to create a new position for staff that doesn't already exist. We did in the beginning of August send out information to all employees about this process, and received a small number of staff, but also that the year would be started in distance learning. Once we move to in person, we do expect those numbers to increase.
- Director Vue also noted that it will be important to communicate to staff so they have time to pursue this and be prepared.
- Director Allen noted questions that in the MOU, did we maintain the same contracted hours and benefits for all staff? Are hours being cut? Response: In the spring we maintained, regardless of work schedules through the executive order. We don't have the same requirements, and our commitment is to find work assignments for all existing staff, but may look different - for example bus duty. We didn't necessary maintain that because we are under different executive orders.
- Were staff notified of their changes? Response: Moving into distance learning, they should have that same amount of time. If we do need to reduce their time, we are required by the contract to notify them and go through the contract process.
- Were all building leads notified that paras would be available, and to provide a schedule for them? Response: Those are assigned through the building principals, and the understanding is that they have been communicated, and will follow-up. It's important to notice that all paras still under the contracts and need duties and hours - with anxiety issues, and to clear that up for them.

**Operations Update** - Prioritizing community well-being; Designing fiscally responsible and sustainable solutions.

- Facilities
  - Building Readiness Checklist
  - Goal of hiring 64 temp custodial staff by October 19 to support 4 tier cleaning / disinfection protocol
  - Space readiness (layout, signage, etc) underway
  - Distance Learning Support Centers
  - Coordination with Discovery Club, Essential Kids Care, hybrid stages
  - PPE and cleaning supplies reaching staff. Supply chain appears stable.
- Nutrition Services
  - Saint Paul Public Schools will continue weekly home meal delivery to youth throughout Saint Paul. Families can opt in/out at any time by visiting [www.spps.org/fallmeals](http://www.spps.org/fallmeals).
  - Meal pickup also available at Area Learning Centers.
  - Meals are available at no cost for anyone up to the age of 18, and those with a disability that normally participate in meal programs.
  - Families are asked to submit application for free and reduced-price meals, which supports funding for Compensatory Revenue, Title 1, and other important programs.
  - Nutrition Services is engaging with families to review meal program options and assist with applications.

- Transportation
  - 285 School Bus Routes have been developed for SY20.21
  - Routes will “Turn On” as we progress through Hybrid Stages
  - Meal Delivery will transition to midday at inception of Hybrid Stage 2
  - As hybrid stages advance, labor will be an issue

**QUESTIONS/DISCUSSION:**

- Director Kopp appreciated the idea of learning centers as hubs for connectedness, nutrition - that’s really smart and something we carry forward to regionalize services so they are easily accessible for families. She also complimented the Nutrition Services team for the outstanding adaptations and responsiveness for needs, and inclusive vision to include all Saint Paul families.
- In thinking about the labor difficulty with transportation in a hybrid process, what are the proactive steps to prepare for that? Response: Our bus companies are actively advertising and promoting. We just need to keep trying. Through the transitions, we will know and fine tune our needs, and use that information to ensure our needs and numbers are addressed. It’s not all happening and once, and make small moves and changes.
- Will there be an impact to meal delivery with the switch to mid-day as we move to more in-person? Does that free up buses? Response: With mid-day, we generally have little problem with the gap between morning and afternoon routes. We see little issue there. We also decided to contract with our drivers at 50% of contract fee, which indicated to them that we still wanted to maintain a relationship and support business, and could use that money to fund their operations, and a collaborative way to ensure we have routes and drivers available.
- Director Marchese noted questions about as we are trying to get facilities ready, know that one of the things that’s difficult is for families and staff to envision what buildings will look like for hybrid or in-person. Is there a possibility to put together a mock building before moving staff or students, and either invite folks to come tour or a video of what it could look like? Response: The centers are planning and preparing and staffing for 100 students per day. Last week, we included the tours with building engineers, administrator on special assignment, facilities, and principals, and members of the team, and walked through the centers, food supports, technology service area. We did plan and map them out, and next will be moving furniture for students and signage and promotional materials. We are strategically staffing centers, and we can social distance and provide a model for families.
- Those are also opportunities to model in real time the protocols.
- In echoing to meal service, and passing 8 million meals.
- One other question was the waiver from the Department of Agriculture, so we didn’t need to count the number of students. Clarity on that and the timing. Response: We have a waiver through December 31st to use the model currently using which is not to require food delivered only to students eligible for FRL.
- Director Ellis noted the safety protocols at 1930 Como, and the intentionality of the meal boxes through nutrition services.
- She also noted that there was a conversation about the difficulty in hiring bus drivers in September 2019, and Director Burr was driving a bus route. Said 285 buses for routes developed, and 35 students maximum capacity and trying to think about what it means for bus drivers and starting with a shortage. Would we need more buses for the number of students allowed per bus? Response: We are routing as if 100% back in schools, but only 50% will be riding the bus each day in a hybrid situation. We usually assign 60 students per bus, and will naturally decrease due to hybrid. Last year, we struggled, but took on addition 3 vendors which helped us to revolve the issue, and hope those 3 new vendors also there for us this year to create a better situation. There will be 285 routes

distributed to 7 vendors; last year we started with 4 vendors. Director Ellis noted the excitement in seeing the bus drivers, and thanked the team for their work.

- She also noted the previously mentioned idea of a video for staff, students, and families to show the changes in facilities and expectations, and comfort level to know there are procedures in place.
- Do we have a number in terms for each of our building for capacity that abides by COVID regulations and rules for hybrid? Response: Yes, we have it down to the room, and depends on model and programming. For example, in our dining rooms, we would also need to use several classrooms as well and not used for instructional purposes.
- We are going to be serving meals in the buildings? Does that create a problem if delivering meals to homes? Response: We will have home delivery, and ensuring once students return, an additional option to take their meal boxes home with them on their last day of learning for that week. We know that there is not enough students on site for home delivery, but as we tier through, and more students return, that will be a viable option and help families. Our meal boxes are largely shelf stable, with the only perishable being milk.
- There was also clarification on the loading of students at the front of the bus, but students will fill in seats to the back to avoid walking past other students.
- Regarding the enhanced ventilation air filters, and how do these enhance ventilation? Response: That refers to changes in filtration media within ventilation systems and finer grain of filter to pull more particles out of the air. A large part of mechanical response also relies on increasing mix of outside air, and recirculating less, and scheduling systems to start 2 hours prior to the school day and 2 hours after the school day.
- The make-up of the building is taken into consideration for these changes, with the different layouts? Response: One of the recommendations is with smart systems to sense when we are dropping below a threshold, and override those and run systems constantly, ignoring number of people in the space and keep systems. Each system does take into specifics and spaces.
- With transportation, thinking about CARES Act and this is COVID related, can there be funding for that because we had to go under those levels for contracting with bus companies? Response: We could, but haven't chosen to yet to support with general education to currently cover it, but if necessary, we would be able to do that. If there comes a time, where we need to add additional routes, or utilize CARES funding, we have set aside within the application.
- Director Foster also thanked nutrition services and the operations team, and full support of the hubs and fully funded community schools, and thinking about the future and supports in place for community. She noted her experience with the PreK boxes, and the procedures for 1930 Como. She also thanked the Technology team for their work, and observing their system for supporting our families. She noted that at every level staff are working so hard for the students of SPPS. As we are moving back and thanks to HR and Finance as well.
- Superintendent Gothard thanked the team, and see that this is one big organization come together in ways to continue to impress, and problem-solving. Proud to be a part of the team. Good first day of school, and know demands are to continue to assess and get better, look for ways to return to less restrictive model, and shared details to consider. Ask to continue to guide, ask important questions, and we need to push ourselves to think through everything we can and be ready to and be prepared. Our kids deserve that, our staff to deserve to know expectations and support, and our parents and caregivers are going through sacrifices. We are a community and put our arms around each other and help - we will prevail and succeed and do it safely and effectively.
- Board members thanked the team for the presentation, opportunity to learn and ask questions, and that the community continues to learn with us as well. Talked through concerns of community and continue to do so. Heard sincere and honest responses. Thanks for continued work and passion for education. Great to see staff and thanks for meeting, and responsibility to community to ask

questions to have the community hear and informed, and know District is doing this work and appreciation for time and dedication, and diligence.

**XI. ADJOURNMENT**

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

The motion was approved by roll call vote:

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

The meeting adjourned at 9:39 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

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**NEW APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gardner, A. R.	Assistant Principal	08/15/2020	\$51.00	Battle Creek Middle School
Abdikarani, K. M.	Classroom Teacher	08/24/2020	\$32.56	Hamline Elementary
Alves, D. N.	Classroom Teacher	08/24/2020	\$32.38	Four Seasons A+
Beaumaster, M.	Classroom Teacher	08/24/2020	\$55.99	Focus Beyond (18-Adult)
Bednarz, S.	Classroom Teacher	08/24/2020	\$41.48	Four Seasons A+
Benford, M. A.	Classroom Teacher	08/24/2020	\$32.56	Creative Arts Secondary
Biesanz, O. R.	Classroom Teacher	08/24/2020	\$32.38	Washington Tech
Boyer, C. R.	Classroom Teacher	08/24/2020	\$32.69	Murray Middle School
Darr, H. M.	Classroom Teacher	08/24/2020	\$29.05	Battle Creek Middle School
Doty, D. M.	Classroom Teacher	08/24/2020	\$32.69	Hazel Park Preparatory
Felber, E.	Classroom Teacher	08/24/2020	\$33.35	1780 W. 7th Street
Hansen, M.	Classroom Teacher	08/24/2020	\$34.27	Jie Ming Mandarin Immr
Hanten, K. L.	Classroom Teacher	08/24/2020	\$30.78	Crossroads Science
Haug, J. J.	Classroom Teacher	08/24/2020	\$33.08	Capitol Hill Magnet
Humphreys, M.	Classroom Teacher	08/24/2020	\$58.18	Maxfield Elementary
Johnson, K. E.	Classroom Teacher	08/24/2020	\$32.12	Battle Creek Middle School
Johnson, K. R.	Classroom Teacher	08/24/2020	\$28.14	Nokomis Montessori North
Johnson, K. A.	Classroom Teacher	08/24/2020	\$51.38	Nokomis Montessori South
Keefer, B. P.	Classroom Teacher	08/24/2020	\$34.86	Washington Tech
Krois, M. A.	Classroom Teacher	08/24/2020	\$28.14	Johnson Senior High
Lyons, M. R.	Classroom Teacher	08/24/2020	\$32.54	Wellstone Elementary
Marlin, K. P.	Classroom Teacher	08/24/2020	\$31.73	Battle Creek Middle School
Maxwell, M. J.	Classroom Teacher	08/24/2020	\$31.34	Benjamin Mays/Museum
Munoz, J. J.	Classroom Teacher	08/24/2020	\$28.53	Como Park Senior High
Ousley, A. H.	Classroom Teacher	08/24/2020	\$31.73	Ramsey Middle School
Pflughoeft, L. T.	Classroom Teacher	08/24/2020	\$32.69	Central Senior High
Prechel, F. M.	Classroom Teacher	08/24/2020	\$31.34	Murray Middle School

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<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Reinfeld, R. M.	Classroom Teacher	08/17/2020	\$38.47	271 Belvidere Bldg
Roy, J. K.	Classroom Teacher	08/24/2020	\$28.29	1780 W. 7th Street
Rutlin, N. J.	Classroom Teacher	08/24/2020	\$33.83	Ramsey Middle School
Schuchman, P. D.	Classroom Teacher	08/24/2020	\$28.53	Humboldt Secondary School
Solinger, C. E.	Classroom Teacher	08/24/2020	\$32.56	JJ Hill Montessori
Stoks, A. L.	Classroom Teacher	08/24/2020	\$39.79	1780 W. 7th Street
Thao, D. J.	Classroom Teacher	08/24/2020	\$29.83	Battle Creek Middle School
Theisen, F. J.	Classroom Teacher	08/24/2020	\$33.94	Ramsey Middle School
Williams, O. R.	Classroom Teacher	08/24/2020	\$31.73	Global Arts Plus - Upper
Winberg, R. M.	Classroom Teacher	08/24/2020	\$53.63	Creative Arts Secondary
Yoakiem, S. B.	Classroom Teacher	08/24/2020	\$37.60	Capitol Hill Magnet
Gardner, B.	Classroom Teacher	08/24/2020	\$40.56	Harding Senior High
Hohlen, E. J.	Classroom Teacher	08/24/2020	\$31.34	Johnson Senior High
Kowalewicz-Hallen, A.	Classroom Teacher	08/24/2020	\$31.34	Washington Tech
Leier-Murphy, A. G.	Classroom Teacher	08/24/2020	\$31.34	Battle Creek Middle School
Lejarcegui, I.	Classroom Teacher	08/24/2020	\$34.08	Riverview School
Tedder, M. E.	Classroom Teacher	08/24/2020	\$33.16	Maxfield Elementary
Vang, Y.	Classroom Teacher	08/24/2020	\$28.14	Riverview School
Vasiu, A. S.	Classroom Teacher	08/24/2020	\$35.14	Expo for Excellence
Hass, E. A.	Classroom Teacher	08/24/2020	\$53.63	Student Placement Center
Tveraa, A. M.	Classroom Teacher	08/24/2020	\$41.14	Student Placement Center
Matenaer, P. M.	Classroom Teacher	08/24/2020	\$36.68	Rondo Education Center
Moran, M. E.	Classroom Teacher	08/24/2020	\$48.49	Rondo Education Center
Mroczynski, K. E.	Classroom Teacher	08/24/2020	\$38.37	Rondo Education Center
Borkenhagen, L. W.	Classroom Teacher	08/24/2020	\$33.73	JJ Hill Montessori
Conway, E. S.	Classroom Teacher	08/24/2020	\$31.34	Benjamin Mays/Museum
Franklin, C. L.	Classroom Teacher	08/24/2020	\$31.34	Highland Park Senior High



**HUMAN RESOURCE TRANSACTIONS**  
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**NEW APPOINTMENT**

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Kane, K.	Classroom Teacher	08/24/2020	\$51.81	RiverEast Elem/Secondary
Medcalf, L. M.	Classroom Teacher	08/24/2020	\$41.14	Hamline Elementary
Schmidt, K. N.	Classroom Teacher	08/24/2020	\$29.05	Creative Arts Secondary
Wilson, R. J.	Classroom Teacher	08/24/2020	\$34.86	Washington Tech
Boettcher, R. A.	Classroom Teacher	08/24/2020	\$51.09	JJ Hill Montessori
Brown, J.	Classroom Teacher	08/24/2020	\$30.52	The Heights
Cayer, C. K.	Classroom Teacher	08/24/2020	\$37.60	Benjamin Mays/Museum
Groen, B. K.	Classroom Teacher	08/24/2020	\$32.38	RiverEast Elem/Secondary
Neururer, S. M.	Classroom Teacher	08/24/2020	\$35.14	Bruce F Vento Elementary
Rock, A. E.	Classroom Teacher	08/24/2020	\$30.04	Focus Beyond
Wenzel, J. J.	Classroom Teacher	08/24/2020	\$55.99	Murray Middle School
Early, J.	Classroom Teacher	08/24/2020	\$35.12	Creative Arts Secondary
Jordan, J. B.	Classroom Teacher	08/24/2020	\$53.63	Bruce F Vento Elementary
Loyd, B. K.	Classroom Teacher	08/24/2020	\$33.16	Johnson Achievement Plus
Abosi, K. J.	School/Community Professional	08/29/2020	\$22.91	Hamline Elementary
Agard, N. J.	School/Community Professional	08/31/2020	\$21.77	Randolph Heights Elem
Anderson, L. N.	School/Community Professional	08/31/2020	\$23.30	Global Arts Plus - Lower
Peterson, M. A.	School/Community Professional	08/31/2020	\$32.35	Johnson Senior High
Taylor, W. J.	School/Community Professional	08/31/2020	\$33.39	Central Senior High
Foote, C. R.	Education Assistant	08/24/2020	\$17.95	Student Placement Center
Roslik, A. M.	Education Assistant	08/31/2020	\$28.49	Humboldt Secondary School
Daye, W.	Clerical	08/10/2020	\$18.71	Harding Senior High
Abenshe Yesus, Y. A.	Custodian	08/24/2020	\$17.04	Central Senior High
Davis, P. D.	Custodian	08/15/2020	\$17.04	Battle Creek Elementary

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**NEW APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Mujkic, N.	Custodian	07/20/2020	\$17.04	Harding Senior High
Estes, L. D.	Supervisory	08/29/2020	\$40.15	Colborne Admin Offices

**PROMOTION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dyan, H. T.	Assistant Principal From: Central Administrator	08/15/2020	\$46.63	Washington Tech
Poitra, A. L.	Assistant Principal From: Classroom Teacher	08/01/2020	\$46.63	American Indian Magnet
O'Reilly, S. P.	Central Administrator From: Classroom Teacher	08/03/2020	\$47.10	E-STEM Middle School
Sylva, M. M.	Central Administrator From: Teacher on Special Assignment	08/01/2020	\$49.92	E-STEM Middle School
Birkemeier, R. P.	Classroom Teacher From: Temporary Employee	08/24/2020	\$28.14	Riverview School
Coleman, D.	Classroom Teacher From: Temporary Employee	08/24/2020	\$29.83	Benjamin Mays/Museum
Cox, A. L.	Classroom Teacher From: Teaching Assistant	08/24/2020	\$31.73	Eastern Heights Elementary
Erickson, J. L.	Classroom Teacher From: Teaching Assistant	08/24/2020	\$41.98	L Etoile du Nord Lower
Griffin, W. J.	Classroom Teacher From: Teaching Assistant	08/24/2020	\$28.14	Galtier Elementary
Lee-Yang, K.	Classroom Teacher From: Temporary Employee	08/24/2020	\$29.83	Frost Lake Elementary
Morgan, S. N.	Classroom Teacher From: Temporary Employee	08/08/2020	\$28.14	Hamline Elementary
Ryan, W. C.	Classroom Teacher From: Temporary Employee	08/08/2020	\$28.14	Groveland Park Elementary
Van Dyck, A. R.	Classroom Teacher From: Temporary Employee	08/08/2020	\$28.14	Washington Tech
Xiong, K.	Classroom Teacher From: Temporary Employee	08/08/2020	\$28.14	Como Park Elementary
Vang, S.	Classroom Teacher From: Temporary Employee	08/08/2020	\$28.14	St. Paul Music Academy
Finley-Drawe, B. L.	Classroom Teacher From: Teaching Assistant	08/24/2020	\$43.88	Student Placement Center

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**PROMOTION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rosen, M. G.	Classroom Teacher From: School/Community Professional	08/08/2020	\$35.64	1780 W. 7th Street
Luna, C. S.	Classroom Teacher From: Temporary Employee	08/24/2020	\$28.14	Humboldt Secondary School
Mackie, K. M.	Classroom Teacher From: Temporary Employee	08/08/2020	\$29.83	Highland Park Elementary
Matz, T.	Classroom Teacher From: Teaching Assistant	08/08/2020	\$28.14	Como Park Elementary
Shade, S. M.	Classroom Teacher From: Temporary Employee	08/08/2020	\$28.14	American Indian Magnet
White, J. L.	Classroom Teacher From: Temporary Employee	08/08/2020	\$28.14	Washington Tech
Butler, S. A.	School/Community Professional From: Education Assistant	08/31/2020	\$21.77	Battle Creek Elementary
Coleman, E. C.	School/Community Professional From: Teaching Assistant	08/24/2020	\$24.53	Capitol Hill Magnet
Dawley, E. P.	School/Community Professional From: Education Assistant	08/31/2020	\$22.91	Nokomis Montessori North
Kopas, S. M.	School/Community Professional From: Education Assistant	08/10/2020	\$24.53	1780 W. 7th Street
McMillan, A. E.	School/Community Professional From: Teaching Assistant	08/08/2020	\$22.91	Daytons Bluff
Mobley, J. M.	School/Community Professional From: Teaching Assistant	08/08/2020	\$21.03	Farnsworth Aerospace UPR
Rakestraw, D. I.	School/Community Professional From: Education Assistant	08/29/2020	\$24.96	Crossroads Montessori
Rivera, A. R.	School/Community Professional From: Education Assistant	08/08/2020	\$24.53	American Indian Magnet

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Saetre, R. L.	School/Community Professional From: Teaching Assistant	08/08/2020	\$22.91	Cherokee Heights Elem
Scott, L. R.	School/Community Professional From: Education Assistant	08/08/2020	\$26.71	Capitol Hill Magnet
Wilson, K. E.	School/Community Professional From: Education Assistant	08/08/2020	\$33.39	Galtier Elementary
Evans, S. M.	Clerical Career Progression	08/08/2020	\$30.02	Como Service Center
Payton, C. E.	Clerical Career Progression	08/15/2020	\$24.62	Como Park Senior High
Sundberg, L. M.	Custodian Career Progression	06/13/2020	\$26.48	Battle Creek Middle School
McGaughey, A.	Nutrition Services From: Custodian	08/15/2020	\$31.86	Como Service Center

**TEMPORARY APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Addy, M. M.	Classroom Teacher	08/24/2020	\$38.62	Jie Ming Mandarin Immr
Atkins, A.	Classroom Teacher	08/24/2020	\$39.57	Ramsey Middle School
Auguston, M. J.	Classroom Teacher	08/24/2020	\$31.34	Colborne Admin Offices
Bergloff, C.	Classroom Teacher	08/24/2020	\$28.14	American Indian Magnet
Chen, X.	Classroom Teacher	08/24/2020	\$32.69	Jie Ming Mandarin Immr
Colon De Jesus, W.	Classroom Teacher	08/24/2020	\$30.04	Riverview School
Gan, J.	Classroom Teacher	08/24/2020	\$38.62	Jie Ming Mandarin Immr
Gray, T. J.	Classroom Teacher	08/24/2020	\$30.52	Central Senior High
Johnson, D. R.	Classroom Teacher	08/24/2020	\$33.83	Hazel Park Preparatory
Lee, L.	Classroom Teacher	08/24/2020	\$29.13	Battle Creek Middle School
Levingston, M.	Classroom Teacher	08/24/2020	\$29.13	Global Arts Plus - Upper
Li, M.	Classroom Teacher	08/24/2020	\$35.14	Jie Ming Mandarin Immr
Lin, J.	Classroom Teacher	08/24/2020	\$36.21	Central Senior High
Magsig, A. C.	Classroom Teacher	08/24/2020	\$29.13	Washington Tech

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**TEMPORARY APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sha, H.	Classroom Teacher	08/24/2020	\$31.34	Jie Ming Mandarin Immr
Wei, Y.	Classroom Teacher	08/24/2020	\$28.14	Jie Ming Mandarin Immr
Wu, H.	Classroom Teacher	08/24/2020	\$38.62	Jie Ming Mandarin Immr
Xie, N.	Classroom Teacher	08/24/2020	\$34.08	Jie Ming Mandarin Immr
Zong, X.	Classroom Teacher	08/24/2020	\$34.08	Jie Ming Mandarin Immr
WomsiFotsoEpse-, Tchoffo, M. N.	Classroom Teacher	08/24/2020	\$29.13	L Etoile du Nord Lower
Achen, B. A.	Classroom Teacher	08/24/2020	\$31.81	Central Senior High
Brissett, C. B.	Classroom Teacher	08/24/2020	\$32.12	Four Seasons A+
Laabs, J. H.	Classroom Teacher	08/24/2020	\$30.52	Bridge View
Smith-Pugh, Q.	Classroom Teacher	08/24/2020	\$30.69	Ramsey Middle School

**LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Jones, L. W.	Classroom Teacher	09/03/2020	Washington Tech
Henning, C. E.	Classroom Teacher	08/31/2020	Nokomis Montessori North
Lindman, K. C.	Classroom Teacher	08/31/2020	271 Belvidere Bldg
Millibergity, Q. A.	Teaching Assistant	09/08/2020	Battle Creek Middle School
Thor, S.	Teaching Assistant	09/08/2020	Mississippi Creative Arts
Amacher-Malm, L. A.	Custodian	06/24/2020	Chelsea Heights Elementary
Latessa, S. A.	Custodian	07/30/2020	Harding Senior High
Kobilka, E. K.	Nutrition Services	07/13/2020	American Indian Magnet

**REINSTATEMENT AFTER LAYOFF**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kemp, N. L.	School/Community Professional	08/08/2020	\$29.26	Adams Spanish Immersion

**REHIRE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bendickson, K. E.	Classroom Teacher	08/24/2020	\$36.98	Harding Senior High
Buck, I. R.	Classroom Teacher	08/24/2020	\$33.83	Harding Senior High
Butwin, S. A.	Classroom Teacher	08/24/2020	\$43.65	Expo for Excellence
Cech, R. M.	Classroom Teacher	08/24/2020	\$30.69	Washington Tech

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**REHIRE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Cortes, P. A.	Classroom Teacher	08/24/2020	\$50.08	Agape High School
Daniel, A. J.	Classroom Teacher	08/24/2020	\$30.69	Hazel Park Preparatory
Furlong, A. I.	Classroom Teacher	08/24/2020	\$29.13	Johnson Achievement Plus
Gould, A. P.	Classroom Teacher	08/24/2020	\$29.13	The Heights
Haberman, D. J.	Classroom Teacher	08/24/2020	\$30.99	Crossroads Montessori
Jakubic, K. A.	Classroom Teacher	08/24/2020	\$35.14	The Heights
Johnson, K. L.	Classroom Teacher	08/24/2020	\$30.04	Bridge View
Kellogg, K.	Classroom Teacher	08/24/2020	\$33.83	Benjamin Mays/Museum
Laing, K. D.	Classroom Teacher	08/24/2020	\$31.34	Int'l Academy - LEAP
Lynn, K. C.	Classroom Teacher	08/24/2020	\$30.69	Bridge View
March, Z. S.	Classroom Teacher	08/24/2020	\$29.13	Farnsworth Aerospace UPR
Morse, D. J.	Classroom Teacher	08/24/2020	\$37.72	Global Arts Plus - Lower
Myers, M. A.	Classroom Teacher	08/24/2020	\$32.69	Riverview School
Nishiguchi, R.	Classroom Teacher	08/24/2020	\$30.04	Central Senior High
Noble, K. R.	Classroom Teacher	08/24/2020	\$35.64	Creative Arts Secondary
Papenfuss, K. L.	Classroom Teacher	08/24/2020	\$47.63	Highland Park Elementary
Quinn, K. L.	Classroom Teacher	08/24/2020	\$38.62	Humboldt Secondary School
Richardson, B. M.	Classroom Teacher	08/24/2020	\$28.14	RiverEast Elem/Secondary
Rogers, C. R.	Classroom Teacher	08/24/2020	\$49.30	Four Seasons A+
Seaberg, T. M.	Classroom Teacher	08/24/2020	\$32.69	Mississippi Creative Arts
Singer, L. C.	Classroom Teacher	08/24/2020	\$51.81	American Indian Magnet
Smith, C. I.	Classroom Teacher	08/24/2020	\$29.13	Four Seasons A+
Smith, J. M.	Classroom Teacher	08/24/2020	\$49.46	Focus Beyond (18-Adult)
Vang Ku, C.	Classroom Teacher	08/24/2020	\$29.13	Highland Park Elementary
Vyvyan, B. A.	Classroom Teacher	08/24/2020	\$36.98	Highwood Hills Elementary
White, R. A.	Classroom Teacher	08/24/2020	\$51.81	Washington Tech
Williams, A. Q.	Classroom Teacher	08/24/2020	\$38.00	Obama Service Learning

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**REHIRE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Windman, C. A.	Classroom Teacher	08/24/2020	\$34.08	Como Park Elementary
Gutierrez, A.	Classroom Teacher	08/24/2020	\$31.34	Harding Senior High
Ravi, E. E.	Classroom Teacher	08/24/2020	\$31.34	Ramsey Middle School
Schwarze, D. J.	Classroom Teacher	08/24/2020	\$36.98	Maxfield Elementary
Lee, P.	Classroom Teacher	08/24/2020	\$29.13	Student Placement Center
Son, N.	Classroom Teacher	08/24/2020	\$36.68	Rondo Education Center
Winter, J. C.	Classroom Teacher	08/24/2020	\$53.63	Harding Senior High
Bernard, D. N.	Classroom Teacher	08/24/2020	\$49.30	Murray Middle School
Cappelen, L.	Classroom Teacher	08/24/2020	\$55.99	Global Arts Plus - Lower
Langenfeld, S. P.	Classroom Teacher	08/24/2020	\$50.08	St. Paul Music Academy
Nelson, K. N.	Classroom Teacher	08/05/2020	\$28.14	Benjamin Mays/Museum
Stoffel, M. K.	Classroom Teacher	08/24/2020	\$29.13	271 Belvidere Bldg
Williams, D. M.	Classroom Teacher	08/24/2020	\$30.04	RiverEast Elem/Secondary
Cassidy, T. M.	Classroom Teacher	08/24/2020	\$54.96	Murray Middle School
Fox, M. M.	Classroom Teacher	08/24/2020	\$29.13	JJ Hill Montessori

**REHIRE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Allen, R. L.	School/Community Professional	08/24/2020	\$24.12	1780 W. 7th Street
Mowery, C. N.	School/Community Professional	08/31/2020	\$28.56	Eastern Heights Elementary
Vang, C.	Education Assistant	08/31/2020	\$17.12	Four Seasons A+
Plata-Garcia, D.	Clerical	08/24/2020	\$22.33	Rondo Education Center
Chang, X. T.	Nutrition Services	08/15/2020	\$15.30	Rondo Education Center

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Abdullahi, E.	Classroom Teacher	08/24/2020	Highwood Hills Elementary
Boehm Turner, A. E.	Classroom Teacher	08/31/2020	Battle Creek Middle School
Colbert, K. K.	Classroom Teacher	08/29/2020	Central Senior High School
Dachel, A. L.	Classroom Teacher	07/20/2020	Crossroads Montessori

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Golden, M. S.	Classroom Teacher	08/31/2020	Global Arts Plus - Upper
Greenlee-Karp, C.	Classroom Teacher	08/31/2020	Global Arts Plus - Upper
Netzer, S. M.	Classroom Teacher	08/29/2020	Washington Tech
Parks, S. T.	Classroom Teacher	08/31/2020	Harding Senior High
Polga, X. L.	Classroom Teacher	08/29/2020	Jie Ming Mandarin Immr
Schmitt, C. D.	Classroom Teacher	08/29/2020	Colborne Admin Offices
Sparks, A.	Classroom Teacher	08/29/2020	Crossroads Science
Vetsch, L. M.	Classroom Teacher	08/24/2020	Expo for Excellence
Walter, C. M.	Classroom Teacher	08/29/2020	Daytons Bluff
Wheeler, J. K.	Classroom Teacher	08/29/2020	Benjamin Mays/Museum
Leiter, J. A.	Classroom Teacher	08/29/2020	Wellstone Elementary
Woodis, C. A.	Classroom Teacher	08/29/2020	Johnson Achievement Plus
Yang, R.	Classroom Teacher	08/29/2020	Bruce F Vento Elementary
Maniaci, K. K.	Classroom Teacher	08/29/2020	JJ Hill Montessori
Lilja, L. A.	Classroom Teacher	08/29/2020	Maxfield Elementary
Rounds, T. L.	Classroom Teacher	08/29/2020	Washington Tech
Pultz, J. E.	Classroom Teacher	08/29/2020	Frost Lake Elementary
Smith, A.	Education Assistant	08/29/2020	Harding Senior High School
Spencer, N. D.	Education Assistant	08/29/2020	Belwin Outdoor Science
Palma, W.	Teaching Assistant	09/08/2020	Frost Lake Elementary
Rodriguez, C. E.	Teaching Assistant	08/29/2020	Bridge View
Cobb, S. C.	Clerical	08/17/2020	Farnsworth Aerospace UPR
Enright, L. R.	Custodian	08/20/2020	Mississippi Creative Arts
McShea, S. C.	Electrician	08/14/2020	Como Service Center
Kobilka, E. K.	Nutrition Services	07/29/2020	American Indian Magnet
Meyer, H. F.	Nutrition Services	08/29/2020	Central Senior High



**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Pavlak, M.	Nutrition Services	08/29/2020	Humboldt Secondary School
Roy, D. L.	Nutrition Services	08/29/2020	Rondo Education Center
Sabourin, D. M.	Nutrition Services	08/29/2020	Highland Park Senior High
Scarver, O.	Nutrition Services	08/29/2020	Como Park Elementary
Shaw-Baysinger, S.	Nutrition Services	08/29/2020	Central Senior High
Shepherd, M. C.	Professional Employee	08/29/2020	Como Service Center

**RECISION OF RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rakestraw, D. I.	Education Assistant	08/29/2020	\$20.07	1780 West 7th St

**VOLUNTARY REDUCTION IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kemp, N. L.	School/Community Professional	08/08/2020	\$29.26	Four Seasons A+
Arias-Avina, S.	Clerical	08/24/2020	\$22.28	Como Park Senior High

**REDUCTION IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kelly-Dunkins, J.	Clerical	08/08/2020	\$30.46	Global Arts Plus - Upper

**CHANGE IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Anderson, G. W.	Classroom Teacher From: Central Administrator	08/24/2020	\$55.99	Int'l Academy - LEAP
Kohn, K. L.	Classroom Teacher From: Central Administrator	08/24/2020	\$55.99	Como Park Elementary
Wright, D. L.	Custodian From: Teaching Assistant	08/27/2020	\$17.04	Central Senior High

**RETIREMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Larsen De Chan, B.	Classroom Teacher	08/01/2020	Wellstone Elementary
Victor, J.	Superintendency	09/12/2020	Colborne Admin Offices
Bernal, J. R.	Education Assistant	09/01/2020	Eastern Heights Elementary

**RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sichting, M. E.	Central Administrator	09/04/2020	1780 W. 7th Street
Ammerman, J. C.	Classroom Teacher	08/29/2020	Highwood Hills Elementary
Anderson, C. R.	Classroom Teacher	08/25/2020	Central Senior High

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Anderson, C. R.	Classroom Teacher	08/25/2020	Central Senior High
Carlson, J. A.	Classroom Teacher	08/11/2020	Battle Creek Middle School
Carlson, M. E.	Classroom Teacher	08/08/2020	Benjamin Mays/Museum
Clepper, M. M.	Classroom Teacher	08/08/2020	Benjamin Mays/Museum
Edwards, H. E.	Classroom Teacher	08/08/2020	Mississippi Creative Arts
Engelhart, E. A.	Classroom Teacher	08/08/2020	Jie Ming Mandarin Immr
Grossman, P. E.	Classroom Teacher	08/29/2020	Central Senior High
Halvorson, J. E.	Classroom Teacher	08/08/2020	Agape High School
Healam, L. A.	Classroom Teacher	08/08/2020	Washington Tech
Madsen, A. M.	Classroom Teacher	08/08/2020	Frost Lake Elementary
Moir-Perkl, H. A.	Classroom Teacher	07/29/2020	Hamline Elementary
Rink, D. J.	Classroom Teacher	08/08/2020	Battle Creek Middle School
Sandy, A. M.	Classroom Teacher	08/08/2020	Cherokee Heights Elem
Stinar, R. G.	Classroom Teacher	08/08/2020	Central Senior High
Unowsky, V. J.	Classroom Teacher	08/08/2020	E-STEM Middle School
Westpfahl, M. J.	Classroom Teacher	08/08/2020	Capitol Hill Magnet
Pryor, S. E.	Classroom Teacher	08/08/2020	Adams Spanish Immersion
Cook, L. C.	Classroom Teacher	08/08/2020	Riverview School
Ledbetter, A.	Classroom Teacher	08/08/2020	RiverEast Elem/Secondary
Jameson, D.	Teacher on Special Assignment	08/08/2020	Johnson Achievement Plus
Smith, D. T.	School/Community Professional	07/28/2020	E-STEM Middle School
Greene, S. L.	Education Assistant	09/01/2020	Belwin Outdoor Science
Jordan, S. M.	Education Assistant	08/15/2020	1780 West 7th St
Rakestraw, D. I.	Education Assistant	08/29/2020	1780 West 7th St
Vang, M. Y.	Education Assistant	08/08/2020	Belwin Outdoor Science

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ayinde, Q. J.	Teaching Assistant	08/08/2020	1780 West 7th St
Bethea, M.	Teaching Assistant	08/08/2020	Johnson Achievement Plus
Blustein, J. T.	Teaching Assistant	08/29/2020	Daytons Bluff
Bowman, E. T.	Teaching Assistant	08/08/2020	Mississippi Creative Arts
Busch, D. E.	Teaching Assistant	08/08/2020	St. Paul Music Academy
Claiborne, K. E.	Teaching Assistant	08/08/2020	Obama Service Learning
Coleman, S. A.	Teaching Assistant	08/08/2020	Chelsea Heights Elementary
Eklund, L.	Teaching Assistant	08/19/2020	Jie Ming Mandarin Immr
Georgeson, M. I.	Teaching Assistant	08/18/2020	Como Park Elementary
Jensen, G. K.	Teaching Assistant	08/08/2020	Global Arts Plus - Upper
Jones, J. S.	Teaching Assistant	08/08/2020	RiverEast Elem/Secondary
King, S. J.	Teaching Assistant	08/02/2020	1780 West 7th St
McInerney, S. C.	Teaching Assistant	08/08/2020	Como Park Elementary
Mejia, L. M.	Teaching Assistant	08/09/2020	Como Park Elementary
Merritt, J. E.	Teaching Assistant	08/08/2020	Maxfield Elementary
Mohamed, S. A.	Teaching Assistant	08/08/2020	Rondo Education Center
Moore, S. M.	Teaching Assistant	08/08/2020	Farnsworth Aerospace UPR
Moua, M.	Teaching Assistant	08/08/2020	Phalen Lake Hmong Studies
Moustafa, M. H.	Teaching Assistant	08/08/2020	Johnson Achievement Plus
Norton-Bower, H. A.	Teaching Assistant	08/08/2020	JJ Hill Montessori
Oliver, D. M.	Teaching Assistant	08/08/2020	Como Park Senior High
Owens, S. A.	Teaching Assistant	08/08/2020	Expo for Excellence
Richardson, M. M.	Teaching Assistant	08/08/2020	Murray Middle School
Rios Cortez, G.	Teaching Assistant	08/08/2020	Adams Spanish Immersion
Santos, N.	Teaching Assistant	08/15/2020	1780 West 7th St
Squire, P. F.	Teaching Assistant	08/22/2020	1780 West 7th St

**HUMAN RESOURCE TRANSACTIONS**  
**August 1, 2020 – August 31, 2020**  
**September 22, 2020**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Swygart, B. A.	Teaching Assistant	08/08/2020	Maxfield Elementary
Thao, C. P.	Teaching Assistant	08/08/2020	Harding Senior High
Vang, M.	Teaching Assistant	08/08/2020	Phalen Lake Hmong Studies
Waite, K. A.	Teaching Assistant	07/25/2020	JJ Hill Montessori
Xiong, L. B.	Teaching Assistant	07/31/2020	Washington Tech
Young, A. E.	Teaching Assistant	08/08/2020	Riverview School
Gisvold, M. L.	Clerical	08/11/2020	Central Senior High
Pinner, M. F.	Custodian	07/25/2020	Hazel Park Preparatory
Brennan, M. S.	Nutrition Services	08/08/2020	Central Senior High
Johnson, L. S.	Nutrition Services	08/08/2020	Bruce F Vento Elementary

**TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
K., S. N.	Teaching Assistant	08/21/2020
P., B. J.	Nutrition Services	09/03/2020

**LAYOFF**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Dino, M. E.	Teaching Assistant	07/09/2020	Farnsworth Aerospace LWR
Lake, E. A.	Teaching Assistant	07/09/2020	Groveland Park Elementary
Nelson, A. N.	Teaching Assistant	08/08/2020	Washington Tech

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

**DATE:** September 22, 2020

**TOPIC:** Acceptance of Parent Advisory Council Donation in the Amount of \$8,200.00 for the Mary Mackbee Auditorium at Central Senior High

**A. PERTINENT FACTS:**

1. The Centrals High School Mary Mackbee Auditorium is in need of updating.
2. The Central HS Parent Advisory Council (PAC) has given a donation to cover a portion of the cost.
3. This donation will cover a portion of these renovations.
4. Items to be replaced: carpet on the main floor and tech booth, sliding flex glass windows for the tech room, retractable screen and laser projector, hanging recording microphones, soundboard for 32 channels, iPad, Xcord, and lapel microphones.
5. This project will meet the District strategic plan focus area of Program Evaluation and Resource Allocation.
6. This item is submitted by Christine Vang, Principal; Dr. Efe Agbamu, Assistant Superintendent; and Dave Watkins, Chief of Schools.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept this donation for Central High School's Mary Mackbee Auditorium.

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

**DATE:** September 22, 2020

**TOPIC:** Gift Acceptance from GoFundme Donations

**A. PERTINENT FACTS:**

1. Como Park Senior High School would like to accept a monetary gift of \$6678.11 from GoFundme Donations.
2. Como Park Senior was designed to receive the gift because of MCJROTC bikes replacement.
3. This grants was awarded to Como Park Senior High School for MCJROTC bikes replacement.
4. This item will meet the District target area goal of ensuring high academic achievement and improved environment for all students.
5. This item is submitted by Kirk Morris, Acting Principal Como Park Senior High School

**B. RECOMMENDATION:**

That the Saint Paul public Schools Board of Education authorize the Superintendent Gothard to allow Como Park Senior High School to accept a monetary gift from GoFundme of \$6678.11. The money will be deposited into the Como Park Senior High intra-school account, 19-212-291-000-5096-J001, and will be used with the above projects.

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

**DATE:** September 22, 2020

**TOPIC:** Request for Permission to Accept Groveland Park PTO Donation

**A. PERTINENT FACTS:**

1. Groveland Park PTO donated \$32,000 to Groveland Park Elementary for building supplies.
2. This is a one-time donation to Groveland Park Elementary School.
3. This gift aligns with the District strategic plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Sarah Lightner, Principal; Andrew Collins, Assistant Superintendent; and Dave Watkins, Chief of Schools.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept this gift of \$32,000 from the Groveland Park PTO to Groveland Park Elementary School.

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

**DATE:** September 22, 2020

**TOPIC:** Gift Acceptance from Trillium Family Foundation

**A. PERTINENT FACTS:**

1. Murray Middle School would like to accept a monetary gift of \$8,000 from Trillium Family Foundation
2. This item will meet the District strategic focus area of Program Evaluation and Resource Allocation.
3. This item is submitted by Jamin McKenzie, Principal; and Andrew Collins, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent to allow Murray Middle School to accept a monetary gift from Trillium Family Foundation in the amount of \$8,000. The money will be deposited into the Murray Middle School Pilot 1-on-1 Tutoring Program account 19-342-291-000-5096-U001.



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

**DATE:** September 22, 2020

**TOPIC:** Request for Permission to Accept a Grant from the Minnesota Department of Education - Fresh Fruit and Vegetable Program

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education's Fresh Fruits and Vegetables Program is currently accepting grant applications for projects that introduce fresh fruits and vegetables as healthy snack options to 11,300 SPPS students.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to provide fresh fruits and vegetables to SPPS students. Saint Paul Public Schools will serve as fiscal agents for the project. This grant is for \$552,891.00. Staff at the program researched this grant opportunity.
3. This project aligns with the District Strategic Plan focus are of Program Evaluation and Resource Allocation.
4. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent or designee to accept a grant from the Minnesota Department of Education's Fresh Fruit and Vegetable Program for funds to provide fresh fruit and vegetables in the district; and to implement the project as specified in the award documents.

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

**DATE:** September 22, 2020

**TOPIC:** Request for Permission Submit an Application to the Minnesota Department of Human Services

**A. PERTINENT FACTS:**

1. The Minnesota Department of Human Services is currently accepting applications for funds that originate with the federal CARES Act and have been designated by the State of Minnesota to support food distribution efforts in Minnesota in response to the COVID-19 pandemic. This grant application is directed by the Minnesota Department of Human Services in partnership with Hunger Solutions Minnesota.
2. Nutrition Services has prepared an application for CARES funds to offset the additional costs of delivering meals during school closures. The funds will cover the cost of transportation, personnel, vehicle purchases and culturally specific foods.
3. Saint Paul Public Schools will serve as fiscal agent for this grant. The grant is for approximately \$250,000.
4. This grant does not align with a strategic focus area but provides essential operational support that creates a foundation for strategic projects to build upon.
5. This is a new grant-funded project.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Stacy Koppen, Nutrition Services Director; Heather Kilgore, Family and Community Engagement Director; Jackie Turner, Chief Engagement Officer; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Human Services for CARES Act funds to cover the cost of delivering meals during school closures; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** September 22, 2020

**TOPIC:** Request for Permission to Submit a Grant to the Minnesota Department of Education

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting grant applications for projects that provide wrap-around early care and education services (0-8 age band) directed towards historically underserved populations impacted by COVID-19 in the seven county metro area.
2. Saint Paul Public Schools Office of Early Learning, Early Childhood Special Education (ECSE) and Early Childhood Family Education (ECFE) have prepared an application for funds to support children (ages 0-5) and their caregivers with hands-on learning materials and supportive information. The goal of this project is to continue fostering healthy, whole child development during the COVID-19 pandemic. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$125,000. The project will affect up to 4,400 children (ages 0-5) who participate in PreK, ECFE and ECSE programming.
4. This project aligns with the District strategic plan objective of eliminating barriers to learning among racially, culturally and linguistically diverse populations.
5. This is a new grant-funded project. The project period is 24 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Lori Erickson, Assistant Director, Office of Early Learning; Anthony Walker, Director, Community Education; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Marcy Doud, Assistant Superintendent, Specialized Services; Jackie Turner, Chief Operations Officer; Dr. Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to support distance learning needs for children in PreK, ECFE and ECSE; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** September 22, 2020

**TOPIC:** Request for Permission to Submit a Grant Application to Ramsey County Public Health

**A. PERTINENT FACTS:**

1. Ramsey County Public is accepting applications for funds to support existing efforts that provide emergency food and meals to families and students impacted by COVID-19.
2. Nutrition Services prepared an application for funds to support meal delivery during school closures. The department will use the money to purchase meals for SPPS students, non-school aged children, and culturally relevant foods for families.
3. Saint Paul Public Schools will act as fiscal agent for this grant. The grant request is for approximately \$3,200,000.
4. This grant does not align with a strategic focus area but provides essential operational support that creates a foundation for strategic projects to build upon.
5. This is a new grant-funded project.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Stacy Koppen, Nutrition Services Director; Heather Kilgore, Family Engagement and Community Partnerships Director; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Ramsey County Public Health for funds to support the SPPS meal delivery program; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** September 22, 2020

**TOPIC:** Request for Permission to Submit a Grant to the US Department of Education

**A. PERTINENT FACTS:**

1. The US Department of Education is currently accepting grant applications for projects that maintain, protect and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages.
2. Saint Paul Public Schools Office of American Indian Education and American Indian Magnet School (AIMS) have prepared an application for funds to support the Dakota language program at AIMS. The goal of this project is to expand and improve the existing Dakota language program at AIMS by creating new Dakota language resources and increasing Dakota teaching capacity. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1.1 million. The project will affect students and staff in the Dakota language program at AIMS, estimated at 315 people.
4. This project aligns with the District strategic plan objective of creating inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.
5. This is a new grant-funded project. The project period is 36 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Dr. Timothy Brown, Principal, American Indian Magnet School; John Bobolink, Supervisor, Office of American Indian Education; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Billy Chan, Assistant Superintendent; Dave Watkins, Chief of Schools; Dr. Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the US Department of Education for funds to support the Dakota language program at American Indian Magnet School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** September 22, 2020

**TOPIC:** Request for Permission to Accept Two Grants from the French-American Cultural Exchange (FACE) Foundation

**A. PERTINENT FACTS:**

1. The FACE Foundation's French Dual Language Fund awards grant applications for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.
2. Staff at L'Etoile du Nord French Immersion received two grants from the FACE Foundation:
  - a. The first grant project – Atelier STIMA – focuses on improving French literacy, coding and math skills through makerspace activities. Funds will be used to purchase supplies for the makerspace.
  - b. The second grant project – Racial Equity Training – focuses on improving culturally relevant responses in teaching. Funds will be used to contract services from Innocent Classroom, a teacher-driven program that dismantles racism by undermining the effects of stereotype threat and implicit bias.
3. Saint Paul Public Schools will serve as fiscal agent for these projects. The STIMA grant is for approximately \$3,000; the Racial Equity Training grant is for approximately \$2,000.
4. This project aligns with the District strategic plan goal of Effective and Culturally Relevant Instruction.
5. These are new grant-funded projects.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Lourdes Flores-Hanson, L'Etoile du Nord French Immersion Principal; Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept two grants from the FACE Foundation that support Makerspace projects and racial equity training at L'Etoile du Nord French Immersion; to accept funds; and to implement the project as specified in the award documents.

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

**DATE:** September 22, 2020

**TOPIC:** Request for Permission to Accept a Grant from the Minnesota Agricultural Education Leadership Council

**A. PERTINENT FACTS:**

1. The Minnesota Agricultural Education Leadership Council accepts grant applications for projects that promote agricultural, food, and natural resource literacy initiatives across Minnesota in both formal and non-formal educational settings.
2. Staff at Humboldt High School prepared an application for and were awarded funds to support the school's classroom and lab instruction on agricultural safety, tractor and equipment operation, and tractor safety use certification. Instruction and certification will be provided by the University of Minnesota Extension.
3. Saint Paul Public Schools will serve as fiscal agent for this project. The grant is for approximately \$3,875.
4. This project will meet the District strategic plan focus area of College and Career Pathways.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Abdirizak Abdi, Principal, Humboldt High School; Joshua Delich, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Agricultural Education Leadership Council for funds to support agricultural safety, tractor and equipment operation and certification; to accept funds; and to implement the project as specified in the award documents.

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

**DATE:** September 22, 2020

**TOPIC:** Change Inc. Services in SPPS

**A. PERTINENT FACTS:**

1. This recommendation reflects new contracts with Change Inc. (formerly known as Guadalupe Alternative Programs or GAP) in which the total amount exceeds \$100,000. Change Inc. will provide site-based mental health clinics at 12 Saint Paul Public Schools' sites: Adams Spanish Immersion, American Indian Magnet School, Battle Creek Elementary, E-STEM Middle School, Four Seasons Elementary, Galtier Elementary, Gateway to College, Hamline Elementary, Journeys, Murray Middle School, Ramsey Middle School, and River East during the 2020-21 school year.
2. With parent/guardian consent, Change Inc. will provide the following services to students: Consultation with school staff regarding the social emotional and mental health needs of students on their caseload; Diagnostic Assessments (DA); Individual Treatment Plans (ITP); Psychotherapy (individual, family, group); Skills Training (individual, family, group); and Crisis Assistance.

These mental health services provide additional support for our students during the school day. The collaboration supports the critical relationship needed between home, school and community that allows the district to meet the needs of students experiencing social-emotional barriers to learning and mental health challenges.

3. This contract is for the 2020-21 School Year.
4. Fees for services are not to exceed \$150,000 for Fiscal Year 2020-21 and will be funded by General Education funds, Special Education funds, and Gateway to College funds.
5. This contract will meet the District strategic plan focus area of Positive School and District Culture, and Family and Community Engagement.
6. This item is submitted by Kathy Lombardi Kimani, Director, Office of School Support; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to approve the expenditure General Education funds, Special Education funds, and Gateway to College funds in an amount not to exceed \$150,000 for site-based mental health services provided by Change Inc.. This amount supports site-based mental health services at 12 SPPS sites, and is equivalent to the amount expended during school year 2019-20.



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

**DATE:** September 22, 2020

**TOPIC:** Contract Extension No. #A-214622-A Type 3 (van) Services for 2020-2021 School Year.

**A. PERTINENT FACTS:**

1. This contract extension establishes the rates for Type 3 (van) Services for school year 2020-2021. The period of the contract extension is from August 2020 to July 2021. The contract originated in August 2018.
2. Estimated cost increase is averaged at approximately 10%.
3. The following factors contributed to the cost increases: labor and equipment.
4. This supports the District Strategic Plan focus area of Program Evaluation and Resource Allocation by ensuring a safe and efficient student transportation system.
5. Submitted by Tom Burr, Director, Transportation; and Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorizes the Superintendent (designee) to extend contracts based on attached rates established for school year 2020-2021.

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

**DATE:** September 22, 2020

**TOPIC:** K-12 ST Math

**A. PERTINENT FACTS:**

1. ST Math is a visual math program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving. With ST Math, teachers are able to:
  - Provide students with equitable access to learning through challenging puzzles, non-routine problem solving, and informative feedback
  - Provide instruction at each student's individual level
  - Leverage the brain's innate spatial-temporal reasoning ability to solve mathematical problems
  - Help students build deep conceptual understanding
2. The Office of Teaching and Learning is requesting Board approval for the purchase of a district-wide ST Math account for students and teachers in grades Kindergarten - 12th. Advantages to this purchase include:
  - Volume discounts are used when accounts are purchased in bulk, instead of individually by schools. SPPS will save money and gain the ability to apply inactive accounts to active students.
  - ST Math is a widely used and popular program in schools. About  $\frac{1}{3}$  of SPPS's elementary schools already have accounts with ST Math.
  - Centralized district accounts allow for data insight and usage metrics throughout SPPS Schools.
3. This project will meet the District strategic plan for effective and culturally relevant instruction.
4. This item is submitted by: Ishmael Robinson, Supervisor of PreK-12 Math, Maijue Lochungvu, Assistant Director, Office of Teaching and Learning, Craig Anderson, Executive Director, Office of Teaching and Learning, and Dr. Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

The Board of Education shall authorize the Superintendent (designee) to enter into a contract to purchase (ST Math). The total cost of K-12 materials not to exceed \$(200,000), will be paid from PLTT budget (\$58,000), 3M Grant (\$80,000) and OTL instructional materials funding (\$62,000) for the 2020-21 school year.

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

**DATE:** September 22, 2020

**TOPIC:** Words Their Way Digital

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools is currently using Words Their Way Digital with third-fifth grade students. We would like to enter into a three-year contract with Savvas Learning Company to continue using Words Their Way Digital.
2. Words Their Way Digital is an evidenced-based and classroom-tested approach to support grade 3-5 literacy skills. This evidence-based, classroom-tested approach places students into appropriate groups, models sorts for students, provided ample practice, applies word study skills to text, and tracks student progress.
  - Allows teachers to broadcast content onto student devices or a whiteboard.
  - Provides interactive sorts with audio and visual support.
  - Provides instant progress monitoring by allowing teachers to use instantly scored sorts for formative assessment.
  - Includes translation support in 46 languages.
  - Includes the full Words Their Way library.
  - Includes teaching support at point of use
3. Words Their Way Digital is a three-year commitment for third, fourth, and fifth grade teachers.
4. The total cost is \$229,245. The first year payment is \$149,009.25 for year 1 and \$80,235.75 for year 2. Year 3 will have no cost due to installment payments.
5. This project will meet the District strategic plan for effective and culturally relevant instruction by increasing skill development in 3-5 grade students.
6. This item is submitted by: Susan Braithwaite, Supervisor of PreK-12 Literacy, Maijue Lochungvu, Assistant Director, Office of Teaching and Learning, Hans Ott, Executive Director, Office of Digital and Alternative Education, and Dr. Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent to enter into a contract to purchase Words Their Way Digital from Savvas Learning Company. The total cost of Words Their Way Digital may not to exceed \$229,245 and will be paid from the digital subscription budget for the 2020-2023 school year.

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

**DATE:** September 22, 2020

**TOPIC:** Approval of Employment Agreement between Independent School District No. 625 and Professional Employees Association Representing Non-Supervisory Professional Employees

**A. PERTINENT FACTS:**

1. New Agreement is for a two-year period from January 1, 2020, through December 31, 2021.
2. Contract changes are as follows:

Wages: Effective January 4, 2020, the salary schedule is increased 1.5%. Effective January 2, 2019, the salary schedule is increased 2.0%. Maintain step increases both years.

Step Advancement: Effective January 1, 2021, PEA members shall be eligible for a one-time step advancement with an approved certification.

Bereavement Leave: Effective January 1, 2020, bereavement leave for members will be separate and distinct from sick leave and the paid time off will be granted as set forth in the language. Travel time for bereavement will be used from sick leave.

3. The District has 103 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
  - in the 2019-20 budget year: \$ 9,723,225
  - in the 2020-21 budget year: \$ 10,091,755
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Professional Employees Association in this school district; duration of said Agreement is for the period of January 1, 2020, through December 31, 2021.

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

**DATE:** September 22, 2020

**TOPIC:** Memorandums of Agreement for Yinghua Academy (Mandarin Immersion),  
Minneapolis, MN and Twin Cities German Immersion School (TCGIS), St. Paul, MN

**A. PERTINENT FACTS:**

1. General overview, history and background:  
In 2016, SPPS reached out to two nearby charter schools, Yinghua Academy Mandarin Immersion in Minneapolis, and Twin Cities German Immersion School (TCGIS) in St. Paul. The hope was to draw students into our district by taking advantage of our strong world language IB classes and our expertise with secondary immersion programs.
2. Successes:  
Over the past four years, the programs have grown and developed. We graduated our first classes of German and Mandarin Immersion 12<sup>th</sup> grade students in the spring of 2020. Between the two programs we have drawn nearly 115 new students into SPPS from these two charter schools, 50 of whom come to us from outside of the district - from Minneapolis and neighboring suburbs. The number of students who enroll in these programs will surely grow as the elementary immersion programs mature to their full enrollment capacity. It may please you to know that our first cohort of Jie Ming Mandarin Immersion students will be merging with the students from Yinghua Academy for the first time this fall in 9th grade at Highland Park Senior High. This was one of the original intents of the MOA with Yinghua.
3. Outcomes:  
Our high school immersion students are very successful on language assessments and exams. Most are rated ACTFL Advanced-Low and higher, qualifying them for Platinum Bilingual Seals from the Minnesota Department of Education. Their scores on IB exams are also excellent. Many students qualify to study at universities abroad without remedial language classes. Their levels of language proficiency are enviable.
4. This project meets the District Strategic Plan focus of Effective and Culturally Relevant Instruction by contributing student access to a Well-Rounded Education. It also aligns with the strategic plan focus area of College and Career Paths by providing an opportunity for college credit via Bilingual Seal awards, as well as preparing students for a myriad of careers armed with a salable skill sought after in many job markets. (See attached.)
5. This item is submitted by Efe Agbamu, Assistant Superintendent; and Dave Watkins, Chief of Schools.

**B. RECOMMENDATION:**

The recommendation is that the Board of Education authorize the continuation of the MOA's with Yinghua Academy and Twin Cities German Immersion School for the next five years.

# What Foreign Languages Mean for U.S. Employers

**9 out of 10**   
rely on employees with language skills other than English

**56%**   
say their foreign language demand will increase in the next five years

Most In-Demand Foreign Languages Reported by U.S. Employers



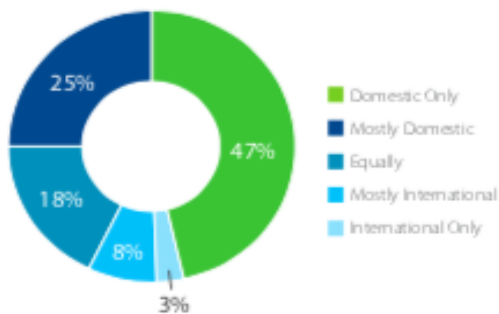
**The Foreign Language Skills Gap\***

**1 in 3** foreign language-dependent U.S. employers reports a language skills gap

**1 in 4** U.S. employers lost business due to a lack of foreign language skills

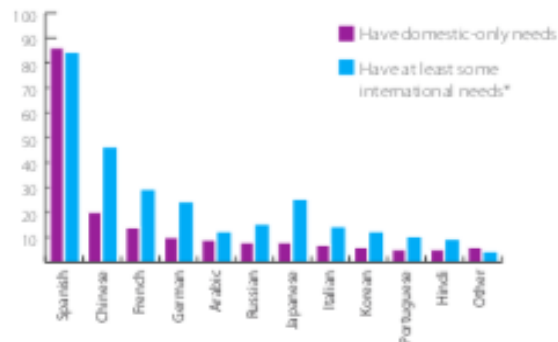
\*A foreign language skills gap occurs when an employer has foreign language needs that are not currently met by its employees.

U.S. Employers' Domestic and International Foreign Language Needs



8 | actfl.org

Demand for Specific Foreign Languages, by U.S. Employers with Domestic-Only vs. International Foreign Language Needs



\*Because employers with at least some international foreign language needs may also have some domestic needs, it cannot be assumed that a given language is necessarily used for the international market.

## Making Languages Our Business:

### Addressing Foreign Language Demand Among U.S. Employers

Support of Press from LinkedIn Language Acquisition and Testing the Feasibility of Foreign Languages (ACTFL) with the

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

**DATE:** September 22, 2020

**TOPIC:** Memorandum of Understanding between College Possible and Saint Paul Public Schools

**A. PERTINENT FACTS:**

1. This MOU serves as an agreement detailing the partnership between SPPS and College Possible. This agreement allows us to continue this long-standing partnership between College Possible and SPPS.
  
2. According to the MOU, “as a part of this partnership, College Possible targets low-income students in the academic middle, to narrow the gap between high- and low-income students related to college enrollment and success. The program creates a network of support at schools (Central High School, Como Park Senior High, Harding Senior High, Highland Senior High, Humboldt Secondary, Johnson Senior High, and Washington Tech, with the support of their principals), to help students navigate the transition from high school to college. College Possible provides intensive and individualized attention to students to support high school, district, and college efforts.”
  
3. This renewed partnership agreement is effective on August 4, 2020 and ends August 23, 2024.
  
4. There is no cost to SPPS for student participation in College Possible.
  
5. This partnership will meet the District strategic plan goal of alignment. Specifically, the goal of supporting partnerships to meet the needs of our students, in a sustained fashion over multiple years.
  
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education approve this MOU and authorize Jamie Atkins, SPPS Purchasing Manager, to execute the Memorandum of Understanding between College Possible and Saint Paul Public Schools.

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

**DATE:** September 22, 2020

**TOPIC:** Request to Sign Concurrent Enrollment Joint Powers Agreement with Minnesota State University, Mankato

**A. PERTINENT FACTS:**

1. Request to Sign Concurrent Enrollment Joint Powers Agreement with Minnesota State University, Mankato.
2. This partnership supports students at Humboldt High School. This agreement provides students the opportunity to earn college credits for Mankato's CMST 102 (Public Speaking) and KSP 150 (Education) courses. These rigorous course options help prepare students for college and career, and also save students/families tuition dollars by allowing them to take college courses while in high school. Concurrent Enrollment courses may be available at any SPPS high school; SPPS instructors must meet the required credentials as determined by postsecondary staff.
3. This is a new request; this will be an annual request. The KSP 150 (Education) course is a part of the newly created Community Justice and Education Pathway at Humboldt High School. This course aligns with Initiative 7a (Career Pathways) in the SPPS Achieves Strategic Plan. CMST 102 (Public Speaking) is a part of the MN Transfer Curriculum (MnTC). Upon completion of the MnTC at one of the participating colleges/universities, students can transfer to any other Minnesota public baccalaureate ("4 year") degree granting university and will have fulfilled the general education requirements.
4. The total cost for these courses for the 2020-21 school year is \$8,250.00.
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Minnesota State University, Mankato for FY21.



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

**DATE:** September 22, 2020

**TOPIC:** Request to Sign Memorandum of Agreement with Minneapolis College.

**A. PERTINENT FACTS:**

1. Request to Sign the Memorandum of Agreement with Minneapolis College.
2. This partnership supports students at Central, Como Park, and Highland Park High Schools. This agreement provides students the opportunity to earn college credits for the Minneapolis College course EDUC 1500 (Introduction to Urban Education and Reflective Practice). This rigorous course will help prepare students for college and career, and also save students/families tuition dollars by allowing them to take college courses while in high school. Concurrent Enrollment courses may be available at any SPPS high school; SPPS instructors must meet the required credentials as determined by postsecondary staff.
3. This is a new request; this will be an annual request. The course is a part of the newly created Community Justice and Education Pathway at Central, Como Park and Highland Park High Schools. This course aligns with Initiative 7a (Career Pathways) in the SPPS Achieves Strategic Plan.
4. The total cost for these courses for the 2020-21 school year is \$9,000 (\$3,000 per course).
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Memorandum of Agreement between Saint Paul Public Schools and Minneapolis College for FY21.

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

**DATE:** September 22, 2020

**TOPIC:** Monthly Operating Authority

**A. PERTINENT FACTS:**

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATIONS:**

1. That the Board of Education approve and ratify the following checks and wire transfers for the period July 1, 2020 – July 31, 2020.

(a) General Account	#728205-728918 #0003800-0003836 #7003787-7003814 #0004811-0004887	\$60,144,468.12
(b) Debt Service	-0-	\$7,000.00
(c) Construction	-0-	<u>\$2,527,438.00</u>
		<u>\$62,678,906.12</u>

Included in the above disbursements are three payrolls in the amount of \$15,233,317.33 and overtime of \$40,834.73 or 0.27% 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 December 31, 2020.

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

**DATE:** September 22, 2020

**TOPIC:** Active Employee and Early Retiree Health Insurance with PEIP

**A. PERTINENT FACTS:**

1. The District is in the first year of a two-year contract with the Public Employee Insurance Program (PEIP).
2. The School District provides health insurance coverage through PEIP for approximately 4,444 active employees and 329 early retirees in the SPFE and Teamsters Union 320. The District's estimated 2021 costs are approximately \$47,479,000 for active employees and \$3,654,000 for early retirees.
3. The District will offer active employees and early retirees, who are not yet Medicare eligible, three PEIP plan options. The plan offerings and monthly premiums for 2021 are shown below:

Plan	Single	Single Plus One	Family
Advantage High	\$825.88	\$1840.42	\$2104.88
Advantage Value	\$742.06	\$1653.12	\$1890.60
HSA Compatible	\$565.88	\$1258.82	\$1439.44

4. All rates include insurance premium, administrative load for Jellyvision, and consultant compensation.
5. HSA Compatible rates includes HSA account fee.
6. The Districts Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.
7. This agreement supports the District's goal of aligning resource allocation to District priorities.
8. This item is submitted by Patty Norwig, Assistant Director, Total Rewards, Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with PEIP, effective January 1, 2021, at the proposed premium renewal rates.

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

**DATE:** September 22, 2020

**TOPIC:** Active Employee and Early Retiree Health Insurance with HealthPartners

**A. PERTINENT FACTS:**

1. The District entered into a 1-year contract with HealthPartners effective January 1, 2021. The District has the option to renew for subsequent years.
2. The School District provides health insurance coverage through HealthPartners for approximately 1,081 active employees and 110 early retirees in the following bargaining groups: AFSCME, ASAP, Bus Drivers, CCEA, Custodians, Machinists, Manual Maintenance Supervisors, Nutrition Services, Principals, PEA, SPSO, Superintendentcy, and Tri-Council. The District's estimated 2021 cost is approximately \$14,436,000 for active employees and \$1,355,000 for early retirees.
3. The District currently offers active employees and early retirees, who are not yet Medicare eligible, six HealthPartners plan options. The plan offerings and monthly premiums for 2021 are shown below:

Open Access*	Single	Single Plus One	Family
CoPay Plan	\$843.18	\$1891.56	\$2193.50
HRA Deductible Plan	\$721.28	\$1580.14	\$1842.32
HSA High Deductible Plan	\$610.72	\$1367.92	\$1586.00

SmartCare*	Single	Single Plus One	Family
Co-Pay Plan	\$759.30	\$1702.86	\$1974.60
HRA Deductible Plan	\$654.24	\$1429.30	\$1667.34
HSA High Deductible Plan	\$550.14	\$1231.64	\$1427.90

4. All rates include the insurance premium, administrative load for Jellyvision, and consultant compensation.
5. HRA rates include HRA account fee and HRA fund.
6. HSA rates includes HSA account fee.
7. The Districts Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.
8. This agreement supports the District's goal of aligning resource allocation to District priorities.
9. This item is submitted by Patty Norwig, Assistant Director, Total Rewards; Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education approve a contract for active employee health insurance coverage with HealthPartners, effective January 1, 2021, at the proposed premium renewal rates.

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

**DATE:** September 22, 2020

**TOPIC:** Active Employee Vision Insurance with EyeMed

**A. PERTINENT FACTS:**

1. The District is in the first year of a five-year contract with EyeMed. The current contract has a rate guarantee for the life of the agreement.
2. The School District provides vision insurance coverage through EyeMed for approximately 2,952 active employees in all bargaining groups. Participation in the program is voluntary, and enrolled employees pay the full premium.
3. The District currently offers active employees one EyeMed vision plan option. The plan offering and monthly premiums for 2021-25 are shown below:

Vision	Single	Single Plus One	Family
	\$7.48	\$14.20	\$20.88

4. All rates include the insurance premium and consultant compensation.
5. The Districts Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.
6. This agreement supports the District's goal of aligning resource allocation to District priorities.
7. This item is submitted by Patty Norwig, Assistant Director, Total Rewards; Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education approve a contract for active employee vision insurance coverage with EyeMed, effective January 1, 2021, at the proposed premium renewal rates.

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

**DATE:** September 22, 2020

**TOPIC:** Active Employee Dental Insurance with HealthPartners

**A. PERTINENT FACTS:**

1. 2021 will be the second-year of a five-year contract with HealthPartners for dental insurance. The current contract has a rate cap guarantees of 2.5% for the 2021 plan year, 3.0% for the 2022 and 2023 plan years, and 3.5% for the 2024 plan year.
2. The School District provides dental insurance coverage through HealthPartners for approximately 5,670 active employees in all bargaining groups. The District's 2021 cost is approximately \$4,114,000 for active employees.
3. The District currently offers active employees one HealthPartners dental plan option. The plan offering and monthly premiums for 2021 are shown below:

Dental	Single	Family
	\$36.64	\$119.12

4. All rates include the insurance premium and consultant compensation.
5. The District's Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.
6. This agreement supports the District's goal of aligning resource allocation to District priorities.
7. This item is submitted by Patty Norwig, Assistant Director, Total Rewards; Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education approve a contract for active employee dental insurance coverage with HealthPartners, effective January 1, 2021, at the proposed premium renewal rates.

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

**DATE:** September 22, 2020

**TOPIC:** Settlement of Construction Dispute

**A. PERTINENT FACTS:**

1. The School District and Shaw-Lundquist Associates, Inc. (“**SLA**”) entered into a written construction agreement (the “**Prime Agreement**”). Pursuant to the Prime Agreement, SLA agreed to serve as the general contractor and provide all labor, services and materials required to renovate and add to the Global Arts Plus Upper Campus (formerly Linwood Monroe Arts Plus Upper Campus) (the “**Project**”) pursuant to plans and specifications provided by the School District and its retained Architect U+B Architecture and Design (“**U+B**”). U+B retained KFI Engineers (“**KFI**”) to serve as its mechanical and electrical engineering subconsultant for the Project pursuant to a written subconsultant agreement.
2. SLA retained Premier Electric, Inc. (“**Premier**”) to serve as a subcontractor to SLA pursuant to a written subcontract agreement (the “**Premier Subcontract**”) and provide all labor, services and materials as required to complete the electrical portion of the Project as set forth in the Premier Subcontract.
3. SLA retained Corval Constructors, Inc. to serve as a subcontractor to SLA pursuant to a written subcontract agreement (the “**Corval Subcontract**”) and provide all labor, services and materials as required to complete the mechanical portion of the Project as set forth in the Corval Subcontract.
4. During the course of construction disputes developed between and among the School District, Premier, Corval, SLA, U+B, and KFI with regard to, among other things, unforeseen or changed conditions, changes to the work, changes to the plans and specifications, requests for information, the schedule for construction, delays, disruptions, the execution of change order work and the cumulative impact of change orders on base contract work.
5. Premier and Corval asserted claims against SLA seeking to recover additional costs for change orders on the Project, additional costs resulting from the cumulative impact of approved change orders on the Project to base contract work, additional costs attributed to claims for acceleration, disruption and delay, schedule compression and interference with its work on the Project and contract retainage claimed as due under their respective subcontracts (the “**Subcontractor Claims**”).
6. SLA denied liability to Corval and Premier for some or all of the Subcontractor Claims, but also alleged that if SLA was liable for some or all of the Subcontractor Claims, that it was entitled to recover those amounts from the School District. SLA asserted claims against the School District seeking to recover additional costs for change orders on the Project, seeking to recover indemnity for the Subcontractor Claims, and seeking to recover contract retainage claimed as due under the Prime Agreement (the “**SLA Claims**”).
6. In order to avoid the time, expense, and uncertainty of litigation, the parties came to a mediated settlement agreement that is conditioned upon approval by the Board of Education. The School District can resolve the SLA Claims by approving that certain Mediated Settlement Agreement.

7. This settlement supports the strategic plan focus area of Program Evaluation and Resource Allocation.
8. This item is submitted by William Forbes, Assistant General Counsel, Charles Long, General Counsel, and Tom Parent, Facilities Director.

**B. RECOMMENDATION:**

That the Board of Education approve the Mediated Settlement Agreement in the above referenced matter and authorize its Superintendent, or his designee, to execute the Mediated Settlement Agreement.



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

**DATE:** September 22, 2020

**TOPIC:** Construction Change Directive # 2 for Peterson Companies, Inc. at Washington Technology Athletic Improvements

**A. PERTINENT FACTS:**

1. This change order provides all labor, material, equipment and services necessary for the following items:
  - a. Action necessary to remove regulated soil material from excavation of storm water system. The regulated soil material has been identified through testing by NOVA Environmental, and is currently stockpiled on site. The work includes loading, trucking and disposal at a facility designated to accept this type of material. This work is the first step of the District's Response Action Plan with the Minnesota Pollution Control Agency.
2. Funding will be provided from Long-Term Facilities Maintenance.
3. This project will meet the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.
5. The contract would be changed as follows:

	<u>Amount</u>	<u>% Change</u>
The original contract sum was	\$2,954,900.00	-
Previous Change Orders approved to date	\$167,312.29	5.7%
The contract sum prior to this CCD was	\$3,122,212.29	-
<b>This change order amount</b>	<b>\$451,203.67</b>	<b>15.2%</b>
The new contract sum including this Change order will be	\$3,573,415.96	20.9%

6. After the execution of this CCD, the remaining balance of project contingency will be \$0, with excess costs covered by the District's Health and Safety hazards program

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (or Designee) to sign Construction Change Directive #2 for Peterson Companies, Inc. at Washington Technology Athletic Improvements for the not-to-exceed amount of \$451,203.67.

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**BOARD OF EDUCATION**

SAINT PAUL PUBLIC SCHOOLS

**RESOLUTION - GENERAL FORM**



**Board File No.**

**Date**

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RESOLUTION PROVIDING FOR THE COMPETITIVE SALE OF  
\$26,850,000 GENERAL OBLIGATION  
REFUNDING BONDS, SERIES 2020D;  
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND  
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,  
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE  
PRINCIPAL AND INTEREST ON THE BONDS

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue approximately \$26,850,000 General Obligation Refunding Bonds, Series 2020D (the "Bonds") pursuant to Minnesota Statutes, Chapter 475 and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to refund (i) the February 1, 2022 through February 1, 2033 maturities of the District's General Obligation School Building Bonds, Series 2012A, dated June 1, 2012, and (ii) the February 1, 2022 through February 1, 2025 maturities of the District's General Obligation School Building Refunding Bonds, Series 2012B, dated June 1, 2012; and

B. WHEREAS, the District desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program; and

C. WHEREAS, the District has retained Baker Tilly Municipal Advisors, LLC, in Saint Paul, Minnesota ("Baker Tilly MA"), as its independent municipal advisor and is therefore authorized to sell the Bonds by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9).

Adopted \_\_\_\_\_

\_\_\_\_\_  
CHAIR Board of Education

\_\_\_\_\_  
CLERK Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**BOARD OF EDUCATION**

SAINT PAUL PUBLIC SCHOOLS

**RESOLUTION - GENERAL FORM**



**Board File No.**

**Date**

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RESOLUTION PROVIDING FOR THE COMPETITIVE SALE OF  
\$15,985,000 TAXABLE GENERAL OBLIGATION  
SCHOOL BUILDING REFUNDING BONDS, SERIES 2020E;  
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND  
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,  
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE  
PRINCIPAL AND INTEREST ON THE BONDS

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue approximately \$15,985,000 Taxable General Obligation School Building Refunding Bonds, Series 2020E (the "Bonds") pursuant to Minnesota Statutes, Chapter 475 and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to refund the February 1, 2024 through February 1, 2034 maturities of the District's General Obligation School Building Bonds, Series 2013A, dated June 25, 2013; and

B. WHEREAS, the District desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program; and

C. WHEREAS, the District has retained Baker Tilly Municipal Advisors, LLC, in Saint Paul, Minnesota ("Baker Tilly MA"), as its independent municipal advisor and is therefore authorized to sell the Bonds by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9).

Adopted \_\_\_\_\_

\_\_\_\_\_  
CHAIR Board of Education

\_\_\_\_\_  
CLERK Board of Education

## Special Education Memorandum of Agreement

### BETWEEN

**Saint Paul Public Schools**

**AND**

**Saint Paul Federation of Educators**

WHEREAS, the recent outbreak and spread of coronavirus (COVID-19) has prompted many necessary changes for school districts and educators for the 2020-2021 school year; and

WHEREAS the District and the Union agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

WHEREAS the district will be providing distance learning to students to maintain educational continuity;

NOW THEREFORE, be it resolved; that for the time period in which the district is operating distance learning plans only, the following language supplements the language in the collective bargaining agreements and Memorandum of Agreements for licensed staff/teachers, educational assistants, and school and community service professionals working in Special Education in SPPS:

#### 1. Special Education Services

- a. The Federal and State Government has not reduced any legal requirements in special education for any of the three models identified in Minnesota: distance learning, hybrid learning, or in person.
- b. In a distance learning environment, the district is required to follow Federal and State requirements to ensure students receive a Free Appropriate Public Education (FAPE). Special educators write Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP) and Contingency Learning Plans that provide FAPE. The IFSP/ IEP team decides what is FAPE and has written agreement with parents/ guardians regarding both direct and indirect services. Direct special education services can be both synchronous and asynchronous and considered a methodology that is discussed at IEP/IFSP meetings but not part of the IEP/IFSP plan. Special educators must fully implement services outlined in agreed upon IFSPs, IEPs, and Contingency Learning Plans.
- c. During a distance learning and/or hybrid model, documentation of communication with parents and documentation of services is a critical piece of evidence that the educator has provided FAPE. Special educators are required to continue to document communications and services.

- d. Special educators are responsible to continue to follow and comply with all special education compliance requirements and deadlines. In recognition of the additional workload related to additional communication, contingency plans, IEP meetings, and assessments, each licensed SPED educator can submit a timecard for 8 hours of additional pay at the Instructional Assignment for Homebound rate (Appendix D of the Teacher Contract). Teachers with caseloads over 17 can request an additional hour of pay for each additional student over 17.

## 2. Special Education Delayed/Incomplete and Face to Face Evaluations

- a. The district is required to complete any delayed and ongoing special education evaluations. The district will increase the option of assessment tools that can be provided in a virtual manner, however, some assessments are unable to be performed virtually and face to face testing must occur.
- b. The district will provide dedicated space in buildings for face to face assessments that staff will reserve in advance. The dedicated space will contain a True HEPA air filtration unit, have cleaning protocols, cleaning supplies, and staff members will be trained prior to completing face to face assessments. Staff will have PPE as described below.
- c. The district will first ask for volunteers to be assigned to the face to face evaluation team. Staff who have requested an ADA accommodation or other accommodation to only work virtually may not be required to do face to face evaluations.
- d. The district may hire temporary teachers to support the completion of delayed and new evaluations. Additional staff will be hired to do classroom observations and/or in-person components.
- e. The district may offer current licensed SPED teachers additional assignments outside of school hours to complete assessments assigned to the evaluation team, with hourly compensation at their normal rate of pay.
- f. Teachers can request assistance with new assessments from their Special Education Coach, Supervisor, or Assistant Superintendent, who will discuss a support plan. The district will also offer compliance office hours to support teachers. Teachers may take paperwork days, as needed, per Article 14, Section 3, Subd 5 :Special Education Preparation/Planning time in the Teacher Contract.

## 3. Personal Protective Equipment (PPE)

- a. **During distance learning**, special educators will have PPE (mask, face shield, gloves) when:
  - Completing face to face assessments

- b. During a hybrid or in-person learning environment, special educators will have PPE when:**
- Providing direct or 1:1 service with students who are unable to socially distance
  - Work in the ECSE self-contained classrooms, K-12 Federal Setting III program (ASD, DCD, EBD) and/ or a Federal Setting IV Building (Bridge View, River East, Focus Beyond, Journeys).
  - Home/ Child Care visits (when it is safe to do so)
- c. Special educators will have PPE (mask, face shield, gloves, and gowns) when they are supporting:
- Hygiene/ toileting needs
  - Feeding
  - Exposed to other bodily fluids
- d. In accordance to the CDC guidelines, no face to face contact will occur if adequate PPE (and adequate amounts for changes needed throughout the work period) is not present.

#### 4. Distance Learning Model

- a. ECSE Birth - Age 5
- Part C: The role of Birth - 3 educators is to complete initial Part C evaluations within 45 days from referral. The role of the B-3 entrance to Part B evaluation team is to complete initial Part B evaluations before a child's third birthday. For delayed or new evaluations that cannot be completed virtually, a Part C assessment team will be developed based on staff preference to complete face to face evaluations. They will only complete the face to face portions of the assessment and write up their results. The other assessments and summary of the evaluation report will be completed by the team assigned at referral. All scheduling and transportation assistance will not be the responsibility of case managers.
  - Part B: The role of the 3-5 ECSE Evaluation team is to complete evaluations for initial eligibility for new referrals. For delayed and ongoing evaluations, a face to face assessment team will be developed based on staff preference. They will only complete the face to face portions of the assessment and write up their results. The other assessments and summary of the evaluation report will be completed by the team assigned at referral. All scheduling and transportation assistance will not be the responsibility of case managers.
- b. School Psychologists: One of the roles of a school psychologist is completing special education evaluations. To support delayed and ongoing face to face assessments, a face to face assessment team will be developed based on staff preference. They will only complete the face to face portions of the assessment and write up their results. The other assessments and summary

of the evaluation report will be completed by the psychologist assigned to the building.

- c. Related Services: Due to specific licensure of related service providers (SLPs, OTs, PT, etc.), they will need to support delayed and ongoing face to face assessments. A face to face assessment team will be developed based on staff preference. They will only complete the face to face portions of the assessment and write up their results, the other assessments and summary of the evaluation report will be completed by the related service provider assigned to provide services.
- d. For all other programs/ staff and to support delayed and ongoing face to face assessments, special education TOSAs, Leads, and/or staff who do not work full time with students and/or have a low caseload will only complete the face to face portions of the assessment and write up their results. The other assessments and summary of the evaluation report will be completed by the current case manager.
- e. All scheduling and transportation assistance will not be the responsibility of case managers.

The parties further agree:

This agreement addresses the 2019-2021 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceedings as evidence of past practice.

This agreement shall be in place from the date of declared emergency on March 13, 2020 and **shall remain in place for the duration of the 2020-2021 school year, or as long as the district continues to be in Distance Learning due to COVID-19.**

The parties further agree that, due to the changing and uncertain nature of the conditions for holding school, this Memorandum may be modified by mutual agreement.

For the District: *Kenyatta McCarty*

For the Union:

Dated: September 2, 2020

Dated:

## BOARD OF EDUCATION | 2019-2020SY MEETING DATES

	COB	BOE
<b>TIME</b>	4:30pm (unless otherwise noted)	Public Comment   5:30 Board of Education Meeting   6:05pm
<b>2018-2019SY</b>		
<b>JAN</b>	1/8/2019   4:30 pm	1/8/2019   6:00 pm   Annual Meeting
		1/22/2019
<b>FEB</b>	2/5/2019	2/19/2019
<b>MAR</b>	3/5/2019	3/19/2019
<b>APR</b>	4/9/2019	4/23/2019
<b>MAY</b>	5/7/2019	5/21/2019
<b>JUNE</b>	6/11/2019	6/11/2019   Special   Non-Renewals   4:00pm
		6/18/2019
<b>JULY</b>		7/23/2019
<b>AUG</b>	Wed. 8/7/2019 Rescheduled to Wed. – NNO	8/20/2019

<b>2019-2020SY</b>		
<b>SEPT</b>	9/10/2019	9/17/2019
<b>OCT</b>	10/15/2019	10/22/2019
<b>NOV</b>	11/12/2019	11/19/2019
<b>DEC</b>	12/3/2019	12/17/2019
<b>JAN</b>	1/7/2020   4:30 pm	1/7/2020   6:45 pm   Annual Meeting
		1/21/2020
<b>FEB</b>	2/11/2020	2/18/2020
<b>MAR</b>	3/10/2020	3/24/2020



<b>APR</b>	4/7/2020	4/14/2020
<b>MAY</b>	5/5/2020	5/19/2020
<b>JUNE</b>	6/9/2020	6/9/2020   Special   Non-Renewals   4:00 pm
		6/23/2020
<b>JULY</b>		7/21/2020
<b>AUG</b>	Wed. 8/5/2020 Wed. – NNO	8/18/2020