



Saint Paul Public Schools

Regular Meeting

Tuesday, August 18, 2020 6:05 PM

**SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 625**

BOARD OF EDUCATION



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Jeanelle Foster
Vice Chair



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Jessica Kopp
Director



Steve Marchese
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Jeanelle Foster, Vice Chair

Mission of Saint Paul Public Schools

Inspire students to think critically, pursue their dreams and change the world.

Guiding Values

Achievement | Communication | Continuous Improvement

Collaboration | Accountability | Inclusive Culture

SPPS Achieves

Each student. One community. Endless Opportunities.

Strategic Focus Areas

Positive School and District Culture | Effective and Culturally Relevant Instruction

Program Evaluation and Resource Allocation | College and Career Paths

Family and Community Engagement

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
Available via Live Stream on www.spps.org/boe or on Saint Paul Cable Channel 16

August 18, 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**
- IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- V. APPROVAL OF THE MINUTES**
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**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 and Saint Paul Cable Channel 16**

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

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

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

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; Kaying Thao, Administrator to the Board; 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 Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes

III. RECOGNITIONS

BF 32130 Acknowledgement of Appreciation of Community Partners

We would like to acknowledge and highlight the many district partners who went “above and beyond” during our 2019-20 shift to distance learning due to the COVID-19 pandemic. Our partners provided invaluable services to SPPS students, staff and families in the areas of mental and physical health services, distance learning, gifts, grants and other donations, and summer programming. We would like to extend our gratitude and appreciation to our valued partners.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with item E4 - Saint Paul Public Schools 2019 Wellness Policy Annual Report pulled for separate consideration. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of June 23, 2020
- B. Minutes of the Special Meeting of the Board of Education of June 29, 2020

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of June 23, 2020; and the Minutes of the Special Meeting of the Board of Education of June 29, 2020. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

There was not a Committee of the Board Meeting in July.

VII. SUPERINTENDENT'S REPORT

- A. Reopen SPPS Update

Superintendent Gothard began with a recap of the timeline, including the strike by SPFE in March 2020, the day to reset after an agreement was made, the press conference announcing the agreement and end of the strike on a Friday, while pockets of coronavirus were increasing throughout the country and

Minnesota wondered if our state would be the next to close. He recounted the meetings on March 14, and March 15th with the Governor and Commissioner Ricker, and the eventual Executive Order 20-02, which called for three items as schools closed - to create a distance learning plan, develop a system to feed students, and to provide childcare for essential workers. He went on to note more details about the order, and that cities remained closed. Towards the end of April, we began to discuss the framework for reopening SPPS and scenarios for the next school year - Reopen SPPS Task Force. The Governor and MDE plan to release their upcoming guidelines for 2020-2021 school year by July 27, and SPPS will be ready.

Last week, a live update was shared about how we plan for the three scenarios. This has put stress on all stakeholders - the final plan determined will not please everyone, and may lead to other questions. We will continue to meet the educational needs of our students, and supporting staff to provide excellent experiences. He recounted experiences and stories with communication from parents and the different perspectives he has received from parents and families. He noted the community members and groups who want to help. And more wondering, worrying, and offering help and wanting to ensure their feedback is included. He ensured the Board that the guidance given will help us to plan and starting points for 20-21, and it starts with the health and wellness of our students, staff, and families. We need everyone to commit to our plans moving forward, and the need for all to work together. Members of the Reopen SPPS Task Force then provided more details in the different areas including the overview of the three scenarios (continues distance learning, hybrid instruction, and traditional learning), guiding principles, timeline, planning structure, members of the task force, and work groups. Members of each work group then provided more details within their areas - including budget; communication, engagement and evaluation; curriculum and instruction, facilities and operations; health protocols; schedules, school support services; technology; and workforce. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanked everyone for the thorough presentation.
- What were the additional costs with transportation around the budget and the \$22M added on for the budget cycle, and ensuring we balanced out there? Response: The CARES funding we have the 2 funding buckets currently working on with the teams and we are reviewing the requests. Transportation is one of the larger pieces, as well as Facilities within Operations, and reviewing areas submitted costing scenarios. By the end of July will have a better picture of the final amounts to submit on the CARES application, and more information will be provided, as well as with the Governor's plan. That detail will be provided to the Board. Regarding transportation, and our workforce and our availability of routes and buses, looking at from industry level and for Saint Paul. At an industry level, looking at the workforce out there, if were to look at having a significantly smaller number of students on a bus, it means having more buses on the system. In looking at the guidelines in the industry, they are stating we should be at about 50% capacity. We can handle that, and looking at routing our families together and ensuring appropriate amount of seating for families, and exploring opportunities with parents who may be willing to drive and affect our drop off and pick up spots. The reality with transportation is that transportation could use entire CARES fund just to transport students, but if to do that, it would quadruple our workforce and buses, which is also unrealistic and coming to a medium with transportation and asking families to help. In test cases, we have modelled routes and what it would take for families to get to schools and where they might be gaps.
- In facilities, there was information about PPE to keep staff safe, but how are we going to ensure we have PPE available to keep students safe as well? Will it come from CARES Act as well? Concerns about students interacting with one another, and then carrying it back to their families who may have

vulnerable immune systems. Response: Credit to Mary Langworthy, Chief Baker, and Superintendent Gothard for thinking about PPE holistically, and students are a key part of that. The world of PPE supply is up and down over the past months, and for commitment to staff PPE is strong, and hoping to make the same commitment to student face coverings, and we have them on order. We are going to push hard on that, and part of a holistic way of keeping everyone safe including face shields, and with our varying needs to support each individual educator in this district. The GEERS and ESSR funding is available for student face coverings, and on the staff side, we also have OSHA and LTFM as avenues to fund this work.

- She also noted questions in HR and options - concerned about folks with underlying issues, and a way to take a leave of absence for the entire year. How do we ensure that we keep staff safe who are more vulnerable than healthy individuals? Response: We are going to follow the CDC and MDH definitions of “at risk” and there are a couple different things to look at - we may need to look at accommodations through ADA, and leave options that may exist if that is what is needed as an accommodation. We will also utilize FMLA which we will continue to do and staff will work with the department to determine if they need an accommodation or leave, and the leave may be paid time off or unpaid depending on what is determined by the contract language na dby law, and will follow that continuously.
- Director Kopp noted the interconnectedness of all the workgroups, and appreciates the attention to ripple effects, and communication with one another as things spill over - nothing is siloed, and appreciates the level of detail and thoughtfulness. It’s impressive.
- Regarding communication, evaluation and engagement and the pulse surveys - so we have data on the survey results? Are these results coming from across the community and a broad participation? If not, what can be done to be more intentional about outreach? Response: From our first window, we had over 10,000 responses - we wanted to keep it short for this round, and will build on with more demographic questions as we go further that get more representation for staff, students, and families. We gave it to students in grades 6-12, or rising 7th graders to 11th graders, went to all staff across the district, and families of students. Translated into 5 major languages, and did receive responses that represented all languages. As far as highlights, in general, we have lots of concerns both ways around starting school in school and starting in distance learning. There are concerns around social distancing, concerns around facilities, and lots of things heard in terms of our plans. We learned that communication will be weekly, preferred, and we learned about our practices, and most are washing their hands and following CDC guidelines, and less so wearing gloves and taking temperatures. We have posted the window 1 final report on our website, and we have just opened window 2 today, and already have over 5,000 responses, and hoping for more than 10,000. She invited all to take the survey and to continue with 2 more following.
- Interested in distance learning centers and what those look like and the vision for those across the city. Response: This has been an ongoing conversation since the beginning ad what we’re doing to support students - back in April we know so little, and to put systems in place to offer the support asking for. We know more about it now, and still concerns, but weather wear ein distance learning, hybrid, or full distance learning - the difference between childcare and support in distance learning . its critically important, and many times throughout the spring, we were supporting families for work, breaks, and needed help engaging in active schoolwork. We are looking for ways in our buildings, or community buildings to provide face to face support during distance learning. We need to follow safety guidelines, but want to be able to offer this. We have been contingency planning, and are now in transition planning and the plan is in movement. Virtual support as well, and there may be barriers about why not have face to face connections with anyone outside their household. It will be the one common thing found in all models - we know to provide better supports. It should not be on our teachers alone. We need to find ways for our community to reach out and help with asynchronous

work - videos prepared by staff or supportive materials, and potential for that, and our community is hungry to chip in and help as well.

- The Distance learning school under the technology work group and more information about that. Response: Definitions were reviewed, including that the state has specific definition, and the newest is distance learning created in response to COVID to legally provide education to students online. There are also e-learning days, so that if there is a snow day, we can have e-learning happening and plans. Digital learning days may be planned. There is an online comprehensive schools, like others that currently exist, that have gone through a full application through with MDE to be approved to provide online education to their students. Coming into the fall, we didn't have that option, but working towards it, and needed to provide families with 100% online experience for families who are vulnerable or didn't plan to come back to brick and mortar schools. This opportunity is now in a provision through the guidance by MDE and it allows us to offer a fully online experience due to the COVID situation to ensure students stay on track to graduate, PreK-12, addressing all academic standards, and working with principles to accommodate different electives that vary to suitable for online, and provisions for students to continue learning languages. There is principal representation from all programs and different programming throughout the District in different areas. We also need to know the demand for this model for staffing and workforce. It will be based on the scenario.
- Thinking about students who do online learning year-round and may play a sport at a school, is this an option for those students who prefer online learning over traditional, in-school learning, and be able to graduate with their peers? Response: This is more established for those families, who due to the vulnerable nature of the student or family, that's what it is primarily established for. It would an opportunity for families who may wish for their student to learn at home and participate in school activities, and really the model that we are working towards to the full approved online application to be an online provider, so in the school choice, that would be an option to choose. That model looks a little different than the model for families or students for their well-being.
 - This sounds like it's not quite the online comprehensive school, but en route to that, because of the application process? Response: We created the Office of Digital and Alternative Education with this purpose to create this type of space and options, and see incredible opportunities for the future, like still attending school and personalized program and still be connected to the school. Currently we don't have that program to offer. We have had COVID get in the way, but also align with what we're doing. It may be delayed a little bit, but differentiate from online school to distance learning. The program will be far more extensive than this spring, and appreciate work groups to ensure students have the best opportunity if they choose the distance learning school and will only grow in our offerings.
 - Director Kopp noted that this is exciting, and thanks for answering all the questions. She appreciated all the work happening, in addition to all that has been happening, and to give your time for the last four months is impressive. She also echoed something said - it's unlikely what whatever decision we reach will meet the need of everyone, and someone will feel overwhelmed and disappointed, and my hope is that as a learning community and city that we don't set it up as win-lose - no victory lap - but instead full attention to supporting one another and making it work in the ways we can. For some, it won't be celebration, but hard, and we will need to practice maximum compassion and empathy is important and thanks to the Superintendent for laying those foundations.
 - With the curriculum and instruction, appreciated the use of "same time" and "any time" opposed to "synchronous" and "asynchronous" and appreciate the attention to those details that make it accessible to all.

- Director Marchese thanked everyone for their work. It's clear to see the amount of work, the depth and synchronization. Doing amazing work in difficult environment. He noted the categories of questions.
 - Overarching thought in hope to think as much as possible in "both and"-thinking as opposed to "either or". Family, staff and student needs will be across the spectrum, and to enable students and families to be successful and to feel safe.
 - In hybrid, are we thinking about hybrid services so there is opportunity by different grades or types of learning - for example students in special education, or in ELL services, or younger learners, and know from their ability to learn through distance learning, and are there opportunities for those populations for whom distance learning is challenging an option to be in person in a safe manner? If we use K-2 as an opportunity to bring students into buildings for whom those families are comfortable, or for students in special education for more one-on-one or support is necessary to be successful. Match the safety needs with the reality that it's been a long time for many students to have educationally enriched environment, which creates a real equity issue for students. Asking about how thinking about hybrid model, and thinking buildings or types of buildings - for example elementary, not just one building or another, and using more blended approach. Response: Hybrid by equity, level, and services of needs of kids. In looking at models, there were many variations, and see throughout the state and country. Some of the models looked at - half days for students groups, full days, and different models, in addition to others with weeks on end, and another group, shorter days and longer days. We have spent an extensive amount of time to look at the number of models, and continued to come back to the guiding principal about champion of equity to ensure all students making progress towards learning goals, and our PreK and up - those students know in after school or before school and during the day and looking at those in middle school or secondary the opportunity have face to face interaction. Some of the models, there are costs to effectiveness of modeling and analyzing in transportation, staffing, sustainability, and in addition to the scheduling, the difficulties surrounding food services with half days. That's where this team lands in equity piece. Reassured that this team will continue to refine, focus on how to address ensuring and balancing the level and need for equity at all levels and different variables. This team is spending time unpacking that with hybrid to ensure sustainable, fiscally responsible, and equity for all kids. When talk about EDL programming and after school activities, seeking guidance as it is delivered and ensuring opportunities for all students in SPPS, and also know the model itself will be difficult for many, compassions, understanding, and consistently hear the needs and best suit students and families in the community.
 - How are we thinking about using, if we needed to, spaces outside the district buildings, and other spaces offered by other public entities like city rec centers, outdoor spaces, and if need to use to be safe, can we use for learning on some sort of temporary basis? Response:
 - Are we thinking about potential of distance learning solely being done at the home or of the student, or is there a hub model, where students could be socially distance in dl environment without instructor, but support to assist in technical aspects, and allow to be present in a hub within the safety requirements for social distancing. Response:
 - About staffing, and talked about staff that need accommodations - also thinking about repurposing staff in ways that align with needs in enrollment, or those number shift that able to use paraprofessionals and teachers in ways that align with the needs, as opposed to traditional ways by building assignment. Response: Appreciate perspective of "both and" thinking as we look at staffing as explore different scenarios. We need to look at what traditionally like for staff typically worked in brick and mortar, look at repurposing based on need when we had to shift, had to look at how supporting students, and some shifts happened, found during Distance Learning

1.0, or example the para support, there was support needed regarding language needs of families and students, perhaps support for students with specialized services, and another piece - support for student in general around academics and social emotional learning. We are not doing in isolation, will have conversations in OSS and MLL - and colleagues in union. Important to work with them as move forward about how to repurpose. If shift, in one model and shift to another, might need to make shifting in staff. Working together in partnership as we go through this next school year.

- What are we talking about for before and after care support for families? Response: One key differentiation is childcare being before and after school hours, and within the school day, support for distance learning. Some of the things working on and planning for think about three types of programs and all depends on the final scenario and to hear from the Governor for expectations on behalf of Districts. We are preparing to continue if in hybrid model to offer before school and after school care with the Discovery Club. We do believe that families will still want that option. That will be part of the options. The second will be that if there is a strong urge for districts to think of a program equivalent to Essential Kids Care for families employed in first tier or healthcare, and need for care for their students, provide a similar childcare support for those families. The third is the district support centers - not thinking as childcare, but places and spaces where families can have registered hours of support for their child and primary focus to help with academic success. Discovery Club, Essential Child Care, and Centers. There has been an overwhelming amount of support from city partners and community partners to help with this and have stated they are able to help with volunteers and spaces. The City has put together a work team and agreed to meet weekly on this topic. Thank Rep. Kaohly Her for leading that workgroup with the District and City to ensure our families have options.
- Marcy Doud, Assistant Superintendent of Specialized Services, provided more details as well. For the online school, she noted that all students regardless of disability and need will have access to the online school. In knowing that Distance Learning 1.0 was difficult for some students, especially those who may require student support, we are taking into consideration options to support students in Distance Learning 2.0, and the full continuum of special education services will be available.
- Dr. Yeu Vang, Director of Multilingual Learning, also provided more details on EL services, and SPPS will continue to offer them. We will continue to do co-planning and collaboration model for online learnings. It is highly encouraged in the service model that EL teachers and content teachers to work together to access to content standards. Also done some data collection feedback, communication logs with bilingual EAs who have stepped up to do support for families with language barriers, and taken on leaderships and is proud to say, helping families navigate distance learning with basic things that have made a huge difference. In really looking at resources we have - large staff of EL teachers and bilingual resources and strategic with our steam to ensure families and students know how to navigate distance learning, and have academic access required. Our service model and language supports will continue, but in different venue of distance learning.
- Thinking about hybrid model, and looking at a lot of different ways of doing this when we make a decision - who is making it and when, what it'll look like. Will it be a decision by Superintendent and announced to the Board, made by the Board after consultation, or recommendations? How will we make that definition of hybrid if that's the model we go? Will there be distance learning at the core, and also offer in-person instruction under limited circumstances that is a version of hybrid than offering hybrid for all students? How will that definition be made? Response: The Superintendent noted that with the end in mind, he has relied on his team since March 15 to push, question, and allow for incredible discussion to formulate the recommendation to bring to

the community and to the Board for how to move forward. More guidance will be delivered from the Governor around July 27th, which will allow us to do a number of different things. He noted the original panic in hearing from other districts across the country about their finalized plans, but they also start three weeks before SPPS. We are not behind, but right on track for when the announcement will be made. A lot of districts have opted to begin in 100% virtual learning, and planning for a hybrid model, we will need to know how many families will choose for virtual learning only, and determine the number of families in the hybrid model. Until we have that data, our plans are only the plans in terms of making the final recommendation. He has and is empowered to with the team to follow orders from the State, and once we have those, to get final approval by the Board and schedule a special meeting for that purpose.

- That's helpful that we will not be waiting for the August BOE meeting for the final decision, because that would be relatively late for the start of school. Director Marchese appreciated the need for time prior to and for the Superintendent and staff to mobilize in whatever direction, and appreciated the need to follow the preference of families and caregivers for the safety for their families and children, and safety for staff and the needs of their families and to find those overlapping spots. If a staff member is unable to come in person, they will have a role to play and may be in a distance environment working in consistent ways in which they can for their health, and for families who also need that option for distance. There are also many families who may be open to having in person option under safe precautions and will make a difference to their children and to be careful in messaging, and to be clear about options for families in as many ways and in a culturally connected way as possible.
- We have IEPs in place for students who require special education, and those needs need to be met. How are we ensuring we are complying with an IEP? Response: One note to remember is that this isn't the plan for September 8th, but this is the plan for the entire year and projections, and we need to determine that pivot point, or response. We will continue to monitor when to turn the dial up, if it's in virtual, hybrid or face to face, with the goal of everyone to return to a safe and traditional learning environment. Assistant Superintendent Doud then provided more details on the process for IEPs in distance learning. In Distance Learning 1.0, there were addendums to IEPs, and the guidance was to provide in good faith, the best way to safely react to the current situation. Distance Learning 2.0 will provide a full, and free public education to all students with specialized needs. The IEP that would typically be provided in face to face instruction, will now be exactly the same in distance learning, with same time experience, and there will not be a reduction of service in this new model, for each of the scenarios.
- Director Marchese noted that these are the questions that he will be looking for answers to in the upcoming weeks, to be able to explain to parents and the community in more details both the why and reasoning, as well as as clear and coherently as possible because it will be a complicated start to the school year.
- Director Ellis noted questions about information about the fiscal impact and the cost of things we may or may not have been planning for. Chief Schrul mentioned that the fiscal impacts would go to 2023, and what information will be shared ongoing. Response: We will be sharing with the Board frequent continual updates on the CARES funding with our financial impact. We are currently reviewing all work groups to ensure their scenarios include all the estimates for what they think the fall planning scenarios will cost in their areas, and working toward giving an allocation, since the funding goes through September 2022. The district has obligated \$6M so far on the purchases. The District has looked at spending funds on devices and PPE equipment. There will be further updates into the Fall and planning.
- Curious because we know our students are at different levels academically - curious how to assess students to what they may or may not have lost during this time over the summer, because that will

be a huge part of their success in the upcoming year - what to do to support academically in the school model. Response: This will be a topic included at the August Committee of the Board to spend a little more time talking about it and our teams have been planning for it.

- At the beginning of 2019-2020, there was information about transportation and bus driver shortages, and what they may mean for us. If we're having to adjust, that will be complicated. Response: For transportation, we are not working in isolation. Director Tom Burr is at the CGCS table, also a concerted effort and work with Student Transportation Association, as well as ongoing constant communication with our contractors. We have modeled hybrid scenarios with 50% of students on our buses, and also know based on what other districts have shown, is that 25-30% of families are opting to go strictly distance learning and not requiring transportation, and figure our families may choose similarly. We also have some flexibility with the current standards around fi able to provide students with masks or PPE with more flexibility at about half capacity of about 35 students. If not using PPE, the requirements are more like 9-10 students, which would be very challenging. Finally, we have access to other resources such as contracted vans, ECFE vans, and also have vehicles in SEM. Some families may also choose to drive their students if they have the transportation and the flexibility to do that, and encourage that. We feel there are a number of tools in our toolbox, and comes down to making the models work once we land on the final model. Every student who needs a bus as transportation to get to school will have that option.
- From a health standpoint, we talked about reporting and sequestering s staff that might be sick, and wondering about HIPAA, and reporting data and information and how would we do that and can we, and where would information go, and what happens if a staff member or student does test positive. Response: HIPAA is a great concert, and FERPA to protect the privacy of our staff and families, and the system built will be a secure system that looks at confidentiality. It's important to note that the team is Student Health and Wellness, and during the pandemic, things have shifted greatly. We don't work in isolation and worked closely with with HR and have had to move from a both student facing department to a student and employee facing department. Cases do not happen in isolation, and there are different impacts, and important we manage in coordination while keeping privacy in mind. An example was then provided if a staff member reports they tested positive, those reports are through the student wellness email system where folks able to report out and get answers to recommendations, and connected to staff to investigate further, and consult with MDH. We have a requirement from MDH that do involve with cases and obligation to make reports. We often learn of cases before MDH< and call and inform them of cases to begin critical next steps of case investigation, and what it means for families and recommendations. There are interviews, close contacts, family members and work with them to talk about next steps in partnership. The recommendation for a positive case is to stay home for 10 days minimum, and as long as symptoms improve, they are able to return to work. We coordinate both payroll and HR regarding that case to help support employees. In looking at Discovery Club, working with the Director of Community Education is excluding different students impacted by cases or close contact exposure. There is bank end communication and Facilities with cleaning, and communications if we need to shut down a building, which we haven't had to do, and in partnership with Security and Emergency Management. It was noted that Mary Langworthy transitioned to the role just before March and went through negotiation, and pivoted to training and expertise and information she brings forward to teach about best practices and thanks to Mary and her team.
- There was a mention about the survey for Distance Learning 1.0, and 900 educators responded to plan for Distance Learning 2.0, and where that information is and access to it. Response: REA is working to synthesize that data into themes and different areas. Intention is to let the community know the difference is not informed by OTL staff, but what happened and how folks want that to be better. Combinations of community, teachers, administrators, and data from REA as well as best

practice from Council of Great City Schools and others. Trust our educators to know what worked well, and what to work on, and will include those in the conversations. The U of M released a survey with 13,000 participants, 692 pages of teacher input of what they learned that will be sent to the Board, and the incredible information that will be used.

- Appreciate that it was in five languages.
- Curious about talking about Distance Learning, online, and hybrid, but don't think they are clear. Response: We still need to determine if we go to hybrid and the different logistical areas around that. There is a lot we need to have in place that will fuel the communication.
- How are we communicating that - through buildings, or district? What is the schedule for communication from individual school buildings? Response: We have held principal meetings regarding where we are with the planning process, and will continue that process as we receive more information. In addition, we have scheduled meetings on the docket for August and late July to focus on communication piece. In our focus group, we are also working on how to best communicate information our district-wide to support sites and provide communication regarding the different intricacies. For the next principal meeting, it will be how to communicate, what is the option of hybrid for all students, and will continue. We will continue to communicate and overcommunicate and take feedback from the Board and others how to best ensure SPPS' plans.
- Director Brodrick noted question in regard to a lot of work to do between now and opening of school on September 8th, and understand that we're talking about September 8th, but also what's going to happen during the entire school year, with changes, adaptations, and throughout the year. During this time between now and September 8th, a lot of work has to be done and compliment to all who reported on the work, think the question was this coordination and communication between Administration arriving to a recommendation, and bringing it to the Board - will there be, in August with a clear cut idea of what students, parents, and staff can expect to happen on September 8th, and as coming to the plan for that day, will it be shared with the Board and expecting the Board to approve it. What will be the joint responsibility in arriving at an agreement in what happens on September 8th? Response: We will need to wait for the guidelines on the 27th, and what districts will do, or options. If the latter, there are scenarios and recommendations to the Board and have a meeting ready to go to get approval of the plan to communicate and move forward. The Board will need to review the recommendations based on the State and planning process with staff. There will be a special meeting that will happen prior to the regular Board of Education meeting on August 18th. We want to communicate with conferences about how we will open on the 8th and do this together.
 - Is the expectation that MDE and the Governor will happen on the 27th, or the week of the 27th? Response: We haven't been given the exact timeline, but based on past announcements, there has been advance notice to the Superintendent. Their team and Administration has been supportive of us and given information when they can. This is a difficult discussion across the country with reopening schools.
- Slide 3 or 4 showed a roster of the task force, and the next slide was work groups. Concern about this, and heard great things in the survey and working with others, and like to hear the opportunity have we been able to give and will be able to give during the entire 2020-2021 year to classroom files and staff (EAs, TAs, etc), to have their voices heard and how much already done with the surveys and work done in OTL and Community Engagement. How are we reaching out to folks to hear what they think? Response: The survey went to all stakeholder, internal and external, so there was an opportunity for staff to provide their voice. The initial planning group has representative from SPFE to ensure information is conduit form and goes to their stakeholder groups. As the different subcommittees meet, there will also be additional opportunities where appropriate.
- Normal chain of communication is from Central Office, but they generally have building administration as conduit to the classroom teachers, EAs, TAs, counselors, etc who work directly in the schools.

How much are we hearing from them directly? Guess that it would come through the principals? Response: Two ways - one through representative from SPFE holding meetings and inviting members to participate, and bring their feedback to the planning group. Also through site level virtual meetings for information.

- Only uneasiness is that if going to get to the people that we really need to get to, wonder if shouldn't be relying on more own structural chain of communication, which would be area superintendents to principals, and principles to staff and not completely rely on SPFE as our only conduit to staff. Principals also need to be involved. Depend on the union to help us with this, a representation and protector of teachers, and also important as protectors of our students. Concerned that we make sure that everyone feels like had opportunity to have voice heard. Think we need to be intentional about ensuring that there is understanding this plan was made by the people, for the people, and with the people. Response: That's accurate - with the second example as a conduit with the principals working with staff to get that voice and staff members with the plan, and 9 principals working on a different element to get other voices. The work of the task force level is ogositical work to get support and services to students through our staff and that set up. Each school will take guidelines and implement them as they see fit at their individual school. In regards to surveys, we receive regular feedback and that is shared, and online forum, and it will continue and feedback will continue to be important for September 8th and 2021 and beyond.
- Director Brodrick also noted that if he were back teaching today and looking forward to going back to school or teaching in a distance learning position, think attitude would be similar to many teachers would be - that is they are going to rely on Administration to come up with a plan. And that's the plan that the Board is anxious to learn more about. Teachers put their trust in Administration to develop the plan, and ask to carry it out. Only caveat that while performing that role, do give folks the courtesy of asking what they think even when the answer is to figure out the plan and tell the plans.
- Thanks to everyone and heard presentations and heard like working very hard and the best we can.
- SEAB Member Ali noted two questions - one if we go straight to distance learning how are we planning for K-5 students and a plan for them to go back to in-person. Also, hybrid model, it showed that Group 1 Monday and Tuesday and not in school for 5 days, which is really difficult to stay focused in school if off for that many days. If we go to distance learning, how will we monitor classes online, or plan in place for students to take less classes to focus on learning and materials for classes they desire or feel comfortable taking online, and the plan for those? Reponse: We will have guidelines that lay that out for scheduling and changes, and supports available. There will be more details available, especially with scheduling and courses and thinking into the future of online courses, and the flexibility that we will need. In bringing our youngest learners back to face-to-face, if we start in distance learning, is the recommendation to ensure at 50% or less, and this may come back to transition to more face-to-face and staffing in order to do that. Anytime we're going to take it and reduce it by 50% and move staff and students around, it requires a precise model of staff. There would be a staffing impact for face to face, and distance learning. We should be working to identify our youngest learners and those who need it most, but also about need to do it safely first, and in a consistent way. We may look at 45-day windows for check into transition to different parts of the plan which will depend on the health of the community, and the logistical plans. We will continue to think about our students, and to do so in a safe and consistent way.
- Director Foster noted that she is excited to see what is next. She also thanked the team and talk about the District has learned things over the Spring and future thinking about what is next, and questions asked and raised. She thanked Mary Langworthy for her examples in ways of explanations

of what it could look like, and learners all have different ways of taking in information, and seen consistent ways of getting information and helpful for families.

- For poll surveys, talk about using a system to gather data points and timing, and offering another, hoping that turn of learning how to be more effective in gathering information from stakeholders and more real-time data.
- Communication and engagement will continue to be important, and from the discussion staff are embedded and meshed in this work. How are staff involved in this at all levels? Thinking about PD as we move into this and getting all folks on board - how are all getting information on this and their role in this? Thinking like to hear more as we get closer. Response: We will add PD to the academic supports presentation at the upcoming COB, as it fits perfectly including what we've done and plan to do.
 - Also thinking about equity across all staff.
- Superintendent Gothard thanked the team, and they are the best team in the state and have been met with frustration and met it with persistence, work through barriers, push each other and support each other. Through the most difficult times has been the most incredible work in learning and growing with this team. They will not stop here - they will continue to work for the students, staff, and this community and will be proud of our efforts. Thanks to the Board for their support and to the team.

B. Saint Paul Connect Update

Superintendent Gothard then welcomed Jackie Turner, Chief Operations Officer, to provide more details on Saint Paul Connect summer program. She provided details on the website, the launch party, partners, activities, and feedback, as well as updates on the CDF Freedom School Connects program and Certified and Amazing Servant Leaders/Instructors within the program. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanked everyone for the courage of trying to dive in and continue this work for our youth.
- Director Kopp noted that she is pleased with the success, and the kernel of the beginnings, and to see it is action. She appreciated the inclusiveness of it being beyond SPPS and so many things by the District is beyond its own walls in service to the community. Thanks to Dr. Hill, Tony Walker, and Chief Turner - what a beautiful gift to our community.
- Director Marchese thanked staff. This is excellent resource and opportunity for students. He noted this gives us an opportunity to innovate in new ways, and having done this now, hope one of the opportunities to take what went well, and how to recreate for a future summer program and lessons for school year as well. He noted his love for Freedom Schools and one of the highlights of the summer is to attend a morning of Freedom Schools, and he knows that to be able to make it happen in a virtual platform is magic. Thanks to Dr. Hill and Tony Walker and staff. This is some of his favorite work and thanked them for their innovation.
- Director Ellis noted Freedom Schools is also the highlight of her summer. She noted watching the plans for this come together, and excited for the national model and where we go and continue to do , and continue to innovate to support our students and find different ways to connect with them. Thanks to everyone.
- Director Brodrick echoed thanks to Dr. Hill and Tony Walker, and all staff. Thanks for the great work.
- SEAB Member Ali thanked everyone for their work.

- Director Foster thanked Dr. Hill, Tony Walker, and all staff, and thanked everyone for the time and opportunities to do this. We were forced to add paradigms to our way of thinking during this pandemic, and have seen growth and change of folks in ways that we respond to our community, families and staff. Thanks for the work and appreciate it.
- Superintendent Gothard noted this idea had a lot of ripples - students staying connected, and the team never doubted we could accomplish this. Goal was to ensure students and families felt connected, and important that while COVID-19 has isolated us greatly, students and families know that SPPS is here for them and thrilled that so many have taken the opportunity to engage in it and happy with the overall outcomes of the program.

C. SPPS Achieves Strategic Plan 2019-2020 Progress Report

Superintendent Gothard then introduced Karen Randall, Assistant Director of Strategic Planning, to provide updates on SPPS Achieves progress report for 2019-2020. Strategic initiatives currently underway were reviewed within each of the five areas, including Positive School and District Culture, Effective and Culturally Relevant Instruction, Program Evaluation and Resource Allocation, College and Career Paths, and Family and Community Engagement. Milestone progress for the initiatives were also reviewed, including a chart that showed Year 1 and Year 2 milestones completed, In Progress, Scheduled, Paused, and total amount. More details on initiatives within each focus area were also shown, including the 2019-2020 outcome example, performance indicators, target and status. The 2020-2021 instructional priorities were also reviewed within each focus area. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanked the team for continuing to update on the progress of the strategic plan, and as she was wondering where numbers were and meeting the marks, thanks for the presentation.
- Director Kopp thanked everyone for the presentation, and appreciated the progress update. There may be more questions later in looking at it.
- Curious if for each initiative there are outcomes - is there an average number of outcomes, or what is the range? It's a large project. Response: Some have 2-3, and with the middle school model there were 6-7. It depends on the initiative. We tried not to have 20-30 outcomes for management and efficiency. The target range was between 3 and 6.
- Is there a quick definition of how we are using the book on culturally relevant and culturally responsive instruction? Response: Zaretta Hammond's work with culturally responsive teaching is a text that we are all working to use to inform instruction for teachers, and staff. We are trying to get common language around how we explain teaching and the way Zaretta explains that is "ignite, chunk, chew, and review." If we have that common language within the department, it's helpful for students staff and families to know learning happens in a process, and has a framework to be safe in a learning environment; we have access to affirmation, validation, wise feedback from the teacher, and instructional conversations. All of the work of the framework is to provide a safe space for students to receive these. As we proceed, we will be working to ensure that is happening in SPPS to have culturally responsive classrooms and places where students can show up and be themselves and be in partnership with teachers to learn, grow, and lead.
- Hope as this goes on, that the language for parents and families is easy to understand and relatable, and hope this is something that could be shared with them and look forward to for their children in our schools and a wonderful way to invite them into a shared understanding.
- Director Marchese thanked everyone for the update and it's good to see how we're doing and appreciate the progress measurements into the report to give context.

- Question about how these measurements vary from our measurements of success on the long-term outcomes. Much shown here is helpful to show how well the plan is being implemented, but don't see progress on the long-term outcomes. Will that be a different presentation or when would that happen? Response: Reference an analogy as describing where we are in strategic plan - like setting up a store, and first year, what is the product to carry and where are we going to build, audience for it; this past year, putting up shelves and getting products ready, and now opening the doors. It's too soon to be able to look at those measures. In a scale of implementation, the first two years are setting up the system, and then after that, there will be data on long-term outcomes. Last fall, we provided where we are on those measures, and there will be a similar report this year. It may be challenging because some of the measures were based on MCAs, and we did not take the MCAs this year due to COVID. We will need to think about where the measurements will still be valid, and a report later.
- One of the things that might be confused is when see progress report, think it will be statistical description toward long-term goals, and important to make the distinction. Do think there is a question that would be helpful and maybe include in the Fall, know whether structure in place and ready for launch, but also measuring things that have a tangible outcome lined to the things we are doing and seeing indications of a ripple to form. Look forward to the presentation in the Fall. One concern is if we are doing things for 1, 2, or 3 years are we seeing the effectiveness, and then decide if we need to modify our tactics. When would we start to see that happen? Response: An example is in the middle school model. This year the implementation of SEL and one of the measures was the rate of students doing the lessons, and also the impact of those lessons, and the follow up would be student survey and data collecting, which is interrupted by COVID. We are at a point at measuring the impact of those lessons for students. We will look for future ways to do that next year as well.
- Ensure we also stay focused on the long-term outcomes and where they are going, because those are the things the community wants to see the District deliver, and the link between our actions and difference it will make to the education of our students. Look forward to the measurements of success presentation in the future.
- Director Brodrick noted a problem in looking at this and trying to find the specificity, except that in the terms, and what it means for milestones completed, and the specific SEL lessons, and shared understanding of culturally responsive education, and well rounded education. Do we have a comprehensive explanation of what those terms mean because these are the objectives and the goals of SPPS Achieves. Where to go to find the milestones, lessons, shared understanding, and what is meant by well rounded education? Do we have definitions for those goals? Response: Within the report, there are links that go to definitions, and examples. That report is linked on the strategic plan website, and all milestones are listed, as well as if they were completed. A milestone is an action and deliverable, performance indicator was the impact of that milestone. Examples were provided in culturally responsive education. There are other examples in defining a priority based budget, and milestone to choose a model and an outcome was once chosen, was it followed.
- This report of progress is how much we have proceeded or progressed in terms of implementing the process, and impatient about seeing a report on the outcomes of what we have done. What we're seeing here is progressing along, and doing a good job of following the advice of our guidebook. When do we talk about making true progress in SPPS Achieves.
- This seems reminiscent of "vision cards." This doesn't look like what the parents and Board is looking for - how much as we progressing in SPPS Achieves, not how well are we working the plan. Response: Reminder that for us to truly measure the effectiveness of what is happening, we need to ensure all elements are implemented, and measuring items before implemented, there will be a skewed measurement. Providing the milestones reached, and others on the milestones. Highlight work is ongoing, and successful in the work and highlight the realities that we didn't meet all marks,

and to highlight coronavirus and pandemic - internally do some shifting and changing to still meet needs of students and staff. We need to be able to implement it to truly see how effective it is. We are implementing the plan and milestones that was approved, and put into all stages in place to measure it to see its effectiveness.

- Back in June 2018, we had a Board of Education meeting where Dr Gothard presented a roll-out at that time. He gave a very specific and clear cut and inspiring talk about his expectations to accomplish with SPPS Achieves. In watching it, and was inspired by the plan for the strategic plan. Even more impressed and even more happy to listen to the Board. We really had a robust conversation. Hoping to find tonight was an update from June 2018 - what have we accomplished., but it sounds more like we learned how we're implementing the plan. Response: This is not the presentation to show the results of next year - it's to show the progress.
- Director Brodrick noted he is asking for concrete details. Response: We will bring results, like last year, in the Fall. We are planning PD, staff expectations - that's what this plan is. This is the efforts going into this work, and to help students achieve by first supporting staff.
- As we have heard tonight, COVID has influenced everything, and have been very cognizant of that. This report does not begin to give any indication that we are truly making progress on SPPS Achieves. Response: That data is included, and can be reviewed in the full report included. The plan was not to bring a measurements of success presentation, as some of those are not completed yet or available. We did it in September or October of last year.
- Director Brodrick noted he is passionate about this topic and referred to the meeting in 2018 with the robust discussion of SPPS Achieves, that felt very confident in what was suggested, and impressed with questions by the Board. Like to see if we can't compare where we were then with where we are now. If we need to spend time reviewing and looking at measurement of working the process. Response: One of the things coming up is talking about expectations, there needs to be more information around expectations, and milestones, when reporting out, measurements - what to expect and when would be helpful to review, so there is no ambiguity. We can work on that. Hear also looking for where did we start and where are we now, and bring that comparison. Examples in the middle school model were shared, and the range based on school building. Concrete changes from 2018 to where we are now.
- He noted that one of the things we has seen is that the Board doesn't exercise very good memory, and asked the Board to go into the archives of June 2018, and couldn't have been more proud of our Superintendent and Board that night, and confident of SPPS Achieves. His expectations was to do a "that was then, this is now" report. We launched SPPS Achieves after the groundwork, and everyone was excited - now where are we. He also noted his impatience.
- Director Foster noted in looking at the slides, understand that what we were viewing. Thinking about wanting to see more, see now - take into context and give examples of looking at culturally responsive instruction, well rounded education, positive school and district climate and looking at each milestone under each. They have done that, and shown percentages, and not sure what we were measuring and what we got from that. Also thinking about academic outcomes for Black and Brown students, and not able to retain Black and Brown staff and the intersect of all this, including racism, white supremacy, historical inequities that disproportionately impact those folks, and how this wraps around that, and how to see all merging and blending. Talking about the realities in our buildings, and how they are showing as onboarding new staff, messaging, and hoping to achieve, and outcomes from students as they are interacting with staff. Response: One of the things to also highlight is also learned a lot from the beginning and initial steps of the strategic plan about capacity, ability with COVID, and there will need to be conversations about next steps with these areas we believe are important. Ensure that is out there -next time with recommendations that things look different based on capacity to deal with all going on right now. Respectful to staff challenged with

doing things - rather ensure looking at a few items very deeply than many items in a shallow way. Know that thinking about this and want to be successful, impactful, and with limited resource nssa thinking high leverage areas, with decision as a district and where we put our focus.

- Know staff and team working hard, and changing infrastructure and culture, there will be pushback and barriers to prevent. The seven members of the board need to know those challenges because we need to address it. We can work collectively together to help mitigate those challenges and move this District forward.
- Superintendent Gothard noted we continue the strategic plan under challenging conditions with resources, negotiations of a contentious contract, a pandemic, and yet it continues to guide us. We will ensure we can correlate our efforts that we stand behind and a way to measure our progress as a school district. Appreciate the efforts of the team, especially Karen Randall.

D. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period June 1, 2020 through June 30, 2020. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding items E4 - Saint Paul Public Schools 2019 Wellness Policy Annual Report for separate consideration. Director Marchese seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

B. Grants

BF 32131 Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation (Saint Paul Promise Neighborhood - SPPN)

That the Board of Education authorize the Superintendent (designee) to accept a subgrant from the Amherst H. Wilder Foundation to support families and children at Freedom Schools in SPPS; to accept funds; and to implement the project as specified in the award documents.

BF 32132 Request for Permission to Accept a Grant 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 to support COVID-19 interrupted College and Career Pathways; to accept funds; and to implement the project as specified in the award documents.

BF 32133 Request for Permission to Accept a Grant from the Minnesota Department of Natural Resources

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Natural Resources for funds to provide outdoor education and opportunities to students of Murray Middle School; to accept funds; and to implement the project as specified in the award documents.

BF 32134 Request for Permission to Accept a Grant Application From Prince of Peace Lutheran Church

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Prince of Peace Lutheran Church for the funds to partner with at-risk families to build home libraries for our community's earliest learners; to accept funds; and to implement the project as specified in the award documents.

BF 32135 Request for Permission to Accept a Grant from Ramsey County Workforce Solutions

That the Board of Education authorize the Superintendent (designee) to accept a grant from Ramsey County Workforce Solutions to provide career and technical training to high school students over the summer; to accept funds; and to implement the project as specified in the award documents.

BF 32136 Request for Permission to Accept a Grant from Share Our Strength's No Kid Hungry Campaign

That the Board of Education authorize the Superintendent (designee) to accept a grant from Share Our Strength's No Kid Hungry Campaign for funds to support the Saint Paul Public Schools Summer Food Service Program; to accept funds; and to implement the project as specified in the award documents.

BF 32137 Request for Permission to Partner with Twin Cities Public Television and Accept Grant Funds

That the Board of Education authorize the Superintendent (designee) to accept a grant from Twin Cities Public Television for the funds to support participation as a Hero Elementary Partner Organization; to accept funds; and to implement the project as specified in the award documents.

BF 32138 Request for Permission to Submit a Grant to the Otto Bremer Trust

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Otto Bremer Trust for funds to expand Career and College Center staffing at two existing sites from 0.5

FTE to 1.0 FTE; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32139 Grant/Donation from Hiway Credit Union

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to create a calming space at an SPPS school; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 32140 Authorization of International Baccalaureate Career-Related Programme at Harding High School

That the Board of Education authorize the Superintendent (designee) to sign off on the program to agree to the terms of the International Baccalaureate contract attached.

BF 32141 Contract between SPPS and AchieveMinneapolis (AchieveMpls)

That the Board of Education authorize the Superintendent (designee) to approve the contact between SPPS And AchieveMpls.

BF 32142 Fraser Contract for Early Learning Programs

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

BF 32143 Oracle Database Cloud Services Agreement with Collier

That the Board of Education authorize administration to enter into a Cloud renewal services agreement with Collier for a service period of 12 months in the amount of \$419,900.43.

BF 32144 Request to Sign the Academy of Finance PSEO by Contract Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Academy of Finance PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

BF 32145 Request to Sign Career Pathways Academy PSEO by Contract Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

BF 32146 Request to Sign Customized Training Income Contract with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Customized Training Income Contract between Saint Paul Public Schools and Saint Paul College for FY21.

D. Agreements

BF 32147 Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2020, through June 30, 2022; and that the Board of Education authorizes the Vice Chair to sign the Agreement in place of the Chair.

BF 32148 Approval of an Employment Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2020-2021

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2020 through April 30, 2021; and that the Board of Education authorizes the Vice Chair to sign the Agreement in place of the Chair.

BF 32149 Partners in Energy Memo of Understanding – Phase 2

That the Board of Education authorize the Superintendent (or designee) to execute a Memorandum of Understanding between Xcel Energy and Independent School District No. 625 in order for the District to implement the Partners in Energy program.

BF 32150 Request to Sign Career Pathways Academy Concurrent Enrollment Joint Powers Agreement with Saint Paul College

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

BF 32151 Request to Sign Concurrent Enrollment Joint Powers Agreement with Saint Paul College

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

BF 32152 Trellis Sculpture Memorandum of Understanding between Saint Paul Public Schools and Youth Farm at the Baker Center

That the Board of Education authorize the Superintendent (or designee) to execute the Trellis Sculpture Memorandum of Understanding between Youth Farm and Independent School District No. 625 in order to provide framework relating to the trellis sculpture at the Baker Center, 201 Page Street West, St. Paul, MN 55107.

BF 32153 Frost Lake Elementary Stormwater Facility Maintenance Agreement with the Ramsey-Washington Metro Watershed District

That the Board of Education authorize the Superintendent (or designee) to execute the Frost Lake Elementary Stormwater Facility Maintenance Agreement between the Ramsey-Washington Metro Watershed District and Independent School District No. 625 in order to provide for regular maintenance of the stormwater facilities constructed at Frost Lake Elementary.

E. Administrative Items

BF 32154 Monthly Operating Authority

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

(a) General Account	#726620-727220	\$52,033,099.50
	#0003738-0003767	
	#7003733-7003747	
	#0004664-0004725	
(b) Debt Service	-0-	\$3,500.00
(c) Construction	-0-	<u>\$1,308,135.47</u>
		\$53,344,734.97

Included in the above disbursements are two payrolls in the amount of \$39,545,104.18 and overtime of \$37,187.58 or 0.09% of payroll.

(d) Collateral Changes

Released:

US Bank FHLB of Cincinnati Letter of Credit No: 522968 5/1/2020

Additions:

US Bank FHLB of Cincinnati Letter of Credit No: 550757 5/3/2021

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 October 31, 2020.

BF 32155 Post 65 Retiree Insurance Rates

That the Board of Education approves the contracts for post-age 65 retiree health insurance coverage with HealthPartners effective January 1, 2021, at the proposed premium rates.

BF 32156 Resolution To Host Americorps Member From The Minnesota Greencorps For The 2020-2021 Program Year

That the Board of Education authorize the Superintendent or designee to sign a host site agreement with the Minnesota Pollution Control Agency to carry out the Minnesota GreenCorps member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement.

BF 32157 Facilities FY21 Purchases over \$175,000

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

BF 32158 Facilities FY20 Purchases over \$175,000 - Correction

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

BF 32159 FY2022 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE)

That the Board of Education approve the FY2022 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education.

BF 32160 Dedication of Easement for Public Sewer Purposes

That the Board of Education authorize the Superintendent (or designee) to execute the Sewer Easement for the property located at 1075 East 3rd Street in order to finalize title registration in the name of Saint Paul Public Schools.

BF 32161 Employee Assistance Program for Active Employees - Correction

That the Board of Education approve the contract for Employee Assistance Program for Active Employees with SandCreek effective July 1, 2020.

BF 32162 Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services Supervisors

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment for Manual and Maintenance Supervisors' Association in this school District; duration of said Agreement is for the period of January 1, 2020, through December 31, 2021.

BF 32163 Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment of those nutrition

services employees in this District for whom the Minnesota Teamsters Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2019 through June 30, 2021.

BF 32164 Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2019, through June 30, 2021.

F. Bids

BF 32165 Phase Gate Approval of American Indian Magnet Addition & Renovation Project (Project # 1160-19-01): Gate #4 – Contract Award

That the Board of Education authorize award of playground equipment and poured-in-place surfacing for the playground at the American Indian Magnet Addition & Renovation project to Flagship Recreation for the lump sum base bid for \$242,738.01 at Phase Gate Check #4.

G. Change Orders

BF 32166 Change Order # 2 for John A. Dalsin & Son, Inc. at Hubbs Center Roof Replacement

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #2 for John A. Dalsin & Son, Inc. at Hubbs Center Roof Replacement for the amount of \$216,340.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32167 Saint Paul Public Schools 2019 Wellness Policy Annual Report

The Board requested further information on this item.

Director Kopp noted that she loves the work of Wellness, and noted the Bike Fleet. Huge fan of school gardens, and how powerful they are and opportunities for learning. One question is Safe Routes to Schools program - there's a couple parts as infrastructure planning part, and programs like Walk and Bike to School, and Bike Fleet, and healthy living opportunities. Questions around the planning and infrastructure and how our streets are being made safer for students walking and biking to school. She thanked Carol Grady and Sarah Stewart for their work - and responses to her question with comprehensive answers. Know they are appreciated and great background.

Reason to pull was to highlight that it's a relatively new program, and examining how we make decisions.

She noted her concern as a parent at a school close by Snelling Ave, and concerns about safety, and in an area close to the rec center and vibrant community district. While students received busing, we had many families who were committed to walking or biking and find ways to make both Snelling and

Minnehaha safer. When reviewing the application process a couple years ago, there was a heavy reliance on having events, hosting activities and documentation of organizing and it felt like it was more of a reward or option for people who could hold events, rather than assessment of need. Primary question was is there a movement, or is their movement, or projected movement toward a more objective evaluation not dependent on a school checking boxes to say they need something safer, but a measurement of that, and to also address equity issues, or schools that feel reluctant to engage when looking at the application because it feels daunting.

Response: There are a few key pieces from the Wellness Policy, but also broad view to address safety issues, physical activity opportunities, reduce traffic congestion, and improve air quality around schools. We had 18 schools participate this year, and COVID is also impacting this work, and we are planning for next year for District partners and external partners.

This is the first year of SPPS having a SRTS coordinator. Things have changed at MnDOT, the grantor, and they now heavily weight equity criteria in schools, including students who qualify for FRL, which makes us more competitive when applying. There are other ways to work on that, including through our partnerships with the City and SRTS grants, and other existing projects across the city and align our priorities with school communities. We have started conversations with Public Works and how it aligns with our schools.

One follow-up question is that the position is funded through a grant for a couple years. It's such an important job. What happens in the absence of a full time position? How do we make it sustainable so the practices remain if it's not a long term position? Response: While we are thinking about funding, also thinking sustainability about funding and set up systems and infrastructure, with partnership based work and in place, and systems in place so that no matter what, the work will carry forwards, and hopefully so great, we find a way to keep it going.

Superintendent thanked staff.

MOTION: Director Kopp moved that the Board of Education authorize the Superintendent (designee) to accept this report and continue to support wellness promotion to Saint Paul Public Schools students, staff, and families through physical activity, healthy eating, and mental well-being. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

IX. OLD BUSINESS - None

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Ellis noted a Health Start clinic presentation, and mentioned as a partner, to hear about the work of the clinics and their work during this time.
- SEAB Member Ali noted thanks to the Superintendent and to keep up the great work.
- Director Foster noted seeing the buses and drivers and staff, and it makes her so proud of the work in this district, and thanks to everyone, and thanks to all the presenters for their time, effort and work on behalf of all students and staff in SPPS.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp noted thanks to staff who have made time to talk about joint use sites, SEM team, Gateway to College. She also as part of Ramsey County League of Local Government and talk about collaborative work between county, city, and school district to know there is cross-jurisdictional to be effective with budget, and grateful to participate in those meetings. She noted that as part of the partnership between SPPS and SPPL, her family received a book courtesy of SummerSpark and she and her daughter look forward to reading it, and example of a simple partnership and effective, and fun to get fun mail in a special delivery. It helps to know that SPPS is thinking of us and appreciate it.
- Director Ellis noted that she now has a teenager.

XI. FUTURE MEETING SCHEDULE

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

- August 18
- 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)

- August 5 (Wednesday)
- 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 Ellis seconded the motion.

The motion was approved by roll call vote:

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

The meeting adjourned at 10:53 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**

**July 27, 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: J. Kopp, S. Marchese, Z. Ellis, J. Foster, J. Brodrick, C. Allen

Staff: Superintendent Gothard; Chuck Long, General Counsel; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; 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 Marchese.

The motion was approved by roll call vote:

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

III. NEW BUSINESS

A. Interview of Candidates to Fill Vacant Board Position

The Board interviewed candidates to fill the interim Board vacancy created by the death of Marny Xiong on June 7, 2020. They asked the candidates to address these questions:

1. Do you intend to run in the special election this November for the remainder of the term?
2. Why do you want to serve on the Board for this short appointment?
3. How do you understand the role and responsibilities of the job, and how do you connect your interest and experience to the role and responsibilities? What skills will you bring to help broaden

- perspective around what is necessary for a successful academic experience for students?
4. What are your views and experiences with collaborative leadership?

Candidates interviewed included:

1. Mary Doran; Para Mentor, Spero Academy
2. Beatriz DeSantiago-Fjelstad; Assistant Principal, Richard Green Central Park School
3. Keith Hardy; Project Manager, Wells Fargo Customer Remediation, Centers of Excellence
4. Samakab Hussein; President & Chief Executive Officer, Twins Medical Inc.
5. Arthur Ray McCoy; Estate Planning Advisor; Affinity Plus Federal Credit Union
6. Jon Schumacher; Retired, Former Executive Director for Saint Anthony Park Community Foundation
7. Libby Starling; Director of Strategic Operations, Community Development and Engagement Division, Federal Reserve Bank of Minneapolis, Minneapolis, MN
8. Longkee Vang; Youth Program Coordinator, Brooklyn Center Community Schools,
9. Jim Vue; Facilitator, *Being Hmong with In Progress*
10. Holly Windingstad; Freelance Set and Costume Designer

Upon completion of the interviews, the Board took a fifteen minute recess to review their notes and collect their thoughts on the group of candidates.

B. Nomination & Selection of Candidate to Serve Interim Term

The Vice Chair called for nominations from the Board Members for individuals to fill the interim term for the vacant position on the Board and noted the nomination process as outlined in Board Policy 202.02: "In filling the vacancy, the Chair shall call for nominations from the members of the board. No member of the Board may nominate more than one person; no second for the nomination is required. The appointment shall be filled by roll-call vote. Appointment shall require a majority vote of the total membership of the Board. If no nominee receives a majority vote, the Chair shall reopen nominations."

It was also noted that the selected candidate will be announced at this meeting, and that the candidate/appointee will assume office 30-days later, unless a valid petition to reject the appointee is filed with the school district clerk (Zuki Ellis). The appointee will hold office until a successor is elected and qualified in the November special election.

Director Kopp nominated Mr. Arthur Ray McCoy.

Director Marchese passed.

Director Ellis nominated Mr. Jim Vue.

Director Foster nominated Mr. Samakab Hussein.

Director Brodrick nominated Mr. Jon Schumacher.

Director Allen nominated Mr. Keith Hardy.

The Chair called for the closure of nominations and asked for a roll call vote.

Director Kopp	Arthur Ray McCoy
Director Marchese	Jim Vue
Director Ellis	Jim Vue
Director Foster	Jim Vue

Director Brodrick	Jon Schumacher
Director Allen	Keith Hardy

As there was no majority decision (4), nominations were reopened.

Director Marchese nominated Mr. Jim Vue.
Director Ellis nominated Mr. Jim Vue.
Director Foster nominated Mr. Jim Vue.
Director Brodrick nominated Mr. Jon Schumacher.
Director Allen nominated Mr. Keith Hardy.
Director Kopp nominated Mr. Arthur Ray McCoy.

The Chair called for the closure of nominations and asked for a roll call vote.

Director Kopp	Arthur Ray McCoy
Director Marchese	Jim Vue
Director Ellis	Jim Vue
Director Foster	Jim Vue
Director Brodrick	Jon Schumacher
Director Allen	Keith Hardy

As there was no majority decision (4), nominations were reopened.

Director Ellis nominated Mr. Jim Vue.
Director Foster nominated Mr. Jim Vue.
Director Brodrick nominated Mr. Jon Schumacher.
Director Allen nominated Mr. Keith Hardy.
Director Kopp nominated Mr. Arthur Ray McCoy.
Director Marchese passed.

The Chair called for the closure of nominations and asked for a roll call vote.

Director Kopp	Arthur Ray McCoy
Director Marchese	Jim Vue
Director Ellis	Jim Vue
Director Foster	Jim Vue
Director Brodrick	Jon Schumacher
Director Allen	Keith Hardy

As there was no majority decision (4), nominations were reopened.

Director Brodrick nominated Mr. Jon Schumacher.
Director Allen nominated Mr. Keith Hardy.
Director Kopp nominated Mr. Arthur Ray McCoy.
Director Marchese passed.
Director Ellis nominated Mr. Jim Vue.

The Chair called for the closure of nominations and asked for a roll call vote.

Director Kopp	Arthur Ray McCoy
Director Marchese	Jim Vue
Director Ellis	Jim Vue
Director Foster	Jim Vue
Director Brodrick	Jim Vue
Director Allen	Keith Hardy

With four votes for Jim Vue, he was selected to serve as interim board member. Mr. Jim Vue was congratulated.

The Vice Chair thanked the other candidates for participating and encouraged them to run in the upcoming special election.

Board members then provided closing remarks, which included thanks to all the applicants who demonstrated great love for this city and their schools, appreciation for the opportunity to learn from the candidates, hopes that candidates will continue to stay invested and engaged with SPPS, acknowledgement of the reasoning for the meeting and the loss of Chair Marny Xiong, the willingness of applicants to step up, the process and applicants which showed the greatness and knowledge of the Saint Paul community, willingness to do the work, congratulations to Interim Director Vue, and the difficult time and process and the mourning of Marny Xiong throughout this time. The special election and upcoming elections in 2021 were also noted, and future opportunities for applicants. Thanks for the commitment and look forward to serving in other capacities and to serving with Jim Vue in the upcoming months. Superintendent Gothard also congratulated Jim Vue and looks forward to working with him. The gravity of filling a board vacancy left by Chair Xiong and the difficult scenarios currently due to COVID and the leadership defined by the circumstances, and the challenging times that will be faced. Thanks to the community for remaining engaged and committed. We will work together and move forward. Thanks to the Board as well for their leadership and collaboration in this process.

IV. RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

BF 32168 Resolution Filling School Board Vacancy By Appointment

WHEREAS, the vacancy occurred more than ninety (90) days prior to the first Tuesday after the first Monday in November in the year the vacancy occurred and prior to the fourth year of the vacant term;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 625, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, subd. 5b (2020), Jim Vue is hereby appointed to fill the vacancy and to serve until a successor is elected and qualified. The appointment shall be effective August 26, 2020, thirty (30) days after the adoption of this resolution, unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) (2020) within that thirty (30) day time period.

MOTION: Director Foster moved approval of the Resolution Filling School Board Vacancy By Appointment. The motion was seconded by Director Kopp.

The motion was approved by roll call vote:

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

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 6:35 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**

**August 1, 2020
10:00 a.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 10:03 a.m. by Jeanelle Foster, Vice Chair.

II. ROLL CALL

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

Staff: Superintendent Gothard; Chuck Long, General Counsel; Will Forbes, Assistant General Counsel; Cedrick Baker, Chief of Staff; Marie Schrul, Chief Financial Officer; Stacey Gray Akyea, Director, Office of Research, Evaluation and Assessment; Kevin Burns, Director of Communications; Karen Randall, Assistant Director of Strategic Planning; Marcy Doud, Assistant Superintendent of Specialized Services; Craig Anderson, Executive Director, Office of Teaching and Learning; Hans Ott, Executive Director, Office of Digital and Alternative Education; Josh Delich, Assistant Superintendent; 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 Main Agenda. 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 Allen	Yes
Director Kopp	Yes

IV. NEW BUSINESS

- A. Plans for Reopening Saint Paul Public Schools for the School Year 2020-2021

Superintendent noted the guidelines released by the State of Minnesota. He noted his disappointment in a virus that continues to outsmart us; disappointed in the lack of national response based on reality, science and data - not politics. Without a proven vaccines, our school communities cannot be deemed 100% safe. Wear a mask, wash your hands, practice safe, physical distancing, and to see a doctor when symptoms occur. We all have a role in safely reopening our communities and our schools.

He is disappointed, that due to this virus, he is forced to bring recommendation like no other to begin the school year 20-21 in distance learning. He then provided a few examples and the impact of this on students, parents, families, and communities. We owe it to our students to do our very best work.

These cannot be based on a single experience. He is asked to based the decision on the safety, health, wellness and education of 37,000 students, 6,000 staff, and tens of thousands of parents, caretakers, and committed Saint Paul community members.

He then reviewed a resolution that would provide him the ability to lead SPPS through this challenging time, which closely resembles previous resolution brought before the Board prior to the teachers' strike.

His leading recommendation continues to be distance learning for all. He noted that staff are available for questions, and an in-depth presentation will be available at Wednesday's Committee of the Board meeting, and available on Monday night to detail how to serve SPPS through Distance Learning 2.0.

We are in transition planning, and then reviewed the data, timeline, information and guidelines from the State. He noted that data is based on Ramsey County data for COVID and can change daily, and the considerations on those numbers in relation to the Governor's plan around in-person learning. We recognize and will continue to plan on what we are working towards, and steps to take. He doesn't feel that we as a district and community are there yet for hybrid learning, but to serve as a place to get to, before we get to full face to face learning. We believes that in starting with distance learning will provide a baseline planning number based on students enrolled in virtual learning - opting for experience all year, number of students enrolled who don't arrive by October 1, and know number of new students, as we continue to enroll, especially with fluidity. The precision for us to successfully and safely move students through parts of the day make it necessary for us to approach it in this way- three tiered bus system, and there are challenges, and doing in a new way and in a safe way, and in a way we haven't before. Do believe need time to do it well and do it right.

In our transition planning seek to identify those who need in-person instruction based on law or program - On Wednesday evening, there will be more details on the support for distance learning, and how to consider the support and in-person support to hybrid model, as the health of our community allows and recommends.

He noted the regular assessment of readiness for all other students, and the reliable data from Ramsey County and working with the City for a more localized measure for how the City is in comparison to those data and working with the local health department and team.

He also noted building usage and staff readiness and how to use our buildings in new, and safe ways - thinking about arrivals, transitions, lunches, dismissal, hand washing, and face masks. There are all new routines that will need to be conducted in previously used spaces.

He also noted the needs of students, and the impact of distance learning on both them and their families, and working to prioritize to the extent possible based on their needs.

He went on to note the quarter and semesters built into the school calendar and how those may serve as transition points, but encouraged the community to not hold onto those dates in transitioning. If there is a need to make changes and “move the dial”, we will effectively make that transition and communicate effectively, and the resolution proposed includes the flexibility to do that. The quarter and semester guides may be a time to think about changes for larger groups.

We are not satisfied with staying in distance learning, but is where we can start, and will fight and work and practice health and safety and individual practices to get back in a structured, safe, and consistent manner because that’s what our community deserves.

The guidelines from the State may also change - they are currently based on the number of cases per 10,000 residents of each county. The outcomes can go one of three ways - get better, stay the same, or get worse, and we need plans and transition. We were able to pivot to distance learning in April and know what that takes to go in that direction.

He also noted that our plan may be unlike others in the metro and state. We are Saint Paul Public Schools and we are a unique school district and we know best how to lead our district. The Governor’s plan gives the flexibility to make the right decision for our community, and the data has provided us with an aspirational runway, and we are committed to working to provide the best, consistent Distance Learning 2.0 in place, and begin the transition planning so that in every possible way, we can increase the amount of in-person instruction with safety guidelines, and consistency. He also noted the presentation with more details that will be available Monday evening, for the Wednesday Committee of the Board meeting.

Superintendent Gothard noted it has been a difficult and challenging week, and a difficult and challenging time. He also noted the work of board directors, both in meetings, and outside of meetings and communication on a regular and ongoing basis and appreciates the support.

QUESTIONS/DISCUSSION:

- Director Marchese noted that he appreciates the work that has been done for the planning and the need to settle on a model and implement with a level of certainty. He noted concerns about the model and the resolution itself. He noted the information shared with the model from our past board meeting, and what has changed from the past presentation. He asked for information that might be difference in the Distance Learning 1.0 to Distance Learning 2.0. Response: It was shared that there are many differences between the emergency distance learning order, and the ability to plan for distance learning. Mr. Anderson provided an experience in sharing with a parent their concerns about distance learning, and helping them to learn more about the plans for 2.0, and they felt better about the plans and in full support of them. The differences may sound basic, but are important to the conductivity between teachers and students, and the learnings from student to student, and the understanding of the entire process by parents. He then reviewed the changes, which include synchronous learning expectations of teachers, the ability for students to interact with each other with tech tools and synchronous spaces and small groups, teachers will have open office hours virtually to discuss academic conversations and learning happening. Course designs will be different. There will be district wide expectations for each grade band and samples, with culturally responsive instruction and Ready for Rigor frameworks, and teachers to be connected with students, and that distance

learning 2.0 is a safe space. Scheduling guidelines will be different, with the ability to have a consistent schedule if we move forward, or have to move backward in any of the three scenarios. Technology will be improved, with Google Meet, and PD for teachers. It was also noted that in the hybrid scenario, distance learning remains as the heartbeat of the instruction model during this pandemic.

- Director Marchese also noted questions in how this related to students receiving special education services, immersion programs, and how we are able to provide learning for our youngest learners. There may be issues to those student populations that relate to their ability to receive distance learning in their home or through their caregiver, and how are we addressing those needs with distance learning versus the opportunity to bring them into buildings on a limited hybrid basis? Response: Assistant Superintendent Doud provided more details on the plans for specialized services, more same-time instruction, increase in parent training, and increasing interpreters to support home and school learning. She noted that while Schoology may be difficult to navigate for some, they are opening SeeSaw for all ages and increased assistive technology for SeeSaw. We also learned that equity in access for students with deaf and hard of hearing needs was an issue, and are working to equip them with computers which are larger than iPads to have core instruction and equal access. We are also working to provide PD for teachers in special education. When we think about students most vulnerable and falling behind in achievement, they may also be the students most vulnerable to the disease, and as we navigate to the hybrid model, we are following CDC guidelines to ensure our students and staff are safe. We are also exploring curbside options for our youngest learners, while home visits may be deemed not safe and we will continue to explore ways to support students. Also regarding services, in Distance Learning 1.0, the educational day for students receiving special education was shorted, and this will be a full day in 2.0, writing IEPs and IESPs, and following our evaluation and service delivery model. These will not be decreased in the move to DL 2.0. We will change how we do it, not the amount and will be different from the spring. Teachers will be working directly with students and meeting with families, and the IEP does not change regardless of the learning environment. The first level of support will be from individual schools, and connections there, and in establishing mental health teams and also rigorous assessment. We are building in extra scoops of support depending on what families will need, and will include distance learning academic support centers, which are physical spaces for families and will be referral-based, and can sign-in with more details at the upcoming Committee of the Board.
- Director Marchese went on to note to express opinions at the end of this conversation, and the concerns for students who may not have a home environment or care environment that is capable or time-permitting to focus on the needs of the students who may need support. He appreciates the intentional thinking of distance learning for students with special needs, and many need 1:1 staff support in real time, and we are assuming that a family member will provide that support. Are we going to be able to support those families and give them support necessary? It's a separate item to expect families to provide the support needed with all the other issues they may have happening.
- How we are going to provide students with an IEP that provides for 1:1 paraprofessional support? Response: When we think about individual support, first of all, we write a plan based on a distance learning environment about the capacity and support available. In the hybrid model, will we have the ability to do 1:1 - yes with PPE. As we move to hybrid, that individual support will be there. We are working on supporting the family in delivering and supporting the IEP minutes, and use paraprofessionals to connect to the student virtually. We would need to move into a hybrid model that would allow some individualized support. In that distance learning model, it will feel different, and for those students who need additional support, there is a need for families and caregiver to assist in that educational environment. Some have been able to navigate with SeeSaw and assistive technology for more independence. The 1:1 will be phased in with the hybrid model.

- Talking about providing support to families and the health protocols that don't favor that. That would support a more controlled environment to setup the apartments in our building for families to bring their children with adequate disinfection, space and PPE. We can do that in one of our buildings, but is very difficult to do in the thousands of homes of our students. We can't send staff into circumstances where we can't guarantee their safety but if looking at the home as the unit, then by definition not providing that 1:1 support except on the most tangible of bases, and concerns about our youngest learners and students who require specialized services who need that level of support and we cannot provide consistency in that.
- Director Brodrick noted the paragraphs of the proposed resolution that spoke to how to implement or begin with distance learning, and then working to move to a hybrid, and in-person model. Dr. Gothard clarified those in his opening remarks.
- He also noted that during the time of closing our schools during this pandemic, that one of the very helpful things was the Superintendent's virtual staff and family meetings, where he met with staff on a regular basis, and noted the upcoming virtual meetings scheduled for August 6th at 3:30pm (staff) and 6:30pm (family and community.)
- He noted that he knows there are large number of people who believe we should be in the hybrid model, and those folks who are anxious to know the forecast and how much progress we are making in moving from almost strictly distance learning to this new hybrid. He thanked the Superintendent and Assistant Superintendent Doud because they are trying their best, without knowing every specific individual instance that might come up as we start fall, an answer to the previous question and we will try our hardest and best to give proper attention to and as much support to all students with special needs.
- He also noted questions about staffing and assigning personnel referenced in the resolution. Response: Communication will be important. This district was founded on serving the needs of children in the community and to do so with drastic changes will require changes to working duties. There are several agreed MOAs, and we continue to work with bargaining groups to be clear on the needs to serve students. Director Brodrick noted that staff are concerned about wanting to do a good job in this new situation. We go through these uncertain times, we want to make sure we are using all of our skills and all compassion and all communication skills.
- Director Allen noted the ongoing conversations about assigning and reassigning personnel, specifically paraprofessionals.
- She also noted the clarity about the role and support for parents, and nurturing the parent connection for community support. If parents are not available, how do we support and nurture day care providers to provide the responsibilities for supporting and tying that in with the community with teacher and expectations? Response: There will be full report that addresses these items on Wednesday. A reminder that every year, roles change, and there may be different assignments based on school or program. The first place to start and how staff will be based on the number of students and students who require additional support, based on the categorial level of support. What has changes is the new way to provide support from in-person. We have created and collaborated on an MOA to has allowed us to do things differently, and learned a lot, and a place to start from and build a better support model. Both parties determine the need for change and collaboration. We will create space for that in future meetings.
- Further information was also provide don the distance learning academic support centers, and the academic supports planned. The centers will be physical sites for PreK-12 students to physically come and receive support either in academics, social-emotional, technology, and families are referred or request time at that center. They are planned to be geographically located throughout the city and easily accessible, and incorporated transportation support, meals, and opportunities for partners to participate. Students may also receive 1:1 or small group support there as well. Centers will be

supported by adult staff who are excited to physically connect with students and this will give them the outlet for that.

- Director Allen also offered community support and how to help in the community engagement as a board member.
- It was also noted that there are school-based teams who investigate when a student has not connected, and parents are called, and if there is an issue with technology, they are referred to the tech side. If it's academic related, students and families will be referred to the academic support centers, and those professionals will be instrumental to make those happen.
- She also encouraged staff to think of ways using technology to ensure those connections occur and students are able to succeed. Response: We are looking at different ways to communicate with families to streamline the lines of communication, and working with school and teaching staff, sending messages, SeeSaw, Schoology, and expanded tools for easier communication.
- Director Kopp noted the previous comments, and opportunities for prioritizing of student groups when it is safe to come back into buildings. She also appreciated the thoughtfulness and responses from her colleagues and staff.
- She noted that in the spring, grading and assessment was put on hold as we did a radical shift to Distance Learning 1.0, and figuring out how to conduct it, and we demonstrated great compassion and holding students harmless. What does that look like for Fall, and how to assess student learning and outcomes? We want their learning to be meaningful and that they are getting something of value from their learning. Response: The differences will be great between DL 1.0 and DL 2.0. In DL 2.0, there is the ability to plan lessons, and have rigorous and engaging coursework and synchronous lessons for students. Also understanding the expectations and to hold students to those expectations. There are benchmarks that teachers can use to help understand where students are and what they need. In middle and high school, there are expectations around coursement and if not met, students will be given credit or if not, will need to make up credits, with the expectations laid out in front and working with SPFE on grading and middle and high school principals in the spirit of holding everyone to the coursework and understanding of what it is to move forward in a comprehensive way.
- She also referenced the in thinking about assessments, she has been reading about the learning loss and what students may have lost over the summer, and compounded with the spring, to not focus on remediations, but to think about the compassionate approach, and not get bogged down by simply remediating what has been lost. It's referred to as "unfinished learning." Response: From the Office of Teaching and Learning, we are designing units to build community about our learners, and the expectation will be that teachers will take students from where they are to where they need to be - in the kindest, safest, and most interesting way possible. During DL, it was a challenge to get to know one another, and with more synchronous lessons and time together, fun tech apps, and students can engage with teachers. Assessments won't be in the first couple weeks, but through knowing and seeing what we can do.
- She also noted sametime learning is important.
- She noted the resolution is authorizing the superintendent and team to make decision on how to proceed without requiring board action each time - it's a "trust document" that the Board trusts the superintendent and team to respond to the changing needs and guidance from MDE, MDH and the local community. Throughout the document, it means that information will be shared with the Board as it comes up - in what form will that information come to the Board? Regular updates at meetings? Response: Outside of the two meetings a month, the superintendent is also in regular communication with the Board, small groups, and writing emails or calling board members individually. Any decision that impact large groups will be shared with the Board before they are shared with the community for discussion and reflection, and then shared with the community.

- How will board members learn about the changes that may occur on a fluid basis? Response: There are fixed guidelines and we will work side by side as we acquire new information. He noted that during negotiations with SPFE, the Board acted in a consultant role with new updates given and meeting to continue to guide the superintendent and his team through the parameters, and additional information and level of authority to achieve a goal.
- She also noted that it is important for the public to know that what they see in public meetings is just one facet of information - there is so much more information shared and discussed with the Superintendent and Board in small groups and individually. She noted that the Board is involved and participating in the recommendation and collaboration, and there is a shared responsibility of safely opening schools - this is our shared work and goal.
- She greatly appreciated everyone's continued hard work and engagement and keeping the Board and public informed and setting us on the right track for a great school year.
- Director Foster noted questions about items to hear on Wednesday, and hear more about the thoroughness as we receive information from community and reviewing things online. There is a lot of information available in these recommendations and adaptations.
- One of the biggest things right now in talking about specialized services, and hoping for more clear information on immersion programs in DL model, and what is going to be happening and not happening in different realms.
- Continue to talk about maybe not opening immediately in a hybrid model, but staff are still out for the summer, and what is the actual workforce who will be coming back, and accommodations for those with concerns.
- Talk of operating mode of fear, but operating in model of services need to be provided. She noted her experience with family, and they are ready to see their friends and teachers, and balancing that. Knowing staff in buildings, what is the workforce capacity in this COVID model for school buildings and district.
- Also thinking about training, PPE pieces of that to ensure staff and students will be safe in buildings. Know it's ongoing dialogue, as we move closer, because operating in wait and see, and now there, and clarity on what that looks like for us.
- Understanding what is enrolling in virtual learning versus distance learning. What it means for access to other things, like sports, or online distance learning to roll into the hybrid model. Clarity on what that means and looks like. Simple language would be helpful for families.
- Superintendent Gothard thanked the Board and helpful points, and when receive the information on Monday to provide feedback to use the scheduled time for this conversation. In taking COVID-19 out of the picture, this is work we have been doing, or need to be doing in support of our excellence for students and families, and modify it, and support to create to more and more in person as community allows. So much is dependent on the readiness, and readiness is proven by communication and collaborations, and supporting all to do that in a safe way for us at this time.
- Also clarity on students having access, and also parents and family engagement for those who may not be in the home, and Parent Academy, but ongoing, are families choosing online version, what are the supports for them coming home in those different variations, checking in with teachers, and how we are intentional on engaging students and families for support.

QUESTIONS/DISCUSSION ON PROPOSED RESOLUTION:

- Director Marchese noted concerns about the proposed resolution that it was open-ended and there was not a timeframe other than the school year. We arrive at better decisions if arriving together. The superintendent generating recommendations and the Board approving them is different than the superintendent making the decision and then telling the Board about it. The first request is to provide a timeframe, like 60 days and the opportunity to review, similar to the Governor's emergency

declarations. He also noted concerns about the 6th paragraph that is a sort of “catch all”, and concerns about a situation where there were budgetary changes - the budget is something the Board is responsible for, and concerns that the Board is not engaged and delegating all to the superintendent, and leaves the superintendent to justify the decisions without the ability of the Board to support those decisions. His final concern is what while he appreciated the presentation about distance learning and the opportunity to begin it in a new way this year, with the details provided at Wednesday’s Committee of the Board, he will need to see that presentation prior to making this decision. He has great skepticism about DL as the exclusive means for all and has expressed concern about the knowledge of limitations for students groups, and to provide hybrid options for student by grade, building, school population, mode of service, etc. This seems like we are making the default choice for families, and especially families with our youngest learners, students in special education, and students reconvening multilingual supports. He is not ready to support DL 2.0 as the designated mode, and hasn’t heard necessarily why limited hybrid opening for a small model is not being attempted. Distance learning will always be a choice available to families through the Governor’s guidelines, but not the choice for anyone who wants something different and they may look for other options, and without any other option than distance learning, we may lose those families at the start. There is also a concern about equity for families. He is not prepared to vote to support this resolution, believes there is work to do to discuss more of the understanding of the DL model proposed, and remain actively engaged as board membering.

- There was clarification on the 60-day timeframe, and that it would be presented back to the Board for extension, revision, or end. It is necessary to keep the Board engaged.
- Director Ellis noted concerns about the resolution, and as mentioned the fluidity, and likes the idea of coming before the Board to discuss and steps for the District as far as DL or changes that arrive. She also noted the timeframe in the entire school year, and understanding that it’s always getting to point where we can open safely. It’s also important that the Board is a part of this process because the community is relying on the Board timely, efficient, and effective information, and the need to be overcommunicating.
- Director Brodrick thanked his colleagues for their dialogue.
- He noted that the resolution does begin to sound at some parts like it is giving the Superintendent emergency powers, and to update the Board as information changes to the educational model. Some parts of the resolution are things the superintendent does as part of his normal duties, and as a governing board, not to micromanage, but did ask if he saw in the course of following this resolution whether some things he will feel compelled to consult with the Board before making a decision. There were also questions on not relinquishing the authority to approve HR transactions. How to envision handling the tension in executing these emergency powers? Response: HR transactions will not change. There are a lot of items within the resolution that are typical business, and are vetted with the community and Board. The purpose is not to take away powers, but to be clear with the community to make decisions, and clarifying the work of the superintendent and board, for solid leadership. We want to avoid going one way, and two weeks before school to go in a different direction, and want there to be a cadence to work towards. If there is a completely new course, ask to know now.
- The use of emergency powers across the nation was noted, and the public communication as we move through this resolution as our guidelines, and there is a proposal of trying a hybrid pilot model. We have staff and students and families and parents who are very anxious to go to a hybrid or in-person model and want to ensure they do not feel forgotten. Response: The Governor reiterated that there is flexibility within the model, and others are aspirational shared with the reasons about data and variables that can happen. We will continue to look at ways to turn the dial up with specific student groups, grades, schools, etc. Staff are willing to work together and collaborate to implement

more and more in person or hybrid learning and right now we have to plan for Distance Learning 2.0 as the heartbeat until there is a vaccine or advances. If we get to a week closer to school and data shows a different trend, we may factor that in in a quicker way, but today we don't know how that will look, and are making decision today on data we don't have. The reality is that it could also be a worse situation, and the best place is 2.0 with incredible support.

- Director Allen noted the fluid situation, and to continue to work together as a team and community with teacher voice in decisions, and making sure to work as a community and bringing voices to the table.
- Director Kopp noted she is also interested in the idea of the timeframe on the resolution, especially about the concerns where it may appear the board wouldn't be as actively involved. Because they represent the city and take ownership of decisions, it cannot be "the superintendent did that." Responsibility does not belong at one doorstep - it belongs at all doorsteps. She noted that there may be a way to encompass the October 1 date as a palace to revisit the resolution as we will know more about enrollment. The resolution is a way to allow the superintendent and team to make decisions, be flexible, and agile in response to the needs of the community, and input from the state and county, and also providing a way to revisit it in an official capacity.
- She also noted the difficulties with distance learning for our youngest learners and students, or families who maybe cannot be home during the school day, and we hear those concerns. She also noted the distance learning academic support centers, and in partnership with community partners to meet the most urgent needs.
- Communication will also be important and effectively communicating the differences so everyone can learn about them equitably and to be available in multiple languages in different spaces.
- Feel comfortable about wanting to know what to do or how to support - whatever they feel they are ready to do this with support and trying to shift it, while understanding the need. Trust the team to say if we're not quite at the point where we want to be, but we can do distance learning better than before and can continue get better and build capacity to as soon as possible to move students into in-person more quickly.
- This is hard, and there is no good answer because it is very personal.
- She shares concerns about the broadness of some of it, and chance to speak about the language differences, and not micromanage adjustment, but discontinue or initiating something is very different. Do understand and appreciate how to balance that.
- Thinking about how to account for all the possibilities in a pandemic - how to account for decisions and quantify that and the difficulty around that. Thinking about balancing the endless possibilities with some concrete structure, and that's a really difficult thing.
- Can be comfortable with resolution, but prefer a renewal process would address concerns.
- Director Brodrick also noted in promoting discussion between members of the Board, and misunderstood what was said before, but also like to ask Director Marchese if he anticipates he would be ready to vote on this at the Committee of the Board meeting on Wednesday August 5th. Director Kopp was suggesting - will 3 days make a difference?
- Director Foster noted she is prepared to vote on it.
- Superintendent Gothard noted that if Director Marchese's revision with a timeline would be an amendment to propose now, it could also be postponed voting on the resolution. We have August 5th or August 18th, and ask if anything changes the way we open our school year as a result of this resolution that we know that, and have to go through an entire new process. This recommendation to begin in distance learning has come from a task force that has been working for months to survey the community, worked with stakeholder groups, and this is their leading recommendation. It has not captured every vice, but is difficult to truly think of every individual way that it impacted by this. Based

on the readiness and considerations to start in DL 2.0 with incredible support. There are a couple options in terms of the modified language and pending presentation.

- Director Marchese noted that hope at a minimum incorporate the time limit suggested, regardless about the thoughts of the first paragraph and his comfort in moving forward with DL 2.0 because from a governance standpoint that is owed to the community. Even if on board with distance learning, still want to see that.
- As far as second point, a different model or comfort with the model, clear about concerns, and think do think that able to understand more of those contours and answer questions based on the COB presentation, not forgo that now, because it would already have the approval today. Hope to wait until Wednesday.
- Procedurally, a motion or resolution is not approved at a COB meeting. One option is to discuss, make last changes on the resolution, and does come before the Board on August 18th at the regular meeting. Another option is there is a special board meeting call specifically for the resolution after the COB but before the BOE - there are two weeks in between. That would be the suggestion.
- 1 - like to see the 60 day as part of any resolution; 2 - see presentation at the COB given strong concerns as mode for opening; 3 - consider approving at a special meeting after the COB if desire to move on that after the 18th.
- Director Brodrick noted that his understanding is that the board could take a roll call vote at the Committee of the Board Meeting, and that would be read during the report of the minutes and then the Board would affirm that vote. We would be saying on Wednesday, we indeed do approve the resolution, and officially approved at the regular meeting. We did it that way years ago - during the Committee of the Board minutes, there would be a vote during that report of the reiteration of the motion at the meeting. Prefer to have this settled and done today, or think a 3-day delay will not be problematic, we could vote on it on Wednesday. Response: Suggest that the language is right with modifications, and that the Board votes for this and feel comfortable with vote. Suggest to postpone to Wednesday, and ask whether we can do as suggested, and read into the minutes on the 18th, or amenable to scheduling any session to do so. A motion to postpone discussion and action on the resolution to the COB on Wednesday would be appropriate if that's the way the Board would like to go. We generally do not take action on items and roll call votes at Committee of the Board, but if on the agenda, and approved as part of the agenda, nothing specific in Board policy to preclude that; will double check on that prior to the COB so that if we don't want to take formal roll call action, it could be done at the regular meeting on the 18th. Because it is listed as an agenda item, the recommendation to motion to postpone, even though no motion on resolution, to better reflect the agenda to postpone would be appropriate.

MOTION: Director Marchese moved to table the Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic to the Committee of the Board meeting on August 5th. Director Kopp seconded the motion.

The motion was approved by roll call vote:

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

Superintendent thanked the Board and members of his team for giving their Saturday morning - these are challenging times for our community. He noted his time spent with the press in addressing the plans since the Governor's announcement. Hope heard that DL 2.0 with incredible support is a starting place, and strive to get SPPS in person, safely, together, and with the best of resources to do that. Need the support of the Board and Community to do it. Thanks everyone for their time today.

Director Kopp also recapped for the Board and community that the Board will, with Administration collaboration, rework the language for the resolution. We will received a presentation on distance learning at the Committee of the Board on Wednesday. Following the presentation, there will be action on the resolution.

Following today, there will be suggested language to be a part of the new revised resolution. Other modifications are at the Board's discretion before any vote to take place. It's saying there has been modifications suggested, will be incorporated, and another view of the resolution as part of the COB presentation.

There will be direction with the team, and families and community will know what to expect on Thursday and going-forward. There will be opinions, but know what to expect and when to expect it is helpful.

With that, Counselor Long will also look at the policy to ensure we are doing it correctly as part of the approval.

V. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 12:19 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

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

**August 5, 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: Z. Ellis, J. Foster, J. Brodrick, C. Allen, J. Kopp, S. Marchese

SEAB: K. Ali

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; Stacey Gray Akyea, Director, Research, Evaluation & Assessment; Kenyatta McCarty, Executive Director, Human Resources; Kevin Burns, Director of Communications; Karen Randall, Assistant Director of Strategic Planning; Marcy Doud, Assistant Superintendent of Specialized Services; Craig Anderson, Executive Director, Office of Teaching and Learning; Hans Ott, Executive Director, Office of Digital and Alternative Education; Josh Delich, Assistant Superintendent; 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 Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes

IV. SUPERINTENDENT'S REPORT

Superintendent Gothard welcomed all to the meeting. He provided an update, and noted that as August 5th is typically time of year to slowly come back as many on different contracts and workloads over the summer, and excitement, anticipating planning work being done. He also noted that several new leaders have joined SPPS, and will begin with Admin Academy next week. He noted that while this is not a normal start to the school year, Admin Academy will be a symbolic and effective way of beginning the school year in a normal way. He welcomed those new leaders to SPPS and looks forward to spending time with our leaders, and teachers next week, as we continue to learn, grow, and implement our plans for the school year.

V. SEAB REPORT

Superintendent Gothard then provided an update on a meeting with SEAB Member Ali and one of his colleagues about concerns and experiences as ELL students, and how he sees his peers and their programs, outcome, and pathways. They met with Dr. Gothard, Dr. Wilcox-Harris, and Dr. Vang to discuss EL services in SPPS, and to hear critical feedback and experiences. Thanks to Dr. Vang and SEAB Member Ali and committed to meeting again, and a great example of students being leaders and for SEAB Member Ali to look out for those around him and their experiences in SPPS.

SEAB Member Ali also recapped the meeting with Superintendent Gothard and Dr. Vang about ELL in SPPS, and how ELL works in SPPS, and the system. As a student, and future college student, he wanted to ensure to leave ELL students opportunity in SPPS, and great conversation. He thanked the Superintendent for the opportunity. He also noted his colleague and peer who also attended the meeting and her enjoyment of meeting with the Superintendent, and great opportunity for her and appreciation for the information on how ELL works.

VI. REOPEN SPPS PLAN SYNOPSIS

Superintendent Gothard then welcomed several members of the team who will be presenting. To reframe, on Saturday, there was a request for the Board to consider a resolution which did two actions:

- Shared with the community the leading recommendation to start the 20-21 SY
- Several ways the Superintendent will work with the Board during the COVID-19 reopening plan

It was determined the resolution would be tabled to tonight to provide additional information. It was a productive conversation to think about responses to gather information. He thanked everyone for their time on Saturday.

He reiterated the leading recommendation to commence in Distance Learning 2.0 with Support, prepare to share two status reports and dates for communication to readiness to transition to a less restrictive learning environment.

Some of the information around the presentation was highlighted - rationale for recommendation was that our first guiding principle health and safety and genesis of this recommendation, built on health and safety of entire community. We know SPPS is a large part of Saint Paul, and have heard feedback from our families about the safety in our buildings, including lack of space for social distancing, as shown in the nationally viral photo of a school hallway. He noted the lack of space in hallways, and the unsustainability of staffing for the elementary level. For these reasons, we chose to start the year in Distance Learning 2.0, and when able to move to a less restrictive model. We will work with everyone to do that. We have been given the latitude to make decisions based on a number of different things, including data from

MDH, and that we are prepared to look and be flexible as possible. We can look to ease into this for many scenarios and when able to. He noted the two review dates for transition. Our Facilities and Operations will have details when ready to return on site. The Instructional Design changes were noted, and collaboration with teachers. Scheduling systems were noted and traditional schooling, and challenges with Distance Learning in that aspect. We deeply sympathize with families, and are coordinating a network of deep support, including school-based on on-site distance learning centers. The first weeks will be about building relationships and learning where students are. The work of Commissioner Ricker and Commissioner Malcom and Governor Walz put together guidelines that we respect, but one document cannot take into every detail or nuance of every district. With that, he wanted to share to keep all those considerations in mind. Our Early Learning, Special Education, and Multilingual Learning have been deeply aligned with Distance Learning. The social aspects and SEL with adults and peers have also been aligned, as well as support with employees and families. The professional learning for staff will also be critical. He also highlighted important data points to give a sense of outset of this report - including pulse survey results, such as social distance concerns (75% of families), families who would choose to enroll their students in all virtual learning (43%), or undecided. Important note is that this was not everyone surveyed. We also heard concerns from staff about returning to sites, and conditions that make them vulnerable to the disease. We heard many different perspectives with safety being the driving factor, questions on the distance learning schools, and ideas for student support. Engagement took place through many various outlets to truly reach as many families as possible. He then provided details on Facilities and square footage of each room in relation to the guidelines. We need to rely on our September 8th enrollment numbers to truly program and operate these schedules and transition in the best way possible. He also noted the number of elementary schools to accommodate social distancing, as well as workforce. If we are to reduce the elementary schools to do 50% enrollment, we would need 1200 additional elementary teachers. We would need to factor in staff with pre-existing conditions and spread of students. In full hybrid schedule, it would be 300-600 additional staff. He also shared that larger districts across the nation had originally planned for hybrid and are now moving to distance learning. Some of the health data, the average daily change has increased. He also shared that MDH data has been posted based on zip code, and the data points about Saint Paul communities.

He thanked for the conversation on Saturday and the continued conversation today. He also thanked the team who have come together since April to think about needed support at that time, and support for August, September, and beyond.

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. Below are the overview topics. The full presentation can be found in the BoardBook.

Recommendation and Rationale

- Reopen in Distance Learning 2.0; transition to Hybrid Learning
- Guiding Principles
 - Focus on the needs of students and families
 - Prioritize community well-being, including the social emotional and physical health needs of students and staff
 - Champion equity and make sure students maintain progress toward their learning goals
 - Design fiscally responsible and sustainable solutions
- The Timeline from May to September was reviewed.
- MDE Safe Learning Plan for 2020-21
- How Our Community Helped Plan

- What Our Community is Telling Us
- Social Distancing, In-Person Learning Challenges
- Recommendations: Stages of Return to In-Person Learning
- SPPS Hybrid Checklist
- SPPS Transition to Hybrid Planning
- MDE Hybrid Learning Requirements 2020-21
- SPPS Precautions
- SPPS Virtual Learning School Option

QUESTIONS/DISCUSSION:

- Director Kopp asked for more on the dates of transition - some of the feedback is trying to understand what to see, hear or looking for around those dates that will influence the next leading recommendation? Response: Some of the first things to look at are the health of the community, and looking at many data sources of the impact of COVID-19 on our community. It was also noted that it is challenging to open the school year even without COVID-19 in SPPS with many moving parts, hiring happening until the first day, and hundreds of students who may not return to SPPS and aren't aware of it until the numbers are verified in the Fall. The amount of precision for hybrid and in-person with restrictions is incredibly important, and noting transportation, and a lot of considerations. When the health and safety risk factors, we don't have room for delays and base a system on numbers and guidelines from CDC, MDE, and MDH. That's part of why to start to understand who we are by numbers and number of teachers, and numbers that we may not know for enrollment in the beginning of the year as we get started. That's a little into the thinking about when the team presented the data and more, what caused to make this leading recommendation. Those items on slide 13 and making all details in place to ensure we can support those in an efficient manner, in particular the DL 2.0 instructional design for that model for this year and different than last year to meet the needs of our students and families. It was also noted that with the leadership of Stacy Koppen, Chief Turner, and Chief Schrul, that we have served over 6 million meals and done that with collaboration with our entire system, and in a hybrid schedule, we would need to schedule our buses to deliver meals to the community for days when students are at home, and also transportation for students to school, albeit in a much lower ratio because of the guidelines to get them safely to and from school, and it is those logistics that we need to be precise and cannot miss on at all because of the regulation for the health and safety - our leading guiding value
 - Know from previous work in enrollment work understand high percentage of students who apply or enroll in the summer. Is part of the recommendation for fall because of that for waiting and understanding who will be there - typically in SPPS we are accepting applications and enrolling well into August? Response: Yes, that is one of the pieces and uncertainty of knowing to be able to place them into schools and impacts staffing, all uncertainties do make a difference we are not certifying the data around enrollment until 3rd or 4th week of September, and at that time, we can begin to make adjustments on staffing around the district, based on who has shown up. All uncertainties just coming in more time we have to look at enrollment and operational supports helps to be able to provide for students and families. Most important in the chart on the dates is fact that committing to wanting to make a decision by September 25th for an October or after MEA opening if decision is to go to hybrid model, because takes that amount of time to make those transitions, including bus routes, meals, and vendors to give us meal patterns, number of staff available to physically teach in classes. All take transition time and 3-4 weeks will help us to deliver a high quality program.
 - These dates are committing to - not to K-12 but a group deemed ready to do it safely, within guidelines set forth and confident in our plan.

- Appreciate lead time detail and making switch and communicating it effectively to families and staff because a hybrid model is very different than ever done and ensure that everyone understands how it works and continue to support families in other ways.
- Director Marchese thanked the team for the overview and appreciates it. He noted a few questions on different slides. Starting with community input process, we have this information through the pulse survey and other outreach forums. Trying to get a sense from the demographics of outreach from the feedback - who responded, how do they match the city and student demographics, and in regards to the pulse surveys, who responded. Response: Heather Kilgore described the outreach efforts, in which staff used the “targeted universal approach” and first followed up on the mass communications, town hall and emails, and went out broadly through strategies to ensure that the massaging landed in the community - like radio, newsletters, YouTube, and pushed hard that messages got out. Our staff then held virtual meetings and small follow-up groups to gather feedback. In terms of numbers, it ranged from 60-100 individual contacts within smaller language communities with families, and comments ranged from 1-10 a piece. We have the other amorphous group that we didn’t ask to identify themselves - such as the online SPPS forum with over 40,000 views, and 250 comments. We don’t know who they are, and we have been responding and ready to respond in any language. In our higher incidents of language communities, our range was in the couple of hundred of individuals. That was who we had conversations with - not in reaching to pushing information out to. Our district help line is answering questions, as well as staff and logging those.
- About the pulse survey - curious to learn more about response rate and demographics. Response: For the first two pulse survey windows, we did a broad all-call. For the administration for families, we gave a heads-up for the contact information in our system and direct links to families with a text and email. For staff, we did a heads-up link to their SPPS email. For students in grades 6-12, we sent a link to their iPad wallpapers with the direct link. For the first 2 pulse surveys, we did not ask for demographics information. It was designed to be short, the respondents to take it in 3-5 minutes and plan to ask for demographics for the second phase of pulse window 3 and 4. We did a quick analysis of IP addresses to see if a broad representation from across the city, and from that, there was a broad representation across the city, but was somewhat inconclusive because it was from the IP address from where the family was at that time of the survey. Pretty comfortable with representation from across the city and families. In terms of numbers for the family, for the first window 6700 responses, and for the second window, it was at 8400 responses largely due to larger discussion and town hall in which Dr. Gothard asked families to continue to give feedback. For staff first window 2900 responses, and for the second window, there was 2800 responses, which are pretty good numbers. In terms of larger population of staff, technically low response rates, but in the numbers of responses, not seen numbers of respondents like this in any district wide surveys. It is encouraging. For student responses, the first window was 450 responses, and in the second window, there were 150 responses.
 - Although we don't have specific demographic, we are going to try to ask in the next survey? Response: Yes - in terms of demographics to ask try to get feedback, it will be very short and try to limit those demographics characteristics we think are particularly relevant for navigating this COVID-19 environment. Not detailed, but concise and build in demographic information.
- On slides 13 and 14, ask a couple questions about graphics and the charts . For page 13, there are intermittent areas between the different phases - provide more details on those? Response: To the first, that is September 24 and October 14th - those are status check in days where determine the model before we go to hybrid. Some districts have very specific steps, but we wanted to leave it open to the extent possible get everyone back to hybrid - but how we do that over that time not comfortable in listing on the dial.

- Understand and think intermediate places and decisions based on the timing. Raise a concern about how community and stakeholders able to evaluate and know what to expect when those decisions come. Raises a question related to the next slide and the hybrid considerations, and the lists provided. The readiness is a combinations - question of whether we should try to move to hybrid, and question of when, whether we are ready. We are getting guidance from MDE and MDH around case numbers, which gives the chart in the MDE guidance. We're already talking about a model not at the spaces of their guidance. They have a recommendation, and able to be more conseravtive - this recommendation is more conservative. Objective data is to help to know what to expect and when. Concern it sounds subjective to talk about "readiness" without reference to something people can see. Will there be specific data points, numerical or related to conditions, to show to explain "readiness" to evaluate and the community can evaluate the decision? Understand how to ground the discussion in the future time the future model. Response: We are and will - from August 5 to September 24 there will be status updates of the reopening plan. There are meetings calendared, and willing to meet anytime necessary to talk with community, Board, or full community. That graphic is not an exhaustive list, but an organizing graphic of our work to reopen, and within each, there will be supportive data to guide that work, such as enrollment, but may be other supporting data that may be useful to helpful to move forward, to answer questions or share with our community why the dial is moving. Perhaps at the meeting on August 18th, we can bring back supportive data and begin presenting in that way
 - That's vitally important as we move forward, and this list is information in mind for this current recommendation. Make that as clear as possible for the Board and Community to understand. Raise because we receive a variety of information from different sources and relevance, and know how to sift that and relevant for this point. Many people in their communications have expressed an important feeling of lack of safety they believe they are concerned about or feel if they were to come into buildings. Concerned for a system to build decisions on objective criteria for the community to understand and quickly see to see the decision. Individuals may choose to make decisions based on their feelings and subjective sense of safety, but our system needs to deliver an education based upon the science of the data we have, and the clearer we can be from the beginning, and highly recommend for the next presentation what we need to see in each of these areas. Recognize some can be described, and others difficult to describe key part, going to turf not linked to the State's guidelines that is driving the decision making and the Board and Community need to understand the why. Response: We can set up a framework to populate to the extent we can, and show once schools tarts, how those breakdowns work. Safety is ratio and number of bodies in spaces and hard to project until we have enrollment, and data to continue to update the community. This isn't decision we want to make - not a decision with this leading recommendation is one we don't take lightly. This is to ensure can do it safely with unrpeditability and disease without a vaccine and variable important to measure, and with great confident look at our families that their kids are going to be okay and excellent learning environment. That's what drives us.
 - Director Marchese also noted that this is a decision the Superintendent shouldn't have to make in this way. None of us should be in the environment we are in as a result of the failures of policy and implementation to deal with this disease that go far up the line from any of us - it's a situation that is difficult for all and dealing with difficult decisions hard to have people accept - concern and goal is people to be clear in understanding how arriving at decisions and support and affirm that with the choices of their children's education and staff to play a role in all that. The more people understand the how, the more reality it provides

folks with what we're grappling with. An important point was that we would need 1200 new elementary staff to adequately implement an in-person program. It is showing that data for resources that gives an opportunity to advocate for funding, allows to mobilize our community, and the more specific to accomplish this, the more the Board and others will be able to advocate for the District. Let's use this information strategically to advance what this District needs for our students.

- Readiness framework that is clear and easy to follow with data, and forecast out as well in terms of when to continue to receive how it is organized and factored into decisions.
- SEAB Member Ali noted two questions - one knowing we are doing distance learning and the Equity portion of this to ensure students don't fall behind, and youngest learners on track to graduate and advance, as well as about staffing concerns and data to determine that. Responses: The latter two questions will be addressed in later slides, with the bulk of the presentation to detail more about distance learning supports. In Equity, connections are important and no longer buying hotspots, but demanding broadband for students, and want to hold whole community accountable for this and want broadband for all SPPS students families - it's not only connection Equity, it's an education Equity. We are talking about access for information for all students through the internet. It is what we are committed to.

Instructional Design

- Distance Learning 2.0
 - Instruction
 - District-wide Course Design Details
 - Technology

QUESTIONS/DISCUSSION:

- Director Ellis noted questions about the apps and that Schoology is not parent-friendly. Wondering about the other apps that will be available, and if we have found that some work better than others in DL 1.0 to use in 2.0? Response: The ones we have used in Design Institute have been engaging, including FlipGrid with videos and available to students and staff in the App Store. We have also been using the Google Jamboard and 25 people working on a virtual whiteboard an interact with each other in that way. The different apps and feedback is that students want to be able to interact with other students and those are important aspects, including SeeSaw, Schoology and Google enhancements to foster SEL, increase interactions, and increase academic depth from the curriculum as well. Different websites and apps were also noted, such as Chatterpix for reading, FlipGrid for videos, and opportunities to engage in restorative practice, dialogue for internet safety. We are taking our tools to break into necessary for families at the beginning of the year, and core apps, and packaging that in a small dosage to ensure that is done, and the next tier of apps where students and teachers and do in another depth of instruction, and a third tier of content specific information. That slides MLL, OSS, and adding their pieces as well. It is to engage, go deeper, and then granular level. There's an umbrella of tools like LibraryGo! And virtual library where students have a wide variety and schools may have additional apps at their sites for their programming. We have been listening to feedback around engagement on apps.
- She also noted concerns about the icons such as campfire, pop-up tent, etc. Explain more what is happening in each and how will students understand this? Response: The course design is to have four different modes to interact with the teacher and content and will teacher students what each means and what they will do within each mode. Teachers will be required to review a couple weeks launching DL 2.0, and the expectations will become clear. These will become a common phrases, as they have for staff, and definitions for all. The language has become ubiquitous, and interesting

to watch it happen. All the best thinkers, including Zaretta Hammond, say that we need novelty and teach what that novelty means to connect with the meaning, and show up every day to be sure of what to do and when to do it. That was confusing in DL 1.0.

- Know talking about PD later, but how much voice and choice do teachers have in the apps they use? Response: Each app does something a little different, and have windows of time for staff to recommend to add those to the app store for th students. The content leads vet those to adhere to security protocols, and no advertisements and confirm to laws. They also work with the teachers, and to let them know about other tools available, and if there is a new app, we go through the vetting tool, load into the virtual app store, and then goes to students. When it's available there, teachers will note to students to download it. There's a process for it, and to make it wide-open makes it confusing to students and teachers with the large volume of apps available. Teachers are part of that too, as well as Tech TOSAa and iPad managers at the schools.
- Director Allen noted her initial excitement and understanding of the nature icons, and the thinking to bring students into nature or into the community for learning and experience, and later learning it's a "hike" on the internet, and hoping to figure out ways to go into the community to help us in this work and learning experience. The internet is great, but also recognize screen time is not the greatest, and other options for educating our youth. Appreciate the different angles and presentation.
 - There is a section for supports for families, which will also provide more details on community partnerships.
- How will we roll out PD for culturally responsive curriculum, and also PD that is attached to DL, and will it be an ongoing process for our staff, because it's very fluid? Response: There will also be a section about PD and specifics about how to roll out the Ready for Rigor framework. In thinking about the framework, it has been with us since the beginning of our Equity work, and new for some, but not all.
- Director Kopp noted that she liked the icons, and while not a camper, these icons help - thinking about as a parent and understanding her child's day and her different kinds of things she'll be doing, and opportunities available. There is great learning opportunities for kids to create their own icons to represent the same things and bridge for understanding and icons that may represent those - different ways to make it relevant for students. Appreciate the variety of ways for students to access their learning, share their learning, and moments of choice and inquiry, and places to come back and share, and places to go for help.
- Appreciate the peer-to-peer items, and noted her personal experiences and take the great practice and applied to academic discovery and pursuits.
- What does a day look like in elementary school - it will vary to school to school and teacher to teacher. There are parents wondering if their child will be on the iPad for 6 hours - not only wondering what their students needs to do, but as a family how to support their child and their learning. Response: There are many ongoing conversations and have had lots of input, and is still in discussion. The way we're looking at this right now is with guidelines from MDE with a 6.5 hour school day, and well-rounded education pieces about standards to achieve and times go with those standards. Think trying to replicate a school day in a virtual way, but stay away from 6.5 hour screen time day. If there is, for example a "camp", and teachers gets together and first thing in elementary school and the students are to go on a "hike" and their task is to create something at their house with paper and pencil that represents them and their family, and then see that there will a "campfire" starting in 30 minutes later. They have 30 minutes to make what they will share - at the "campfire" there will be a class meeting, and each student will be able to share what they've made and why, and then move onto Reader's Workshop with a mini-lesson or recorded video, or read a book, and "away you go" where students would then go and read. They would have a schedule to come back, with other curricular items to happen during the day. The one thing that we're able to do in Google Meet is

record our sessions, so if a student wasn't able to watch at that time, they could then watch it later when all were interacting, or if they need it to be repeated. There would be a larger chunk of math time after lunch, and then can end the day with an afternoon "campfire" to wrap up their learning. There might have been small groups to meet with the teacher too, and a dynamic and fluid day with these guidelines, with a variety of modes of learning and activities like reading, Math with Me, and sharing photos. It needs to be a nice balance, and excited to show examples from the field. One more opportunity is to think about our youngest learners and Dr. Erickson to do virtual Ease Into the Day.

- There is no way a PreK child will have 2.5 hours on an iPad, nor 6 hours in full day. We fully expect to take advantage of what is happening in the home and with their families. Culturally responsive teaching will begin in the home in teaching with PreK. The family is the most present and important day, and anticipate for the family logging on with the child and opportunity for all to come together with their family. Our vision is then that the teacher would set up something at the end of the day, and then come back and talk about it the next day. The community building happening and culturally relevant teaching in PreK.
 - Having been at an ECFE session in distance learning and seeing real life happening, and able to see what families look like in our city and classes. It was amazing and connected, and how hard our PreK team works, and the focus on the family part.
 - Families will not all be available, and events will be recorded, so those who may have missed will have the ability to go back and watch it.
 - To know there isn't that pressure, and with life, and to not feel like miss out or still have opportunity to get back into when able, that's wonderful. As a parent, this perspective on what needed to support child. Getting a picture of it is helpful. In a work hard to imagine what happened next, as much as a picture we can paint and continue to paint and refine will be helpful.
- How kids might do an activity and come back, guessing the skill will be developmentally appropriate for expectations for kids, and teaching them the skills to scaffold their learning for access? We're not going to ask kids to do something they won't know how to do at that time. How is that taught or supported? Response: One of the things cautioned is to get too specific about a day in the life, because teachers are super creative, and may like to make things that match and meet the needs of their community. One of the things know of all teachers teach expectations, and let kids know, like setting timer and ensuring that activities are appropriate for their class in terms of learning. Not a specific grade level example mentioned, but taught to the child and the family to ensure all know the expectations.
 - Teachers will want and need flexibility to take advantages of those things happening in the moment. Hearing from parents that they want this to go well for their student, and ways to help and support them.
- Director Marchese noted that Technology is an area of District strength and investment in personalized learning, primarily in the 1:1 iPad program. What have we been learning about our strengths and limitations needed to adaptive or additional equipment for those of whom might have challenges and what is our work around that? Response: We have looked at this, and in general the iPad is able to accomplish the bulk of what students need to do to be successful in their education. There are some situations where different tools might be needed, for example Project Lead the Way classes, Advanced Engineering, and Architecture classes - we've taken advantage of labs at the school with advanced PC or desktop Mac machines, and working on augmentation in DL environment to distribute those devices, or provide alternative opportunities with the iPad tools we have. We are also working with OCCR in those instances. The other item to highlight is that every digital tool has opportunities and challenges, and said about the iPads is the tool matters, but camera on front and

back and ease of use to bring self into the classroom versus a laptop to take it outside with a photos and embedded apps within the iPads in the iOS environment - many conversations at stores to talk about their tools, bring up education and the plethora of resources to support all levels of learners. Also, how do we pivot when something different needed based on the needs of the student. We are looking at the different adaptations need to make.

- Director Marchese also noted that we are asking students to use iPads for extended amount of time under this enhanced model - will bring challenges to think about in looking at the mechanics and physics of students and physical space and way to use in their home, size of the screen and keyboard feedback works or doesn't work for them. Think we may learn things about adaptations that students need for purposes to successfully use technology. Also thinking instructional design - concerns about amount and length of time for students to be on screen versus off screen, and extent to which we can try to program off screen time to assist with the learning, such as walks for science classes and exploration. Opportunities to get up and move around incorporated around the learning model. He noted his personal experience to successfully navigate in front of screens. Our student well-being will be a part of that conversation, and to help if families note their students are expressing pain about hand cramps or other issues that might arise. This may be part of support, but also for teachers to think about in instructional design.
- The other question to address parental support - our early learners will need a lot of supervision by older people - parent, caregiver, family member, old sibling, etc. The support for families will be hugely important because early learners will not be able to do what an 8th grader may be able to do to get started for the day, and interested to hear in how we are addressing those issues.
- Director Foster noted that with instructional design, and thinking about apps and Design Institute, and hear more about thinking culturally relevant instruction and app usage, and what it looks like for us and intentionally for apps to be culturally reflective of our student body. Response: As part of SPPS Achieves strategic plan, we have a culturally responsive instruction group and we've adopted Ready for Rigor framework, and every teacher is going to receive the Culturally Responsive Teaching in the Brain text. Part of all design elements were intentional to teach about Ready for Rigor framework, and how to teach it, and the goal is to be at the center of the framework is a space is a safe place for students to experience rigors and rich learning activities, a way through the four quadrants around the center - the educator awareness, learning partnership, the information processing (ignite, chunk, chew and review) and community of learners in enriched environment. While we will be apart, lots of ways teachers can incorporate ways for students to see themselves in presentations and interactions with peers, and through the use of culturally responsive books and materials engaging to the students. We're intentionally align about that. This could be a 3,4, or 5 year process, and with the strategic plan and Ready for Rigor framework and dig into Zaretta Hammond's lifework, and with the Equity Department, we will be able to share these experiences and make SPPS a place where all classrooms are safe for very rigorous and intentional partnered learning with students. (The specific of how much will come at the last slide of the presentation.) In Early Learning, we use the work sampling system as assessment tool in PreK, as artifacts of the child's learning, and excited for DL 2.0 is work sampling. In brick and mortar format, it was teacher-driven. In Distance Learning 2.0, this is an incredible opportunity to empower the family to show what they are doing at home, build it out, make them proud, and the artifact used to show growth over time - and that is culturally relevant teaching and about to happen.,
- Thinking about adaptations for iPads for our students who may be deaf and hard of hearing or students with dyslexia, or with sight issues. Response: In Special Education, we have a robust assistive technology team, one of the greatest gifts in SPPS, who have identified programs for talk-to-text, programs to read aloud, and within each apps, there are assistive ways in which to modify the visual or magnify, or highlight or shape the contract which is helpful, especially for students with

dyslexia, to shade portions for the eyes to track across the content. For students with deaf or hard of hearing needs, our staff shared feedback that was shared was with interpreting, the screens are too small to see the interpreter, and are looking into computers for students and will be provided for anybody who needs support for which the iPad screen is too small. Through the IEP process, we talk through the assistive technology for learning, and have family nights with assistive technology, so families know what is available and we can intervene.

- She also noted immersion programs.
- Superintendent Gothard also noted that distance learning is how we are delivering this, but the work with the team is what they do - it isn't as if this is brand new and making this pivot to distance learning, this is how the team works to achieve the goals of SPPS Achieves, and unfortunately as it happens, we need to interact with students in DL 2.0 environment. A lot of what is heard, it is best practices to consider culturally responsive and meeting the needs of our plans. Proud of this team and the work they continue to do.

Support for Students

- Distance Learning academic support center → Support services for identified groups → School-based support teams → Support for all learners → Solid instructional foundation for all
- Back-to-School Assessment
- Support for All Learners
 - Social-Emotional Learning
 - Counseling and Personal Learning Plans
- School Based Mental Health and Academic Support Teams
- Pre-Kindergarten Instructional Supports
- Special Education Instructional Supports
- Multilingual Learners Instructional Supports
- District Academic Support Centers

QUESTIONS/DISCUSSION:

- Superintendent Gothard noted this a great example to examine in real-time the logistics in these big changes to be making. DL is great and personalizing, and if we transition to hybrid, we will need to find a new balance for DL support versus making sure to successfully navigate a hybrid schedule. With every change we make, there will be secondary issues to address in some way. Know the team is up to that task.
- Director Ellis noted questions about assessments, including how and when teachers will be able to do those on top of the DL schedule, and how many people are helping with assessments, and how many students in virtual classrooms. How are we supporting teachers and staff with those assessments? Response: For the standards-based math assessment and FAST, these are benchmark assessment and not done at the beginning of the year. That time is dedicated to getting to know teachers and routines. Because these are district assessments and not high-stakes, they can assign a window for students to take within a specific time. They would then grade them accordingly as assessments come in and give feedback. There is flexibility. We do ask to take during the school day as opposed to after school. With access to English Learners, aside from the screening part of the access, that is the most recent summative assessment data we have - the last high stakes assessment from the Spring, and that data would be relevant for this coming year. The FAST screener is computer-based screening for students in reading in grades 2-9, and the two components take about 20 minutes each, and the teacher can assign them during the school day - often times do like to take them at the same time to do the best for the best data and student work. The amth assessments are more formative, and might be performance-based, with a task to create an item and share back with the teacher to

understand more towards that standard. Those will be in the courses of students teaching the teacher. In Early Learning, a video was noted from CMD of a scholar from HPE, the family was using SeeSaw, and the direction from the teacher was to count, and the family took it in a musical direction, and the learner was in the front counting. The target in PreK is to 31, and the adaptations of teachers based on students' knowledge is important. That's an example of capitalizing and intentional with planning to find out more for assessments, and what to plan in a playful joyous way for students to show what they know, and within culturally relevant teaching.

- She also noted questions about support for students in MLL and SPED, and IEP meetings and schedules around those. Response: In IEP meetings, it is agreed upon time between the parent and teacher, and still keep that practice. Right now the IEPs are from DL 1.0, or the addendum, and need to shift to 2.0, and they are important as a legal document between the guardian and the District regarding the services delivered. We will provide understanding to ensure both schedules work, and a legal component of the IEP to deliver the services appropriately.
- She also reiterated who is helping with the assessments - all the teacher, or support for them? This conversations started with knowing there has been regression in learning for students, but we will be doing assessments later, and an amount of time we have lost, and there is a need to figure out ways to support students in better ways in a strategic personal way, and in order to do that, we're supporting teachers to support our students. If doing assessments, it can't be only one person doing them. Were assessments done last school year, and is there a lag in information? We need to address their academic gains and where they're struggling.
- Director Kopp noted a few questions - so happy to hear Lori Erickson talk about importance of families, and families don't hear enough how important they are to our learning environments, and in distance learning, we are seeing just how vital our families are and have always been in learning. Thanks for early engagement and empowerment of families.
- For mental health supports and opportunities - know in high schools there are clinics in our schools that provide ongoing support. Will there be opportunities like that for students with community partners for mental health? Response: We will have opportunities to continue school-based mental health programming during distance learning. In all comprehensive high schools, there are Health Start clinics that provide both physical and mental health supports, and one of the partners through the Spring and DL 1.0 that continued some face-to-face service at a couple sites, but most partners did try to reach out to families and continue through telehealth. In addition to that partnerships, which is run by MN Community Cares, we partner with about 10 other community mental health partners, and have over 50 schools, and our goal to have a partner with every schools. At 52 of our schools have those partnerships, and those agencies are continuing to take referrals and connect with school-based support staff. We have been meeting and checking in and continue to get ready for that kick-off for distance learning. One of our partners, Change Inc, did open a family support line through 1.0 and summer, which is a way to self-refer and also work to provide referrals for basic needs that families may be struggling with.
- Director Kopp noted a personal experience in conversations with others and talking about the challenges of doing mental health through telehealth, and a lot has been learned, and that was at the secondary level level. What does telehealth look like for youngest learners, and how do families have a chance to help? Response: For younger learners, it has involved their families, with their parents or caregivers signing on with them for the service. There are challenges, even with older students - what's been difficult is confidentiality and other concerns. One of the partners has started "walk and talks" and have, with parent/guardian permissions, provided services while walking around the block with the young person to provide support in that manner.

- Opportunities for a place for students to go for mental health, similar to distance learning support centers; appreciate thinking around that, and interested to hear more in how our practice is evolving, with this being a stressful time. Feeling good to access their learning in a meaningful way.
- For supports for kids in Federal Level III programs, the staffing looks different and numbers of adults engaging with students, and that can be hard to replicate in DL. What is the thinking in support or specific ideas for meeting their needs? Response: For our special education services for students with additional support, our paraprofessionals are with the teachers designing lessons, and more sam-time instruction that occurred, with a screen with the paraprofessionals, teacher, and other specialist to do activities together so students could see faces they know and connect. They are right there with the teachers and designing lessons the fun part is a para to take on a lesson and facilitate it in distance learning,. That partnership is strong and want it to continue to be strong.
- About the staffing at the academic support centers, and great community partners who are stepping up and eager to do this work. Remembering that there will be people working with our young people in these programs and recognize that we need to acknowledge how they are stepping up to spaces fill a gap that exists, and to thank them for that because they have families and lives, and they are asking for that and want to do that. Commend and thank them for that.
- Director Marchese noted this is helpful to see the range and scope to provide for students.
- Looking at the District Academic Support Centers, what are we envisioning for the number, accessibility, hours of operations, staff, and how students would be referred? Response: The suport centers are beginning to staff from 7:30am-6pm to provide a range of time to flexible for families and align with work schedules. Also, if there is a need, to open on Saturday from late morning to early afternoon at a few locations throughout the city. We will begin in each area, or zone, of the city. For referral, the support system will happen at the school level, and if not adequate, a staff member would then refer that particular child or family to the family help line, and then triage the hours the family needs, the actual need (SEL, academic, tech) and refer that family based on needs. They will ask if busing is needed, and set that up. There will be a mini-assessment to determine their needs. The support centers will welcome students based on that assessment, and provide that service. We are working with the schools to determine the length and duration of services, and working in collaboration with the schools as well as the family center.
- Are the support centers will be by referral, so if a parent decides there is difficult to complete academic work, and need assistance, where to go - how would they go to academic support center? Is this envisioned to be a couple hours at support center, and then go home and continue, or expectations as result of assessment a plan put in place with a schedule of times when a student may need to come to the academic support center? Response: Yes, it will depend on the needs of the students and what the school believes the student needs for support. We will accommodate requests based on the need of the student. Some students will need daily, and some 1-2 times per week depending on issue. If a family would like to self-referral, to ask them to first check in with the school to see if the supports can be provided at the school-level, and then go to the help line for staff for referrals to ensure we can monitor social distancing, staff there to provide support. This will not be a walk-in center, because we want to ensure we are aligned with the expectations of the COVID order.
- Helpful to hear, and about safety precautions in support centers - that is tricky situation to manage, and already determine how to appropriately support students, and those buildings will need to be prepared. Are we thinking there would always be only opportunities for individualize supports, or will there be opportunities for group work? Response: Yes, there will be opportunities for group work - there may be a school with a group of students with questions in part of the curriculum, and that will also be allowed, supported and encouraged for those students to come together for support in small groups. We are also going to ensure we have additional staff to help manage the traffic flow, ensure

we are using social distancing, have PPE from visitors, volunteers, and staff, and students to provide that support.

- You do envision there will be staff assigned to academic support centers as their job duties?
Response: We will work with our community partners, as well as our staff.
 - There would be paraprofessional, teachers assigned there - and will they be doing DL in another fashion, or exclusively working at the support center? Response: Our licensed teachers will be busy providing digital learning support and will not be first go-to for support center, but have heard from retired teachers or retired educators, so they may be some licensed teachers there as well. The expectation is that a licensed teacher will be providing teachers to their class at their school in a virtual format.
- In terms of the referral and organization - suggesting with a group of students from the same school in a small group for instructional support, would that also be available to students who may be from a variety of schools with similar needs? Could we address those at the support centers in some fashion? Response: The goal is to start district support centers early-October to allow assessments to happen first, for coordination and referrals to ensure we are prepared. That doesn't mean we're without support - we will have built-in support from Day 1, but may not be as individualized at that point as in our district support centers.
 - That's important to note that support in district support centers will not begin until October 1. There will be a range of questions and a lot at the beginning and to know who to call, and where to go. Know heard concerns from family members who said the frustration with DL in the past, fact that teacher trying to help us but limited to iPad technology, but problem required more than distance-wise, and there needed to be more assistance. Particularly in our city with our families and broad range to assist, will there be language capacity to translate, provide instructional assistance to parents to accompany their children, and a language to understand - how will we account for that? Response: Yes, for language supports. We haven't thought if the district support centers will be the right physical places for families and students. We quickly will surpass our social distancing numbers when adding families. At this point, the support centers are dedicated and prioritized for students, and those adults there will be to directly support students.
 - Director Marchese noted his concern for our younger learners who will need support, and if they are going to support center without a parent or caregiver, get the support they need, and then bring that home to duplicate that in an a distance environment if a parent or caregiver if not there with them. That will need some thinking, and appreciate to need to continue to work on that.
 - Appreciate the discussion around supports for students in special education and MLL - similarly who is the right person to take it to the next level. Will MLL students who are having issues with instruction because co-teaching is trickier to accomplish in DL environment, for example, how will they be able to say "I need help - will be teacher noticing, student initiating, parent or caregiver? Response: Chief Watkins provided information on how staff, admin, support staff will monitor student progress, attendance and achievement. It is similar to a live classroom, where teachers continue to monitor assignments through the four sessions, giving critical feedback regarding sessions, continue to monitor and track, and continue to work with families and students in growth and strengths. The relationships closest to the child is going to be the best identifier if there is an issue, and the school is set up to be the first contact for families, and that support team, they will have the ability problem solve and figure out with the family, and that will get them to the right place for the physical support. It starts with the teacher and child, with nay breakdown, the school is the first line of defense to ensure students have support.

- Director Marchese noted concerns that by using DL and placing the instructional locus in the home, the only people in space are the family or caregivers, and realize the range of capacity. Worry about students in environment where there isn't someone to be with them on consistent basis, and someone picking up on issue child having - because the parents is not able, for any number of reasons be present. In classroom, it's a more controlled environment, and will not have that. The systems in place to do that need to be robust to spy that from a distance and to look for students who need support, are checking out, or struggling. That will be a tough call for teachers and who they can work with to help.
- SEAB Member Ali requested more information on Zello, which replaced Naviance. What were the factors to change in a time where things are uncertain and students are unsure of schooling, especially for seniors, and Naviance was the link to higher education and counselors. How will Zello work and for students to understand? Response: The decision was made prior to COVID-19, with RFP, stakeholders, feedback, student engagement. We are aware of the challenge to happen moving to a new system. The capabilities of Zello have shown to be more student-friendly and is K-12 system, whereas Naviance is a 6-12 system. As mentioned, Naviance is a great tool for 4-year process, and Zello is greater for post-secondary education. It is a challenging time, and will be a transition, supporting counselors with PD to help students with transitions, especially with incoming seniors. It was not a decision made lightly, or made at this point. It went through a very rigorous process to determine the platform. Superintendent Gothard noted that he challenged the team to come up with tool to identify strengths and assets in our students at a much earlier age, to be able to program and direct students based on their strengths. That is what started this discussion, and wasn't willing to back-off even with the pandemic, and most important things as a system is to build based on the strengths of what our children bring to us each and every day, especially at a young age.
 - SEAB Member Ali noted that seniors were communicating with him to ask about Naviance, and students who want to start their application early and now not sure and how to access Zello. How fast can students have access, or counselors to connect with students who want to start their applications early? Response: Our counselors arrive back on August 24th, and will ensure this is a high priority, especially with the college process, and applications. We will work with the counselors to ensure they reach out to all seniors to ensure post-secondary planning happens right away, and supports for students to access Zello early and often.
- In ELL, how does it vary for students with varying levels of English, and how to incorporate them for classes and resources, and not only separating them from other students? Response: We have our distance learning service model, which addresses the access to the core content areas, and the service plan has always been defined for elementary, middle, and high school and will continue to follow that equity and access for students. It will be in a different platform, and also requires us that EL students are accessing the Tier 1 instruction, and the need for teachers to co-plan together in elementary, co-teaching and collaboration, and in secondary, to continue to offer sheltered courses for Level 1 and 2, and continue to follow with the class schedule, and the minimum number of EL students eligible and access to, unless they refuse service, the service plan will remain in tact as Tier 1 instruction. Also add that in joining weekly CGCS sessions to plan for EL learners across the nation, excited to examine a document recently published "*Addressing Unfinished Learning after COVID-19 School Closures*" that provides guidance to principals around planning instruction for upcoming school year and beyond. We will examine it more closely in MLL and OTL to incorporate these 6 aspects of strategies to address the unfinished learning. She then reviewed the categories of 6 areas - strategies to stick to grade level content and instruction, focus on depth not the pace,

prioritize content and learning, ensure inclusion, identify and address gaps through instruction, and capitalizing on commonalities not differences.

- SEAB Member Ali then noted that he doesn't want any student to fall behind in many ways, and looks forward to the next meeting for ELL.
- Director Foster noted that as we move into families, thinking about what we learned over the Spring and Summer, if we learned things and made changes for families experiencing homelessness and highly-mobile. Response: We can get more information, and Project REACH team have been working hard to prepare and consider to go into shelters to ensure kids have access to school and continuing schooling as much as possible. They are continuing their services, and offering tutoring through distance learning.
 - It's good to acknowledge because families may feel missed at times, and we need to ensure all students and families are seen and heard.

Support for Families

- SPPS Services for Families
 - School Support Teams
 - Districtwide Resources
- Community Services for Families
 - Social Service Support
- Community Education
- Extracurricular Activities, Extended Day

QUESTIONS/DISCUSSION:

- In backing up to the icons, and talking about cabin, and troubleshooters were intervention folks, but who exactly, and who is reaching out? Are they paraprofessionals, or intervention specialists? Response: For who reaches out - we have slightly different staffing configurations, but all that were mentioned. So often the paraprofessional staff are bilingual EAs, family liaisons, and cultural and intervention specialists have the closest relationship with families and core parts of academic support teams, and team equipped to support families and answer questions. It is different at each school because staffing configurations are different, but there are similarities in terms of roles.
- Overall, we talk about the five languages, but speak 142 language, and leaves out a lot of students, and what are we doing to bridge the language gap? How are we building relationships in community to ensure they have the supports they need? Response: We are exploring a few partnerships to have more ongoing support for next tier of most frequent home language, such as Oromo and Amharic, and Vietnamese, and partnerships and staffing in the district, just fewer, to support families. Some of outreach in August will include those staff to do that outreach. For lower incidents languages, who don't have as many partners, or staff who are bilingual, continue to use Language Line as a resource, and other resources in the community for purchased services. We hope to keep stretching to have bilingual support in as many languages as possible. That's our progression and move through the layers of incidents.
- In campfires, is that also school gatherings, like celebrating Hmong New Year, and spaces for the DJ. Are we talking auditorium gatherings, and still do those events and do them virtually or other social distancing way? Response: We will continue to follow MDE and MDH guidelines about when it is safe to come together. Whether we will have virtual big gatherings, we will have celebrations at the District level, and also preparing guidance and help for schools to host themselves as well, and in collaboration with family liaisons. It's a collaborative process to develop districtwide help and have parameters.

- For Discovery Club, do we have it in summer? Have we looked at how bringing those folks into spaces together and methods that kept those individuals safe, and are we making adjustments for the future? Response: We have ran Discovery Club this summer, with 300 students participating at 6 sites. We have learned both in Essential Child Care and Discovery Club including transition of students, support families during contact tracing, movement of students, safe use of play equipment, and things learned over the summer will continue to take through to the Fall.
- Director Kopp liked the idea of aligning the supports with instructional design - easier to understand and communicate, and also empowers families to support each other. As much as we can to amplify that and value that in this time and the future.
- In Discovery Club, and wondering if we have a comparable Rec Check-type program - anything like that happening or possible, for folks whom a fee-based program will not be accessible? Response: For our families that qualify, Essential Child Care will be available and the City does plan to run recreational program - not at all sites, but particular to partner with us at Essential Child Care sites, and able to go to recreation centers to participate. The City is also planning to provide after school supports in recreational centers and Rec Check Plus.
- Family supports will be incredibly important at this time, and any ways to spread this message and help to ensure families feel cared for.
- Director Marchese appreciated the opportunity to learn more about support systems for families and work done. Questions about what trying to do - supports for families. When look at the district wide resources and school support teams. The district wide is more technical support for families. One concern is using DL is making parents and caregivers active partners in learning process, and many need support to do that and do it well. Are we considering something like professional development for parents to be better prepared to support their students? Similar to PD for staff because this is a huge learning curve, and had experience in the Spring, but trying to level-set in different way, and to do effcelty, provide families with “training” to give them a way of thinking for best practices. Response: one of us wished for the pandemic, but family engagement sees it as powerful opportunity. In-person education, one of the biggest predictors is family engagement, and powerful opportunity. Yes - we need to start with the basics, and staff working on that to have a lot more methods for delivering the learning to adults. We need to start there. For OFECP and family serving folks, start in relationship, ensure people can find us,us , are there, adn watching groups and offering supports. The team at the district level and schools will start. Then we go deeper, and start to work into the core apps, adn how a parents can leverage what they are learning to connect them to real-life to cement what kids experience through the instruction. We are thinking about that, and ground it in initial relationships and initial connections. Appreciate the comfort level for parents and families.
- We need to be careful in how we engage our parents and families in this work -we are relying more on them than ever before to be successful, and hope for a level of deliberateness, and hope that comes together in something to be clearly explained and offered to parents in thoughtful, coherent, and culturally appropriate way. This does not only have to be district staff, but also community partners who can assist and the support to provide some of this. Not suggest it all has to be SPSS staff and staff only, but think creatively how to use partners in work, a parent education training, best practices, curriculum and approach is needed.
- In looking at the various social media platforms and emails, social conversations, many families are discussing forming pods of some sort to allow to collaborate together with students, and hire a nanny or parent designated for the day to help with a group of families. In a conversation, one parent expressed a concern as able to do one item, but like to open to others to be a part of this, and inequity in how to do that. Are we thinking about how to facilitate connections that don't reinforce structural inequities in our system and community for families who may have the time, energy and resources, whereas others won't? Response: We have a team member working through an initial

draft of what that could look like - doing background research on the piece of that strategy that has the potential to replicate inequities and deepen them, and to ensure that we don't put something out that does that, but also support parents self-organizing with us to center equity. We have wonderful parent partners who are also willing to help. We have to acknowledge the parameters and permissions in place, and structural things which is why we want to have the district guidance. We will be testing it with our parent leaders.

- He also encouraged the district to think of ways to support those efforts to do that for everyone who wishes to do that self-organizing and in which we are reasonably able, and community partners who have capacity to assist with that. A lot of this informal work will happen as a result to go to DL, and to the extent that the district can be helpful to tamp down significant inequity opportunities.
- Director Foster reiterated about family engagement to have 3rd, 2nd, and 1st generation families from across the world in our schools, and 144+ languages. Our students are the interpreters for families. How do we work with parents and teach and allow them to grow along with us. Many families do not have those supports in their household, and thinking about partnerships, and seek experts doing that work and allow them to step in and champion some of those for us.

Supports for Staff

- Adjusting to learning structure
- Health
- Flexible work options
- Performance Management
- Educator Professional Development
 - Providing tools for academic rigor

QUESTIONS/DISCUSSION:

- Director Ellis noted questions about the employee assistance program, and explain more. Response: We have a program for employee assistance, which is SandCreek, and a resource for staff, and has always been a resource, free and confidential for employees to support them in any coverage, and through a variety of issues. We will continue, and provided information for this program during time been out and talked about it, and likely bringing it back up to ensure administrators have it readily available for staff. It's a resource that is a benefit to all employees.
- It was also mentioned about substitute teachers, and that with regular school year, on any given day in any buildings, there was a shortage of subs, and how to manage that. That is something we would need to figure out when going into hybrid. As we're planning for the potential for distance learning, how and will subs be used, and that process - is it still through Teachers on Call? Response: We are looking at hiring building subs, and in negotiations, to have building subs for those buildings who had low fill rate the prior year. We are still moving forward with that, and one of the methods to help fill subs rates. They will be able to shift and go to various classrooms. We are also looking at a secondary model with a set of subs for a group of schools. We acknowledge that there is a shortage of substitutes, and one of the steps taking to get closer to filling those gaps, and working with Teachers on Call representative to ensure subs can support students, families, and teachers.
- Curious to know if thinking differently if it doesn't work as planned, and mentioned to have retired teachers people able to support our students and hope to continue to tap into further down the road and as thinking more long-terms.
- For the online interviews, and currently still hiring teachers, how many teachers may we still need, and how many positions we still have of open or available, and are them elementary, middle, early ed, or high school? Response: We typically over the course of the summer hire 50-100 teachers.

We are still on track with hiring. Depending on couple different factors, and how we go in and staff might need accommodation may change needs look like, or the model. Those are factors to think through planning and workforce staffing.

- We are looking at roles and responsibilities differently - is that across EAs, TAs, and SCSPs, or talking teachers too? Response: Teachers likely will not have a lot of changes based on DL or hybrid, but referring to EAs, TAs, and SCSP. In the Spring, we gathered information based on special educations, MLL and ELL supports, and division of schools and identified responsibilities for staff funder those umbrella, we are now identifying essential functions for those employee groups, adn identifying optional activities or alternative work to be added or adjusted to their work based on employee group to provide tight-loose guidelines and more clarity. Some buildings understand how to shift and use their staff, but provide support to all administrators, especially new and how they may adjust work responsibilities for that particular staff member if their role has changed.
- Director Marchese noted questions around conversations with bargaining groups about these changes? Response: We have a meeting scheduled with one of our larger groups, our Teaster group to talk through pieces and recommendations around a MOU. We have had meetings with SPFE, and those questions and conversations is around MOUs that currently exist and redefined topics that currently exist, including hourly staff and support for them, or adjustments. Also moving into the Fall about how we might support staff around distance learning, assigned to that when in hybrid model, and working through those options.
 - Addressing distance learning issues, and issues related to the current model, as well as the potential models in the future.
- Director Brodrick noted questions around the timing of PD available and take place, and whether it will be mandatory. Response: The PD for the summer will be highly suggested, and pay the contractual rate of pay for asynchronous hours, and with anytime learning, teachers can partake anytime once the course opens August 17th, and before Opening Week which is August 31st.
 - Assuming the bargaining unit is involved in talking about this with administration? Response: Yes - they were instrumental in the planning and continue to be instrumental in the 3-hour session planning as well.

Superintendent Gothard thanked the team for the presentation and work for past weeks and months to get to this point. He also noted Karen Randall who helped to stay organized and on time, pushed back when needed, and he thanked Karen. What we are talking about really hasn't changed all that much in the work and trying to do - got there some of the times and sections about how and want to know we haven't taken that big of divergence in what we want to do to meet the needs to achieve at a high level. He ended with a statement in an email shared with a member of the community:

I came to St. Paul to help everyone be their best, there is no better feeling in the world for me to watch the success of others which includes getting to know and sharing pride with parents. If I had a different recommendation that I could stand by, I would share it with you and the community. That day will come, and I hope I can count on you to stick with me and continue challenging me to make it happen.

He noted that how serious he takes this decision and recommendation. He needs the entire community to do this, do it together, and do it well. We will continue to learn and grow and great communication with our partners.

VII. ACTION ON RESOLUTION ADOPTING A SAINT PAUL PUBLIC SCHOOLS RESOLUTION IN RESPONSE TO COVID-19 PANDEMIC

Director Foster then introduced a Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic that stated as follows:

WHEREAS, on March 13, 2020, the Governor of the State of Minnesota declared a statewide emergency regarding COVID-19; and

WHEREAS, the Board of Directors (“Board”) of Independent School District No. 625, Saint Paul Public Schools (“SPPS”), recognizes that COVID-19 is an unforeseen and unavoidable emergency of urgent public necessity, that the World Health Organization has declared COVID-19 a pandemic, and that information, data, recommendations, and best practices in responding to this pandemic are continually changing; and

WHEREAS, the Board has a substantial public interest in effectuating the School District’s mission to “inspire students to think critically, pursue their dreams, and change the world” and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to meet the educational needs of all of its students in light of COVID-19; and

WHEREAS, the Board has a substantial public interest in protecting the health and safety of its students staff, and community and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19; and

WHEREAS, the Board seeks to retain its employees, reduce turnover, increase morale, help employees focus on work-related matters while at work, and facilitate the opening and operating of SPPS schools during the 2020-21 school year; and

WHEREAS, the Board believes the public purposes described above are fulfilled by efficiently and effectively making certain delegations, as described herein, to the Superintendent to address this ever-changing emergency situation in the best interests of the education, health, safety, and well-being of its students, staff, community, and the general public.

BE IT RESOLVED, that Independent School District No. 625, Saint Paul Public Schools, is committed to beginning the 2020-21 school year in the manner that best serves the education, health, safety, and well-being of SPPS students, staff, and community, and the general public and to continuing to operate throughout the 2020-21 school year in the manner that best serves those interests. In furtherance of these purposes, the Board makes the following delegations to the Superintendent and designee(s) to include but not be limited to:

1. Begin the 2020-21 school year implementing a distance learning educational model, Distance Learning 2.0, as fully described in the Reopen SPPS Plan. In this model, teachers will have the grade-level lessons and assignments in Schoology and Seesaw for each day. These synchronous and asynchronous lessons will be designed in a similar way to create consistent experiences at individual schools and across the district.
2. Adjust, alter, amend, revise, increase, change, or discontinue the educational model referenced in Paragraph 1 during the 2020-21 school year in response to subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other

national and state authorities and/or agencies. District leadership, in consultation with the appropriate stakeholders, may recommend changes that are less restrictive and those changes will be communicated to the Board. Prior to the start of the 2nd Quarter of the school year, specifically at the regular meeting of the Board of Education on October 20, 2020, the Superintendent will provide a status report on transitioning the District from Distance Learning to a less restrictive educational model.

3. Implement, adjust, alter, amend, revise, increase, change, or discontinue health and safety standards for staff, students, and visitors consistent with current Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. Prior to the start of the 2nd Quarter of the school year, specifically at the regular meeting of the Board of Education on October 20, 2020, the Superintendent will provide a status report on any changes to the health and safety standards being implemented.
4. Temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District. The Superintendent will advise the Board within 24 hours in advance of any such actions or as soon as practicable thereafter.
5. Temporarily assign and reassign personnel as needed consistent with applicable federal or state statutes, collective bargaining agreements, and memoranda of understanding or agreement.
6. The Board will review this Resolution and vote to renew, amend, or rescind it at the regular meeting of the Board of Education on October 20, 2020.

RECOMMENDED MOTION: Director Foster moved approval of Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic as presented. The motion was seconded by Director Ellis.

With a motion and a second, it was then opened for discussion.

QUESTIONS/DISCUSSION:

- Director Ellis noted that this is not how we imagined we'd start the school year, and heard from families and educators, and talking to our colleagues around the state. We are all in very difficult positions to determine what is best for our communities. None of us are making these decisions lightly or easily. A little grace and patience as we are trying to navigate in the best interest of our students that even though starting in distance learning, that we're still hoping it will be a positive experience and putting things in place and supporting staff in a way they haven't before. There is something lost here, and recognize that, and also look forward to getting to a place back in our buildings, but not do that before we are ready. Appreciate time and talent of team, and thanks to the Superintendent for his work and showing up and continuing to show up with the interests of the community at heart.
- Director Brodrick noted he is ready to support the resolution to begin the school year in distance learning model, but also heard very clearly from Administration that we are going to be very active and into September to move towards a less restrictive models when we feel it is safe and when we feel we are ready. He also would like to hear from his Board colleagues and if there is any

suggestion for an amendment. He echoed Director Ellis in that we are hoping we were in a different place, but we are not. This pandemic has attacked the world and SPPS is not in a bubble.

- Director Allen noted that we are in an unprecedented time. She is excited to embrace this new way of learning, and excited to take this journey with SPPS, parents, community, teachers and students to find the best equitable practices for all students. It will be difficult and scary, and it's uncomfortable, but, that's where change happens is in the midst of discomfort. As we work forward, we are all working as hard as possible, and thinking outside the box, and not a simple check a box to start the school year - putting together effort and work. It's beautiful and excited, and ready to continue this journey.
- Director Kopp thanked the Superintendent and team for this comprehensive presentation. Appreciated chance to highlight for the community the good work that maybe flies under the radar and isn't seen, and take community conversations and ask those questions and see the thoughtful responses from the District. Echo colleagues - this is not how anyone would want to start the year, and wanted something different, but we are here, and what we can do well. She has been able to watch the Superintendent and his team to give all to making this work, and committing to making it great. She is mindful that this is model won't work for everyone in the way they want it to work, and confident that we will not rest until we're making it work as well as we can for as many people as we can and won't stop. It was important to have this time to hear from more people and their stories. To folks who may not like or agree with this decision, but we hear you and continue to listen and continue to be engaged with you and advocate for you - and this team will too. Prepared to support this resolution and prepared to do hard work to take ahead to support outstanding learning in this community. So grateful to the team and did an amazing job.
- Director Marchese thanked everyone for the presentation. It was helpful to hear the descriptions for the planning and DL 2.0. More detail that was helpful to see and know the tremendous amount of work. No doubt the District is committed to an improved distance learning model and opportunity and putting in place as many points as possible to make DL a better option for families and better experience than the Spring. Know sincerely working on that. As know from comments at Saturday's meeting, he does have concerns about DL as exclusive options for families and bear acknowledging and repeating some of the things to know and consider within resolution. Despite the fact that have effort to making DL better, some proportion of our student body and families who will not be well served well by DL, and while staff will not ignore that, but the how to conduct it. They will need to depend on families' and caregivers' abilities to support students, and families and caregivers, while everyone wants safety and to try to do the most, also struggling with COVID and economic concerns in many ways, and particularly concerned about students in special education, MLL and our younger learners who may have needs to push margins of what to deliver in distance learning. He also noted concerns about our ability to deliver equitable education in distance learning only model. Our families who know best what kids need, deserve an opportunity to express that and understand their options aside from distance learning. Understand we need to consider what is able to be done safely - first and foremost and taken that seriously. But also think that we have to understand how families will look at situations, and how distance learning will be implements to not re-emphasize inequities, and how to not become something that expands opportunity gaps that already exist. He noted the many articles published about the impacts of distance learning. As much as trying to design a system that will probably be the system of choice for many families, but not lose touch for families to whom distance will be a challenge.
- He also noted concerns about the way to determine how we move from different models of learning from distance learning to hybrid to in person. We have guidelines from MDE and MDH, and guidelines set up by experts based on science and concerned how in the future evaluate how the Superintendent will make choices, if not made with reference to those guidelines and something to

demonstrate to the community that this District is not going to stop with distance learning, but move forward as conditions permit to other modes of learning. He also noted there are going to be significant challenges to implement other modes of learning, even if distance learning is the mode that we start with. Hybrid or in person learning will be challenging opportunity and it will take to leverage our resources and retool our operations consistent with other models. He is concerned about how to demonstrate the ability to do that if do it in a large scale way - how can we do this in steps along the way to move forward to other models when safe to do so. It will be a value to demonstrate the capacity to do that.

- He also noted concerns around enrollment with the District that is going to be one of the few so far to be in distance learning only. Our families and community know this and neighboring districts, charter, and private schools are experimenting with other kinds of instruction, and families will determine what options best meet their needs. If they do not believe or not assured that are going to move forward in concrete way. He is not convinced that when we move to move to a different mode that those families will be ready to come back to SPPS, and noted the serious thoughts to give to potential for impact on district financially and in future if lose sign numbers of student and families that will not be to our benefit. He knows this is factored into the calculation and the Superintendent and team are considering many aspects. To that end, he then proposed the following amendment.

RECOMMENDED MOTION: Director Marchese moved approval of an amendment to the Resolution to state as follows (underlined and in bold):

WHEREAS, on March 13, 2020, the Governor of the State of Minnesota declared a statewide emergency regarding COVID-19; and

WHEREAS, the Board of Directors (“Board”) of Independent School District No. 625, Saint Paul Public Schools (“SPPS”), recognizes that COVID-19 is an unforeseen and unavoidable emergency of urgent public necessity, that the World Health Organization has declared COVID-19 a pandemic, and that information, data, recommendations, and best practices in responding to this pandemic are continually changing; and

WHEREAS, the Board has a substantial public interest in effectuating the School District’s mission to “inspire students to think critically, pursue their dreams, and change the world” and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to meet the educational needs of all of its students in light of COVID-19; and

WHEREAS, the Board has a substantial public interest in protecting the health and safety of its students staff, and community and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19; and

WHEREAS, the Board seeks to retain its employees, reduce turnover, increase morale, help employees focus on work-related matters while at work, and facilitate the opening and operating of SPPS schools during the 2020-21 school year; and

WHEREAS, the Board believes the public purposes described above are fulfilled by efficiently and effectively making certain delegations, as described herein, to the Superintendent to address this ever-changing emergency situation in the best interests of the education, health, safety, and well-being of its students, staff, community, and the general public.

BE IT RESOLVED, that Independent School District No. 625, Saint Paul Public Schools, is committed to beginning the 2020-21 school year in the manner that best serves the education, health, safety, and well-being of SPPS students, staff, and community, and the general public and to continuing to operate throughout the 2020-21 school year in the manner that best serves those interests. In furtherance of these purposes, the Board makes the following delegations to the Superintendent and designee(s) to include but not be limited to:

1. Begin the 2020-21 school year implementing a distance learning educational model, Distance Learning 2.0, as fully described in the Reopen SPPS Plan. In this model, teachers will have the grade-level lessons and assignments in Schoology and Seesaw for each day. These synchronous and asynchronous lessons will be designed in a similar way to create consistent experiences at individual schools and across the district. **Concurrent with Distance Learning 2.0, the Superintendent will pilot optional limited-enrollment learning opportunities for students who receive specialized and/or ELL services, early learners, and students from families who may have difficulty in supporting distance learning, with preference for students who qualify for free or reduced lunch. Instruction will be delivered in a manner consistent with guidance from the Minnesota Department of Education and the Minnesota Department of Health.**
2. Adjust, alter, amend, revise, increase, change, or discontinue the educational model referenced in Paragraph 1 during the 2020-21 school year in response to subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. District leadership, in consultation with the appropriate stakeholders, may recommend changes that are less restrictive and those changes will be communicated to the Board. Prior to the start of the 2nd Quarter of the school year, specifically at the regular meeting of the Board of Education on October 20, 2020, the Superintendent will provide a status report on transitioning the District from Distance Learning to a less restrictive educational model.
3. Implement, adjust, alter, amend, revise, increase, change, or discontinue health and safety standards for staff, students, and visitors consistent with current Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. Prior to the start of the 2nd Quarter of the school year, specifically at the regular meeting of the Board of Education on October 20, 2020, the Superintendent will provide a status report on any changes to the health and safety standards being implemented.
4. Temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District. The Superintendent will advise the Board within 24 hours in advance of any such actions or as soon as practicable thereafter.
5. Temporarily assign and reassign personnel as needed consistent with applicable federal or state statutes, collective bargaining agreements, and memoranda of understanding or agreement.

6. The Board will review this Resolution and vote to renew, amend, or rescind it at the regular meeting of the Board of Education on October 20, 2020.

The motion was seconded by Director Brodrick.

With a motion and a second, the proposed amendment to the Resolution was opened for questions and discussion.

Director Marchese noted the proposed amendment adds onto what we currently have in the plan and provides a distance learning as predominant distance learning model for the District, but empowers the Superintendent to think about, consider, create optional limited enrollment, pilot opportunities for students who we know in the past, and very well in the future, may struggle with distance learning, predominantly students in specialized services, EL program, and early learners, and students from families who have experienced difficulty in distance learning, and important to focus on students who qualify for FRL, because many of the families in greatest stress due to COVID and the economy. Academic support centers are part of the plan as an opportunity to provide an additional level of service, and if we are going to be in buildings providing that service, what this would do is provide a very small limited enrollment option consistent with guidelines from MDH and MDE provided to see if we can pilot some kind of alternatives to distance learning only.

Superintendent Gothard then noted a clarifying question about the amendment. Earlier, we listed two dates as status check in dates where we may share thinking about making shifts to learning models, following MEA break or at the start of Quarter 2. Do those dates still stand in this amendment, and would a pilot be aligned to those dates, or looking at September 8 as the start? Response: There are several choices to highlight - it is not specifically dictate when the pilots need to be ready but gives the opportunity to create them based on what the Superintendent assesses as readiness to do that. In terms of timing, the academic support centers will open on October 1, and if there is time needed to plan for this pilot in an adequate way, there is flexibility. It will be important to communicate that, and that it will happen soon enough at the beginning of the year for parents and families to know the options and how to access them, and that the District is creating a plan to implement them. It is up to the discretion of the Superintendent and team to be able to do this consistent with the guidelines and operational capacity.

QUESTION/DISCUSSION:

- Director Ellis noted that her understanding is that if we felt that there was some movement and possibility to be opening, that that would be happening - not that we would be piloting. She is confused at the language of what this amendment gets at. Response: The idea behind piloting is to use this as an opportunity to determine how we can create additional learning opportunities, and we have models from MDE that were discussed in the past - but those were thought of as large systems-wide models. This amendment suggests to the Superintendent to have the flexibility to think about ways to deliver instruction to smaller groups. It may not be possible to do in large-scale groups, but in a smaller scale to think creatively about how to use our buildings and staff to meet the needs of students in ways other than distance learning. The Superintendent and team are best situated to determine what a small-scale approach like this could look.
- Chief Baker noted that to ensure that staff ensure the amendment and resolution - he ensured that it was clear in pilot. He wants board members to understand why this is the leading recommendation is because staff thought through all models, and a pilot, there are still ramifications to a pilot and who is responsible. It will be staff's responsibility and based on the timeline, and how intricate and woven in operations and instructional model is, that everything builds on what has been planned. Concerns

about piloting a program before the original timeframe of status check-in dates to move to a different model, we run the risk of not being fully prepared to support, not necessarily in instructional model, but in operations, and the impacts of this change to the operational plan, and would need to be changes and ensure that staff are aware of those and supported.

- Director Brodrick noted that one of the reasons this amendment is intriguing is because it addresses the main concern about beginning the school year, and completely prepared to begin with distance learning as the model, however as indicted at Saturday's meeting, really concerned about how we send messages to the public and to our major stakeholders, our families and students. He thinks when make decision to go to distance learning, which is the best decision, and looking across the nation with many large districts they are making the same choice. Also recognize a significant percentage of families are very anxious to get their students back to schools. Consequently, concern is that we ensure beginning tomorrow morning, whether with or without the amendment, that we send the message very clearly to that very significant percentage of families who are desirous to have their children in a school. Like to turn back to the Superintendent to assure that with or without this pilot program, are we going to be doing a good job of communicating to the parents, some of whom may be disappointed in the resolution.
- He also added that an ongoing issue in our district from time-to-time is the element of trust of the District by our families and stakeholders and the best way to create trust is absolute transparency and communication. As we move into this Fall, with this resolution in whatever form, we are going to have to work even harder than ever in terms of communication in order to ensure we do have adequate trust so that when we say, we're all going to be working together, that we are doing so in a manner that will produce the best outcome. We do need to ensure we send the message of our intentions for this school year. Response: There is a family update and staff update tomorrow, and haven't been shy from cameras and video to share openly with where we are at with the District, and consistent to share information in that way. In terms of what this amendent does - we transitioned to DL in the Spring, started planning for 2.0, we know that hybrid and in person are also transition plans here sooner than later, and the amendment calls us to being piloting for those. We are in the process of reviewing MOUs from 2 largest bargaining units, and needs ot be a part of this. We need to do this work together. It is what we determine can operationalize and implement at those transition times - not full-cascale. Continue to monitor and to create a readiness index and framework to share for a baseline to hold the Superintendent accountable and base it on data. We are so close to saying the same things in the amendment, but want team to be comfortable and able to pull together with our stakeholders.
- Director Allen noted that she likes the idea of having the in person learning opportunities, because it sounds like open it up to give more 1:1 time and space for folks who need it and give extra opportunity to close achievement gaps that were spoken of previously. One biggest concern is that we keep using this as a pilot, and piloting with ELL, early learners and students who have difficulty supporting DL with preference for students who qualify for FRL and thinking about demographics those are majority of our students who are Black and Brown, and the idea of piloting and putting our Black and Brown kids into a space brings back to the Tuskegee experiment and other situations on U of M campus around eugenics, and concerns her. Think what's good for goose is good for gander and if can't put all kids in the school, not a good idea to start putting our Black and Brown kids into the school as much to use opportunity close that achievement gap and get students in a place passing basic skills test and advancing literacy. As much as love to use as opportunity, not willing to sacrifice any bodies in the process. The concerning aspect is that when it is time to allow folks back into buildings, even in small numbers, it should be allowing all folks back in - not targeting a specific demographics first. Whereas, this was well-intended and there is an opportunity, it raises some red flags in how we move forward.

- Superintendent Gothard added that the purpose of the presentation tonight was to explain distance learning and transitional plans. We did not specify time to talk about safety in terms of eventual hybrid and in person instruction. We have had many discussions and things in place - not the purpose of tonight's discussion. As we move forward and assess readiness for transition, the safety pieces will be key. A lot of money earmarked is for the purpose of supporting PPE for eventual safe returns and successful reopening.
- Director Kopp noted that she appreciates the idea behind the amendment - if able to share with people who are really not looking forward to DL, had a bad experience, worried about children, mental health, and something to hold onto as possibility. That part is appealing. Struggle with thinking about - trust Superintendent and team when and if can bring back smaller group, there will be eagerness and desire to move on that when safe to do so, and to move ahead of that, we potentially put people at risk, and think about that. For families who might leave, this is a situation where people reflecting on family and life choices and school is a big part of family life, and no matter what, people may look outside SPPS, and in the interest of extending grace and compassion to everyone trying to find best way forward for children, as hard as it will be, will need to accept that will happen and not the basis on which we decide to do something. She noted the past experience with School Start Times. She understands the concerns, but doesn't want that to be the measure. It will be a part of the equation. Not why we decide. Respect a parent's right to choose the place best serves child's needs. Our job is to do what we can in the best possible way and not ourselves spread too thin. If we try to do too many things too early, maybe we don't do things well. Honest about capacity and goals and trust that we're going to get there. Appreciate the intent.
- SEAB Member Ali noted the concerns that Director Allen addressed, and thinks intention is good, but make sure that students has the chance to go back, and not certain students. The intention of ELL students to have all support, but safe, and equitable for everyone. We need to ensure students don't fall behind, and like the amendment, but other items behind it of concern.
- Director Foster appreciated Director Marchese's efforts with the amendment. She feels like a lot in this that we have talked about and clarity with this presentation, timelines, and truly believes in communication with each other on a regular basis, and that the Superintendent is operating with all of the Board and community. She noted again that if we are causing harm to any one student, then cannot support it and based on what is happening in District and not prepared to put students back into schools. This amendment is additional and not necessary, and covered in other changes, that Director Marchese was a part of and thanked him.
- Director Marchese appreciated hearing from his colleagues and the conversations and purpose was to begin the conversation, and was sitting out there to be heard. He thanked Director Allen for her comments, and helped him to think through his thinking and impacts and thanks for raising those points and considering and working on thinking about this. Do appreciate it and it is important to recognize the reality of distance learning, which will be preference for majority of families, by all means safest from perspective in terms of physical harm, is the safest option. Also recognize difficult situation, will be tough on staff, families, administration. We know what this is about. Appreciate the efforts of Superintendent. Important to communicate to parents and community we are moving forward - that was the spirit in which it was brought, and appreciates the consideration.

The motion failed by roll call vote:

Director Ellis	No
Director Foster	No
Director Brodrick	No
Director Allen	No
Director Kopp	No

Director Marchese Yes

The original Resolution was then opened for discussion.

QUESTIONS/DISCUSSION:

- Director Foster reiterated that families need to make the best decision for themselves, and by moving forward, this lets families know exactly where we are at and hopes that Saint Paul remains with us as we determine the safety and solution protocols to move to hybrid and in-person models.
- Director Brodrick noted what he heard from the six board members was once again, something that made him very proud, because we are absolutely respectful of our voices on this board, and individual voices, and that's why we are a good school board. We also had an opportunity to give voice to a significant percentage of people who will be disappointed by this resolution, and thinks it behooves us as board when pass such a action, in this case a resolution, that all of our families are interested in, that we not only pass the resolution and think of the people that we re pleased, but also send a message to those not completely pleased that we are listening to them, hear their voices, understand, and understand their problems and issues. With our discussion on the amendment, able to do that, and with response to that discussion by Administration also. We must continue to do as we go through school year 2020-2021 because we are going to need to continue to reassure one another and our families that we are trying the best we can. A large part will fall to the Superintendent, as the face of the District. As mentioned, he will be talking to staff and to community about what is happening and will be playing that role of leader and also that role of helping people to understand why making certain decisions, and not oblivious that some decisions made may not be the most popular. He thanked the Board and Superintendent. While some may not agree, no one can question the sincerity and integrity exhibited by this Board in making this momentous decision.
- Director Marchese thanked Administration and colleagues for this discussion, and a lot of interest and hard work in this. Recognize many will see the outcome and take comfort, and also some who will be concerned. He shared some of the same concerns. Probably voting no, but not because he doesn't trust the Superintendent or colleagues, but because he feels missing important elements. He believes we are making the best of a situation none of us wanted to be in; DL 2.0 is an opportunity will be quality - wish it wasn't the only opportunity to present. It is unfortunate that it will be. He respects the judgments made, but doesn't feel like he can support them. Believes the District will do as well as they possibly can to support students. He will be there regardless of the vote to provide support and assistance to all in the District. He hopes we can move forward from this terrible disease and that we will all do as much to make it possible to come back to schools, and using behavior to support that, and encouraged everyone to wear their mask, take care of their health and community. It is important for all to take this seriously.
- SEAB Member Ali noted that Director Marchese brought up his concerns and the amendment, which was a great idea but lacked some things that could be addressed in the future. As we move forward with distance learning, that the Superintendent and team address the equity and address throughout the school year, and thorough examining of distance learning, especially through first couple week and how families feel. We cannot make everyone happy, but have a plan to address incredible portion through the start of the year, and plan to report to the Board about their plans and what is going well and not going well to fix throughout the process. Support this as a student and member of SPPS.
- Superintendent Gothard appreciates everyone.

The motion was approved by roll call vote:

Director Ellis Yes

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	No

XI. ADJOURNMENT

- Director Allen thanked everyone for the work and to the community who have stepped up and made their voice heard. Thanks and hope we can continue these conversations. We are at a special time and need everyone's input to make this successful.
- Director Kopp noted in thinking about this and it is everywhere and how this Spring And Summer went as a parent, and kept thinking to go back in the Fall and gearing up for the Fall and reminded her of the time she ran a 5K, and thought she saw the finish line and then realized it was another 100 yards ahead. That's what she feels like we are doing now, and used mental energy, but we don't have a choice and have to keep going. She thanked families and staff who have reached out to share stories. Thanks for trusting with vulnerabilities, and she cried at their stories and struggles, and holds them as her own. She knows how important it is and many wanted a decision earlier. It was so important as much to hear and read as much as could read because our community knows we won't forget about their struggles. She will continue to listen and be here to hear how it is going and what the community needs. She especially sends care to elementary parents who will have a harder time in many ways. Let's keep talking and figure ways to support them and kids to have successful school year. Safety matters and learning matters, and we dedicate ourselves to ensuring both are happening. She asked that those folks who are feeling relief tonight to remember those who are now worried, and struggling and wondering what it will look like. Use this opportunity to in your hearts make room for them, show love and concern for them. Emails asking us to show care and concerns for staff - ask everyone who sent email like that to share care and concern for our families and children who might struggle with this. Remember them. She has heard stories from those who don't think it happens. Ask for folks who work with kids to eliminate deficit language with families. We do this work because we love our students, families, and because we are educators. Call others out when that kind of language is used. Push it away because we love our kids, and want our educators to be safe, and want our kids to be safe and loved. We are not made smaller by acknowledging other people's struggles, we are enriched and blessed by that practice, our hearts are able to hold own and those of others, encourage others to practice that and reflect on that, and to realize the damage to relationships when students and families don't see their struggles honored by people who teach them. She knows this team in SPPS, and this Board see that, and ask for all to do that for each other. It is free to be kind, compassionate, and love one another.
- Director Marchese appreciated those important and wise words. We're doing the best they can in an awful situation. Think we all know it better than most what's at stake and appreciate many people who care about community and district please stay connected and in all this. We need everyone.
- SEAB Member Ali noted past couple months have shown the achievement gap in education and this should not add onto that and to focus on that as we move forward, and hopes that students are able to have opportunities to achieve from this plan.
- Director Foster noted that Director Kopp summed it up well. She thanked the community. The role of this Board is to be the voice and bring forward perspectives of Saint Paul, an active, engaged, and vibrant school community and strong support. It is difficult when not all voices are speaking of the same outcome, but it is the role of the Board to enact that vision for the entire district, and that the superintendent and staff bring that for each student to be successful. Some will be hurt and upset by

this decision. The shoulders of board members are being weighed on and there is a toll for bearing that weight. While we are apologetic, we are also doing the best we can to ensure we are listening and doing what is best of our students. We can't do that along and need everyone, and need to stay focused. We are all similarly experiencing hardships, and they might look different for everyone. She asked that those with solutions to come forward and bring those ideas, to list up neighbors, friends, and community; give feedback and criticism, but to be solution-focused. She thanked the SPPS team for what we have done and will continue to do. She looks forward to a time where we can be in person. She will have conversations with family who will be unhappy, but understand, but want to see their friends and teachers.

- Superintendent Gothard thanked Vice Chair and the Board, and appreciate the kind words and support. He is going to fight to get us back in a safe, organized, consistent and together way. That's the commitment, and the team is ready and has begun to put that into motion based on this conversations, and will do the very best and more to ensure this community is proud of Saint Paul Public Schools.

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 Allen	Yes
Director Kopp	Yes
Director Marchese	Yes

The meeting adjourned at 10:43 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



Saint Paul
PUBLIC SCHOOLS

Reopen SPPS Update

BOE August 18, 2020



Full Reopen SPPS Plan Now Available

See spps.org/reopen2020 for the full plan.



Reopening SPPS Plan

Reopening SPPS Plan

Fall Planning 2020

- 1 Back to School Planning for Fall 2020
- 2 SPPS Health Guidelines and Actions
- 3 Reopening SPPS Stages
- 4 SPPS Virtual Learning School
- 5 Elements Present in All Scenarios
- 5 Additional Considerations for Reopening
- 6 Protocols for Transition Between Stages
- 7 Support for Students and Families
- 8 Community Education
- 9 Support for Employees

Guide to Presentation

1	COVID-19 Health Protocols
2	Culturally Responsive Instruction
3	Connecting Students

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Guiding Principles



Focus on the needs of students and families.



Prioritize community well-being, including the social emotional and physical health needs of students and staff.



Champion equity and make sure students maintain progress toward their learning goals.



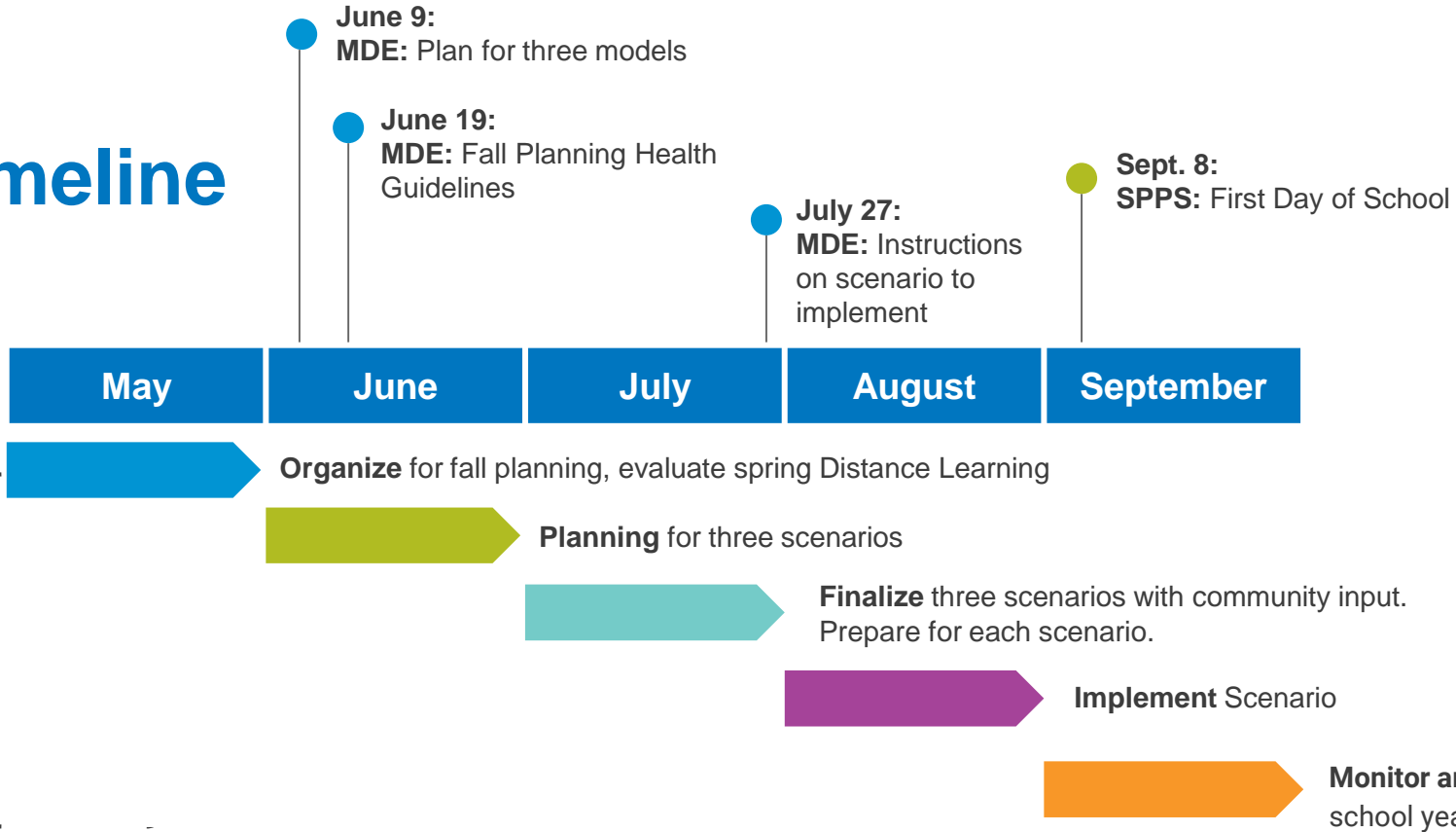
Design fiscally responsible and sustainable solutions.

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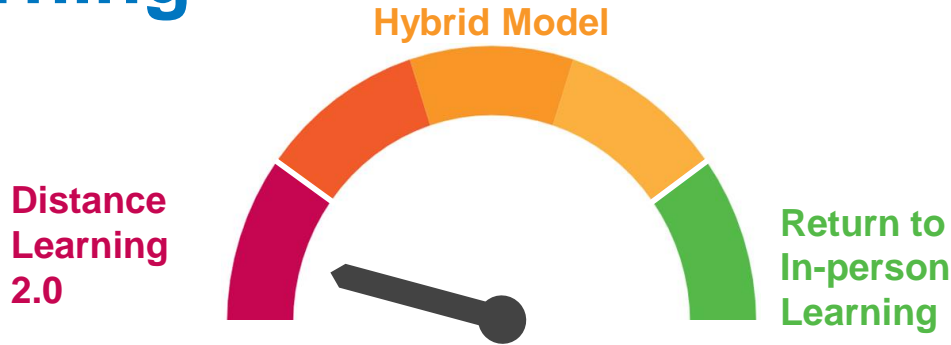
Timeline

08

SPPS Timeline



Recommendation: Stages of Return to In-person Learning



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Distance Learning 2.0	Hybrid Model	Return to In-Person Learning
<p>Starting with September return to school</p> <ul style="list-style-type: none"> • Full Distance Learning for all students • Limited access to school sites 	<p>Staged implementation as conditions permit</p> <p>Students in Distance Learning 3 days when not on site</p> <ul style="list-style-type: none"> • Group 1 on site Monday and Tuesday • Group 2 on site Wednesday and Thursday 	<p>Goal for 2020-2021</p> <ul style="list-style-type: none"> • All students learning at school sites, except students enrolled in SPPS Virtual Learning School

COVID-19 Health Protocols

Prioritizing Community Well-being

Reporting COVID-19 Concerns

Symptoms of COVID-19: new onset cough or shortness of breath OR at least 2 of the following:

- Fever or feeling feverish (100.4°F or higher)
- Chills
- Fatigue
- Muscle pain
- Sore throat
- Headache
- Congestion
- Loss of sense of smell or taste
- Gastrointestinal symptoms of diarrhea, vomiting or nausea.



Reporting COVID-19 Concerns

The Minnesota Department of Health (MDH) requires that all schools put systems in place for staff and families to report symptoms of COVID-19, a positive test for COVID-19, or a close contact exposure to COVID-19.

SPPS COVID-19 Reporting System

- An online reporting system has been developed for SPPS
- Managed by assigned Licensed School Nurses with content expertise
- MDH guidance and [Decision Tree](#) to determine exclusions and notifications
- **Hours: 7:00am - 6:00pm Monday - Thursday, Friday 7:00am - 4:30pm**
- Employee calls to Security and Emergency Management who notifies the on-call nurse
- Interpreter support available through Health Assistants (Spanish, Karen, Somali, Hmong) and through Language Line

Reporting COVID-19 Concerns

When to Report:

- A positive test for COVID-19
- Symptoms of COVID-19
- Close contact exposure to someone with COVID-19

Who: Employees, students, visitors of SPPS

How often: Same day and report throughout the year

Language/technology barriers: Staff assist with permission from parent/guardian or other staff member

Reporting COVID-19 Concerns

When a Report is Made:

- Student Health and Wellness COVID-19 Lead Nurses review
- Recommendations for isolation, quarantine, no restrictions
- Template notifications to staff and families **when recommended** and per [COVID-19 Communications Protocol](#)
- Employees:
 - Inform their administrator and report absences
 - Human Resources and Payroll notified
 - Environmental Services Group notified with positive cases when onsite and may have been exposed to COVID-19
- Students:
 - Alerted to report absences to school and activities
- Visitors/Contractors/Tenants:
 - Told when it's safe to return to SPSS

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SPPS COVID-19 Reporting System

Capabilities of the system:

- When to report
- Data privacy notice
- Positive tests or symptoms of COVID-19
- Onsite and close contact exposure questions
- OSHA required questions
- Key recommendations and next steps
- Inform “need to know” and retrieve SPPS aggregate data

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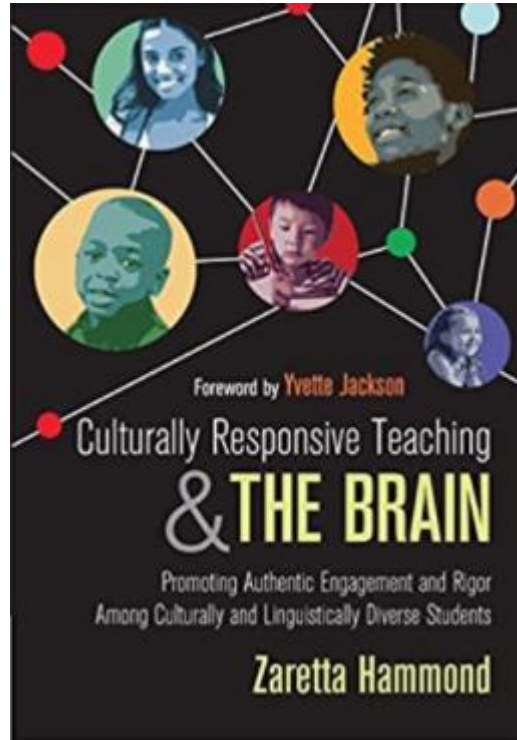
Culturally Responsive Instruction

Championing equity

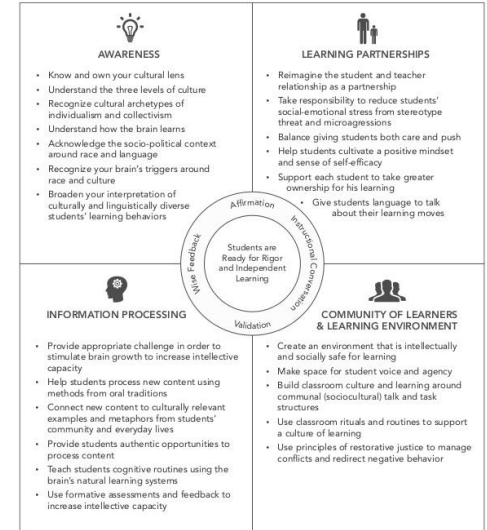
Culturally Responsive Instruction



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READY for RIGOR A Framework for Culturally Responsive Teaching



© Zaretta Hammond, 2013

www.ready4rigor.com

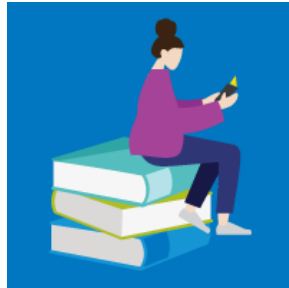
Distance Learning 2.0 Includes:

District-wide Course Design Details:

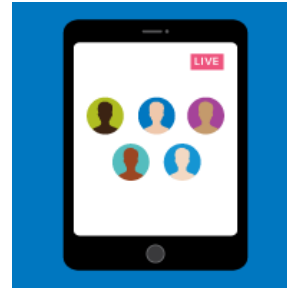
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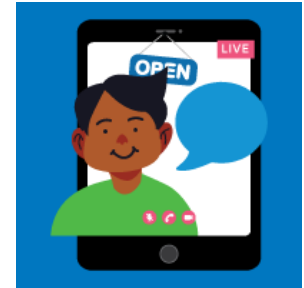
**Full “class” meeting/
Daily Meeting**→
SYNCHRONOUS and can
be recorded for students
who aren’t able to connect.



Independent work time→
ASYNCHRONOUS



**Small
groups/Tutoring/Check-
In**→ SYNCHRONOUS set
times to work on specific
assignments/ discussions/
projects/etc.

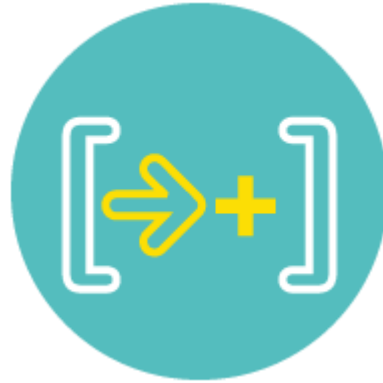


Office Hours→ set times
each week when teachers
are available to answer
questions/work with
students in specific classes.

3 Stages of Information Processing



Input



Elaborate



Apply

District-wide Lesson Design Details:

“Ignite”



Ignite - Getting the brain's attention

“Chunk”



Chunk - Making information digestible

“Chew”



Chew - Actively processing new information

“Review”



Review - Having a chance to apply new learning



Connecting Students

Success for Every Child

Key Areas



Student access



Staff access



Connection



Support



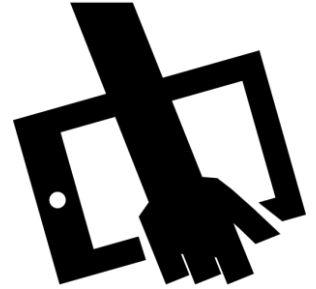
Video Conferencing



Checklists

Student Access

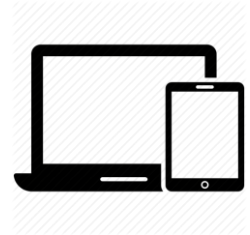
- School handouts
- Curbside support
- Deliveries



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Staff Access

- All staff will utilize the curbside support at 1930 Como Ave.
- SPPS Technology Services Ticket system



Connection

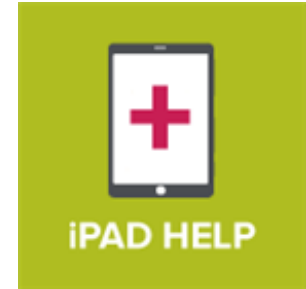


- Home internet connections
 - Comcast Internet Essentials
 - Qualifying households
 - \$10 per month
 - Free through December 2020
 - Debt forgiveness
- Public WiFi access
- SPPS Hotspots

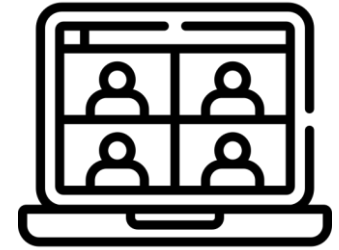
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Support

- Distance Learning iPad Help website.
- Bring device to curbside support centers
- Contact the Family Support line.
 - Email: familysupport@spps.org
 - Call: 651-603-4348 from 7 a.m. – 4 p.m.. Please leave a detailed voicemail and your call will be returned as soon as possible.
 - Multilingual support provided by Family Engagement



Video Conferencing



- Google Meet
 - Improved moderator controls
 - Replace your background
 - Breakout rooms
 - Integrated digital whiteboard, Jamboard
 - Raise your hand
 - Quick polls and Q&A

Fall Checklists



- Students and Families
 - iPad Set-up
 - Getting connected
 - Student IDs and Passwords
 - Core Apps (Google, Seesaw, Schoology, Clever, etc...)
 - iPad support and cleaning
- Staff
 - Core Apps
 - Video Closed Captioning
 - Support for students

Comments?



Saint Paul
PUBLIC SCHOOLS

School Climate and Safety SY 21 and Beyond

**Board of Education Meeting
August 18, 2020**

Laurie Olson, MS LADC MnCEM
Director, Security & Emergency Management

Kathy Kimani, MSW, LICSW
Director, Office of School Support

Purpose

To provide an update regarding the Board adopted School Climate and Safety motion.

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Security & Emergency Management Mission

In support of SPPS Achieves: Positive School Climate and Culture

Our Commitment:

STUDENTS FIRST. ALWAYS.

Student-Centered Support

“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.” -Rita Pierson

A Team of Dedicated Professionals



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Security & Emergency Management SY 20

A Look Back to the 2019-2020 School Year

- Addition of a Restorative Practices Professional to the Team.
- Board approved School Support Liaison Job Description

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Student Support Professionals

Security & Emergency Management SY21

Fall 2020

- **Begin Hiring Phase One:** School Support Liaisons (SSLs) while reducing contract guard services
 - Mobile SSL's – Provide support to K-8, RiverEast, Journey's, Focus Beyond, Transportation Support
 - High School SSL's – 7 traditional sites *priority round one*

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Security & Emergency Management SY21/22 and beyond

Comprehensive Student-Centered Model

- Add a Full-Time Mental Health Professional to the team
- Multi-disciplinary team of professionals dedicated to student-centered supports



** Anticipated full phase out of school based contract security positions by SY 22.

School Climate and Safety Committee

District Wide Committee:

- Guide climate initiatives & efforts to eliminate discipline disparities
- Gather input from school based teams

Increase in Mental Health Support:

- Establish Mental Health Support Team at every building
- Continue and Expand Community Mental Health Partnerships
- Increase in School Support Staff as follows:



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Engagement SY21 and Beyond

Ongoing Engagement

- Community
 - AALC
 - NAACP
 - SPBMA
 - American Indian Parent Committee
 - JDAI/DMC
- SPPS
 - Principal and Assistant Principal weekly meetings
 - School-based teams
 - District level committee
 - Students

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Our bottom line...

It's all about relationships.

We must be student-centered in all that we do.

No exceptions.

We must be a CHAMPION FOR OUR KIDS.

They deserve nothing less.

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Calendar Proposal

Summer 2020

Recommendations for 2020-2021

- Digital Learning Day
 - Election Day: November 3, 2020
 - Secondary instructional time and grades 6-8/ at K-8 schools (mixed elementary/secondary)

MDE Key Terms

Distance Learning	E-Learning	Digital Learning	Online Learning
<p>Instruction adhering to COVID-19 guidelines.</p> <p>Students engaging in distance learning have access to appropriate educational materials and receive daily interaction with their licensed teacher(s).” (MDE Guidance Document)</p>	<p>An unscheduled day</p> <p>E-learning day” means a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather. *Limit of 5 per year State Statute 120A.414</p>	<p>Pre-scheduled days.</p> <p>Learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning. State Statute 124D.095</p>	<p>Full days online</p> <p>A form of digital learning delivered by a department approved online learning provider under state statute. State Statute 124D.095</p>
Potential Use			
<p>Designed as part of our COVID-19 response.</p>	<p>Used for snow or other inclement weather days</p>	<p>Election Day K-8 Schools grades 6-8 as needed</p>	<p>SPPS will be applying to become an approved online provider.</p>



Digital Learning Days

Election Day: November 3, 2020

- To address health and wellness concerns as well as safety and security all students would receive instruction via Digital Learning

Digital Learning Days

Equitable instructional time for students: Oct. 30 & Mar. 26

- Secondary students in Grades 6-8 attending the schools below would receive instruction via Digital Learning when other 6-8/6-12 programs are in session.

Schools: American Indian Magnet, Bridgeview, Capitol Hill, Global Arts Plus Upper, Hazel Park and River East

- Co-planning of expectations of staff on Oct. 30 & Mar. 26



Recommendations for 2020-2021

- 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

Motion 1: Adopt 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.

Motion 2: Adopt 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.

Committee next steps

- Drafting recommendations for the next three years of calendars to be presented the fall of 2021.
 - 2022-23, 2023-24, 2024-25
- E-Learning Day
 - SPPS proposes using our current, Distance Learning 2.0, plan to implement E-Learning days when we have a closure due to inclement weather and adding this process for calling a school closure.



HUMAN RESOURCE TRANSACTIONS
July 1, 2020 – July 31, 2020
August 18, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hill, K. A.	Assistant Principal	07/01/2020	\$44.35	Maxfield Elementary
Hussein, S. A.	Assistant Principal	07/18/2020	\$45.03	Central Senior High
Mohamed, H. A.	Assistant Principal	07/01/2020	\$46.15	Highland Park Middle School
Braun, H. A.	Classroom Teacher	08/24/2020	\$28.14	Highland Park Senior High
Corbin, M. M.	Classroom Teacher	08/24/2020	\$43.88	E-STEM Middle School
Dahnert, J. A.	Classroom Teacher	08/24/2020	\$37.35	JJ Hill Montessori Magnet
Ford, E. H.	Classroom Teacher	08/24/2020	\$55.99	Battle Creek Elementary
Foster, L.	Classroom Teacher	08/24/2020	\$37.35	E-STEM Middle School
Karp-Castrenze, D.	Classroom Teacher	08/24/2020	\$32.38	Mississippi Creative Arts
OBrien, J. L.	Classroom Teacher	08/24/2020	\$28.14	Battle Creek Middle School
Porzelius, A. T.	Classroom Teacher	08/24/2020	\$35.64	American Indian Magnet
Raboin, N. D.	Classroom Teacher	08/24/2020	\$28.14	Battle Creek Middle School
Solei, M. A.	Classroom Teacher	08/24/2020	\$49.30	Washington Tech
Springer, M. L.	Classroom Teacher	08/31/2020	\$46.70	Highland Park Middle School
Sutherland, R. D.	Classroom Teacher	08/24/2020	\$38.00	Johnson Senior High
Terpstra, M. L.	Classroom Teacher	08/24/2020	\$29.05	Farnsworth Aerospace Upr
Krech Thomas, H. A.	Classroom Teacher	08/24/2020	\$38.62	Daytons Bluff
Todd, M. A.	Classroom Teacher	08/24/2020	\$35.12	Farnsworth Aerospace Upr
Abbas, S. A.	Classroom Teacher	08/24/2020	\$32.38	Daytons Bluff
Diaz, M.	Classroom Teacher	08/24/2020	\$32.38	The Heights
Williams, M. N.	Classroom Teacher	08/31/2020	\$31.73	Global Arts Plus - Lower
Freeman, A. L.	Classroom Teacher	08/24/2020	\$28.14	Frost Lake Elementary
Hayes, Z.	Classroom Teacher	08/24/2020	\$38.00	Ramsey Middle School
Labernik-Hiller, C.	Classroom Teacher	08/24/2020	\$28.14	Hazel Park Preparatory
Maxam, K. E.	Classroom Teacher	08/24/2020	\$33.94	Daytons Bluff
Miller, N. L.	Education Assistant	08/31/2020	\$21.62	Four Seasons A+
Durand, D. D.	Custodian	07/04/2020	\$17.04	Como Service Center

HUMAN RESOURCE TRANSACTIONS
July 1, 2020 – July 31, 2020
August 18, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hook, N. L.	Custodian	07/13/2020	\$17.04	Global Arts Plus - Upper
Wallace, K. M.	Supervisory	07/20/2020	\$54.99	Como Service Center
Yang, D.	Supervisory	07/06/2020	\$49.59	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Caldwell, D. D.	Assistant Principal From: Classroom Teacher	07/01/2020	\$45.03	Ramsey Middle School
Dunlap, H. M.	Assistant Principal From: Central Administrator	07/01/2020	\$59.12	Humboldt Secondary School
Hass, G.	Assistant Principal From: Central Administrator	07/18/2020	\$56.76	The Heights
Quintana, M. J.	Assistant Principal From: Classroom Teacher	07/27/2020	\$48.23	Humboldt Secondary School
Coleman, B. A.	Central Administrator From: Classroom Teacher	07/18/2020	\$56.54	1780 W. 7th Street
Moline, E. M.	Central Administrator From: Supervisory	07/01/2020	\$42.12	Student Placement Center
Lightner, S. J.	Principal From: Assistant Principal	07/01/2020	\$52.24	Groveland Park Elementary
Thor, V.	Principal From: Assistant Principal	07/01/2020	\$55.38	Jackson Preparatory
Turner, K. O.	Principal From: Assistant Principal	07/01/2020	\$63.22	Benjamin Mays/Museum
Lavalle, C.	Clerical Career Progression	07/22/2020	\$32.47	Humboldt Secondary School
Thompson-McGuire, M.	Clerical From: Teaching Assistant	08/08/2020	\$20.77	Bruce F Vento Elementary
Vennemann, S. M.	Clerical Career Progression	08/08/2020	\$24.62	Highland Park Senior High
Yang, M.	Clerical Career Progression	08/08/2020	\$25.68	Eastern Heights Elementary
McGrath, P. J.	Custodian Career Progression	06/01/2020	\$28.95	Johnson Senior High
Wolfe, J. J.	Custodian Career Progression	05/26/2020	\$27.38	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
July 1, 2020 – July 31, 2020
August 18, 2020

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yang, S. S.	Professional Employee Career Progression	07/20/2020	\$35.87	Como Service Center
Spainhour, P. B.	Supervisory Career Progression	07/04/2020	\$40.15	Como Service Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cellura, J. J.	Classroom Teacher	08/31/2020	Highland Park Elementary
Dachel, A. L.	Classroom Teacher	07/07/2020	Crossroads Montessori
Geimer, H. E.	Classroom Teacher	10/30/2020	L Etoile du Nord Upper
Kallmes, J. R.	Classroom Teacher	08/31/2020	Nokomis Montessori North
Liebo, A. N.	Classroom Teacher	08/31/2020	Creative Arts Secondary
Reynolds, S.	Classroom Teacher	08/31/2020	Jackson Preparatory
Filo, A.	Classroom Teacher	08/31/2020	Global Arts Plus - Lower
Swanson, M. A.	Classroom Teacher	08/24/2020	Harding Senior High
Jama, U.	Education Assistant	09/08/2020	JJ Hill Montessori
Thao, M.	Clerical	08/10/2020	Phalen Lake Hmong Studies
Enright, L. R.	Custodian	07/24/2020	Mississippi Creative Arts
Pinner, M. F.	Custodian	07/04/2020	Hazel Park Preparatory

SABBATICAL LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Buck, A. J.	Classroom Teacher	08/31/2020	Agape High School

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Blanes Esclapez, M.	Classroom Teacher	08/08/2020	\$39.57	Wellstone Elementary
Spychalla, A. R.	Classroom Teacher	08/24/2020	\$28.14	Battle Creek Middle School
Thompson, G. L.	Classroom Teacher	08/24/2020	\$43.39	Battle Creek Middle School
Thompson, S. A.	Classroom Teacher	08/24/2020	\$30.04	Parkway Montessori / Middle
Nygren, E.	Clerical	08/24/2020	\$21.62	American Indian Magnet

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Caldwell, D. D.	Classroom Teacher	07/01/2020	Ramsey Middle School
Garcia, C. M.	Classroom Teacher	06/11/2020	Humboldt Secondary School

HUMAN RESOURCE TRANSACTIONS
July 1, 2020 – July 31, 2020
August 18, 2020

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Jacobson, M.	Professional Employee	07/02/2020	Colborne Admin Offices
Bartok, M. D.	Tri-Council	07/06/2020	Como Service Center

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Davis, K. M.	Teaching Assistant	09/08/2020	\$19.45	Mississippi Creative Arts
Helen, B. R.	Teaching Assistant	09/08/2020	\$20.53	Mississippi Creative Arts

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McQueen, R. J.	Classroom Teacher	06/11/2020	Harding Senior High
Motzel, M. A.	Classroom Teacher	06/11/2020	Harding Senior High
Giovanazzi, D. M.	Classroom Teacher	08/15/2020	Bruce F Vento Elementary
Thill, J. P.	Education Assistant	10/18/2020	Benjamin Mays/Museum

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Campbell, N. N.	Classroom Teacher	06/11/2020	Farnsworth Aerospace Upr
Erlandson, A. T.	Classroom Teacher	07/23/2020	L Etoile du Nord Upper
German, A. N.	Classroom Teacher	07/18/2020	Murray Middle School
Haas, D. W.	Classroom Teacher	06/11/2020	Ramsey Middle School
Hamilton, E.	Classroom Teacher	06/11/2020	Washington Tech
Lance, J. M.	Classroom Teacher	06/30/2020	Mississippi Creative Arts
Pitts, S. D.	Classroom Teacher	06/20/2020	Farnsworth Aerospace Upr
Thompson, G. L.	Classroom Teacher	08/24/2020	Battle Creek Middle School
Wedger, H. J.	Classroom Teacher	06/20/2020	Highland Park Senior High
Heffner, M. E.	Classroom Teacher	08/22/2020	Global Arts Plus - Lower
Johnson, J. M.	Classroom Teacher	08/09/2020	Four Seasons A+
Terrell, R. D.	School/Community Professional	06/20/2020	Parkway Montessori / Middle
Kramer, C. W.	Education Assistant	08/29/2020	1780 West 7th St
Moo, H. L.	Education Assistant	07/25/2020	Como Service Center
Quintuna, E. G.	Teaching Assistant	06/10/2020	1780 West 7th St

HUMAN RESOURCE TRANSACTIONS
July 1, 2020 – July 31, 2020
August 18, 2020

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Shor, M. A.	Teaching Assistant	06/10/2020	Global Arts Plus - Lower

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., R. L.	School/Community Professional	06/10/2020
T., A. K.	Nutrition Services	06/30/2020

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Addy, M. M.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Achen, B. A.	Classroom Teacher	06/20/2020	Central Senior High

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., T.	School/Community Professional	07/01/2020
K., N. L.	School/Community Professional	07/01/2020
Z., T. A.	School/Community Professional	07/01/2020
I., M. M.	Clerical	07/01/2020

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

DATE: August 18, 2020

TOPIC: Request for Permission to Accept a Grant Application from the Greater Twin Cities United Way

A. PERTINENT FACTS:

1. The Greater Twin Cities United Way provides funds for projects that establish career pathways that lead to college and/or sustainable, living-wage careers.
2. Saint Paul Public Schools Office of College and Career Readiness has been offered a grant to support Career Pathways in the district. Saint Paul Public Schools will serve as fiscal agent for the project. Staff in the program researched this opportunity.
3. Saint Paul Public Schools will act as fiscal agent for the grant. This grant is for approximately \$450,000 over the next five years.
4. This project will meet the District strategic plan focus area of College and Career pathways.
5. This is a recurring and expanded grant-funded project. Greater Twin Cities United Way has supported Career Pathways in the district since 2015 starting at Central, then Humboldt and Highland High Schools. This new funding is to support district-wide implementation (aligned to Strategic Plan 7A) of College and Career Pathways.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Darren Ginther, Executive Director, Office of Career and College Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: August 18, 2020

TOPIC: Request for Permission to Accept a Grant from Project Lead the Way

A. PERTINENT FACTS:

1. Project Lead the Way (PLTW) is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.
2. Farnsworth Aerospace Lower Campus received a grant to implement the PLTW Launch. PLTW Launch curriculum will engage students in hands-on activities in computer science, engineering, and biomedical science to develop design-thinking mindsets and inspire continued education in the STEM field.
3. Saint Paul Public Schools will act as fiscal agent for this grant. The grant is for approximately \$10,000 and will benefit students of Farnsworth Aerospace Lower Campus.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by providing courses that are hands-on, engaging, relevant, real and rigorous.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; John Bjoraker, Principal; Billy Chan, 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 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.

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

DATE: August 18, 2020

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education, in partnership with the University of Minnesota and the Minnesota Future Farmers of America Association, is currently accepting grant applications for projects that strength and diversify school-based agricultural, food and natural resources (AFNR) education.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to enhance AFNR programming by providing work-based learning and leadership development to students and on-going professional development opportunities to AFNR teachers. The goal of this project is to fully implement the three-component (work-based learning, leadership development and continuous support for teachers) AFNR model at Humboldt. 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 \$60,000. The project will affect three AFNR teachers at Humboldt and the students who register for their courses.
4. This project aligns with the District strategic plan objective of providing career-focused, hands-on opportunities for all middle and high school students.
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; Abdirizak Abdi, Principal, Humboldt High School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Dr. Josh Delich, Assistant Superintendent; Dave Watkins, Chief of Schools; 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 the AFNR 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: August 18, 2020

TOPIC: Request for Permission to Accept a Donation from Heart of America

A. PERTINENT FACTS:

1. Heart of America Foundation provides donations to transform learning environments with new design, infusion of additional resources such as technology and books, and new furniture and decor to create a modern learning environment for whole school communities.
2. Following the civil unrest and property damage at Gordon Parks High School, Heart of America offered to assist SPPS with repairs and provide learning space improvements. Heart of America will work with SPPS to transform several classrooms and the outdoor urban agriculture area, including new furniture, appliances, finishes and student materials. Labor and materials will also be used to repair the lobby art installation that was damaged during rioting.
3. Saint Paul Public Schools will not receive cash from this grant, but will benefit in labor, materials and other supply donations valued at over \$300,000.
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 project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tom Parent, Facilities Director; Tom Watkins, Chief of Schools; 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 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.

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

DATE: August 18, 2020

TOPIC: Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College.

A. PERTINENT FACTS:

1. Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College.
2. This agreement provides Harding students the opportunity to earn two Century College credits for taking CJS 1020 (Careers in Criminal Justice). Concurrent coursework helps prepare students for college and career, and also saves students/families tuition dollars by allowing them to take college courses while in high school.
3. This is a new request; this will be an annual request. The CJS (Careers in Criminal Justice) 1020 course is a part of the newly created Community Justice Pathway at Harding High School. This course aligns with Initiative 7a (Career Pathways) in the SPPS Achieves Strategic Plan.
4. Fees paid to Century College are at the rate of \$3000.00 per concurrent enrollment course per semester. The total cost for two sections for the 2020-21 School Year is \$6000.00.
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 Century College for FY21.

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

DATE: August 18, 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 June 1, 2020 – June 30, 2020.

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

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.

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

DATE: August 18, 2020

TOPIC: Approval of Insurance Policy Premium Payment Agreement

A. PERTINENT FACTS:

1. In April 2006, the Board of Education amended the employment contract of the then-General Counsel to state that the District would purchase for him term life insurance from the date of his retirement until his death.
2. In order to maintain this coverage, the School District's insurance carrier is requiring the School District to enter into a Premium Payment Agreement. Through this Agreement, the School District will obtain the required insurance for a monthly premium of \$2083.33.
3. This does not relate to a specific strategic plan goal, but allows the School District to honor its contractual obligations.
4. This item is submitted by Chuck Long, General Counsel, and Kenyatta McCarty, Executive Director of Human Resources.

B. RECOMMENDATION:

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.

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



Board File No. _____

Date: _____

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.

Adopted _____

CHAIR Board of Education

CLERK Board of Education

BOARD OF EDUCATION | 2019-2020SY MEETING DATES

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

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

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