

**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**

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

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

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

SEAB: K. Ali

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

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

III. RECOGNITIONS

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved by roll call vote:

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

V. APPROVAL OF THE MINUTES

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

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

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

The motion was approved by roll call vote:

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

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

VI. COMMITTEE REPORTS

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

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

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

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

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

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

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

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

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

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

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

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

The original proposed resolution was then opened again for discussion.

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

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

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

The motion was approved by roll call vote:

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

VII. SUPERINTENDENT'S REPORT

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

A. Reopen SPPS Update

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

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

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

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

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

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

QUESTIONS/DISCUSSION:

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

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

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

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

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

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

QUESTIONS/DISCUSSION:

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

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

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

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

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

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

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

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

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

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

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

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

QUESTIONS/DISCUSSION:

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

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

B. School Climate and Safety: SY21 and Beyond

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

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

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

QUESTIONS/DISCUSSION:

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

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

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

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

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

C. Calendar Proposal

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

Adopted Calendar:

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

Recommended Calendar:

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

Recommended motions and Committee next steps were also reviewed.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

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

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

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

The motion was approved by roll call vote:

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

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

The motion was approved by roll call vote:

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

D. Human Resource Transactions

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

The motion was approved by roll call vote:

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

VII. **CONSENT AGENDA**

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

The motion was approved by roll call vote:

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

A. Gifts

B. Grants

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

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

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

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

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

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

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

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

C. Contracts

D. Agreements

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

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

E. Administrative Items

BF 32175 Monthly Operating Authority

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

(a) General Account	#727221-728204	\$66,288,983.85
---------------------	----------------	-----------------

	#0003768-0003799	
	#7003748-7003786	
	#0004726-0004810	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$1,888,328.03</u>
		\$68,177,311.88

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

(d) Collateral Changes

Released:

US Bank

Additions:

US Bank

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending November 30, 2020.

BF 32176 Approval of Insurance Policy Premium Payment Agreement

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

F. Bids

G. Change Orders

IX. OLD BUSINESS - None

X. NEW BUSINESS

A. Resolution Appointing Interim Chair

BF 32177 Resolution Appointing Interim Chair

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

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

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

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

QUESTION/DISCUSSION:

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

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

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes

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

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

XI. BOARD OF EDUCATION

A. Information Requests & Responses

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

B. Items for Future Agendas

C. Board of Education Reports/Communications

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

XI. FUTURE MEETING SCHEDULE

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

- September 22
- October 20
- November 17
- December 15
- January 5, 2021 (Annual)
- January 19
- February 23
- March 23
- April 20
- May 18
- June 22
- July 20

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

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

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 10:21 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education