

**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