

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

**COMMITTEE OF THE BOARD MEETING  
Via Telephonic and Video Conference; Available via Live Stream at [www.spps.org/boe](http://www.spps.org/boe)**

**August 5, 2020  
4:30 p.m.**

**MINUTES**

**I. CALL TO ORDER**

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

**II. ROLL CALL**

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

SEAB: K. Ali

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

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

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

The motion was approved by roll call vote:

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

**IV. SUPERINTENDENT'S REPORT**

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

## **V. SEAB REPORT**

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

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

## **VI. REOPEN SPPS PLAN SYNOPSIS**

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

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

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

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

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

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

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

A presentation was then shared, that highlighted the five areas, including Recommendation and Rationale, Instructional Design, Support for Students, Support for Families, Support for Staff. Below are the overview topics. The full presentation can be found in the BoardBook.

### **Recommendation and Rationale**

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

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

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

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

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

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

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

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

### **Instructional Design**

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

### **QUESTIONS/DISCUSSION:**

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

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

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



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

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

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

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

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

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

### **Support for Students**

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

### **QUESTIONS/DISCUSSION:**

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

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

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

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

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

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

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

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

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

### **Support for Families**

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

### **QUESTIONS/DISCUSSION:**

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



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

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

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

### **Supports for Staff**

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

### **QUESTIONS/DISCUSSION:**

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

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

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

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

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

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

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

**BF 32169** Resolution Adopting a Saint Paul Public Schools Resolution in Response to COVID-19 Pandemic

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

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

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

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

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

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

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

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

1. Begin the 2020-21 school year implementing a distance learning educational model, Distance Learning 2.0, as fully described in the Reopen SPPS Plan. In this model, teachers will have the grade-level lessons and assignments in Schoology and Seesaw for each day. These synchronous and asynchronous lessons will be designed in a similar way to create consistent experiences at individual schools and across the district.

2. Adjust, alter, amend, revise, increase, change, or discontinue the educational model referenced in Paragraph 1 during the 2020-21 school year in response to subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. District leadership, in consultation with the appropriate stakeholders, may recommend changes that are less restrictive and those changes will be communicated to the Board. Prior to the start of the 2nd Quarter of the school year, specifically at the regular meeting of the Board of Education on October 20, 2020, the Superintendent will provide a status report on transitioning the District from Distance Learning to a less restrictive educational model.
3. Implement, adjust, alter, amend, revise, increase, change, or discontinue health and safety standards for staff, students, and visitors consistent with current Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. Prior to the start of the 2nd Quarter of the school year, specifically at the regular meeting of the Board of Education on October 20, 2020, the Superintendent will provide a status report on any changes to the health and safety standards being implemented.
4. Temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District. The Superintendent will advise the Board within 24 hours in advance of any such actions or as soon as practicable thereafter.
5. Temporarily assign and reassign personnel as needed consistent with applicable federal or state statutes, collective bargaining agreements, and memoranda of understanding or agreement.
6. The Board will review this Resolution and vote to renew, amend, or rescind it at the regular meeting of the Board of Education on October 20, 2020.

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

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

**QUESTIONS/DISCUSSION:**

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

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

- He also noted concerns about the way to determine how we move from different models of learning from distance learning to hybrid to in person. We have guidelines from MDE and MDH, and guidelines set up by experts based on science and concerned how in the future evaluate how the Superintendent will make choices, if not made with reference to those guidelines and something to demonstrate to the community that this District is not going to stop with distance learning, but move forward as conditions permit to other modes of learning. He also noted there are going to be significant challenges to implement other modes of learning, even if distance learning is the mode that we start with. Hybrid or in person learning will be challenging opportunity and it will take to leverage our resources and retool our operations consistent with other models. He is concerned about how to demonstrate the ability to do that if do it in a large scale way - how can we do this in steps along the way to move forward to other models when safe to do so. It will be a value to demonstrate the capacity to do that.
- He also noted concerns around enrollment with the District that is going to be one of the few so far to be in distance learning only. Our families and community know this and neighboring districts, charter, and private schools are experimenting with other kinds of instruction, and families will determine what options best meet their needs. If they do not believe or not assured that are going to move forward in concrete way. He is not convinced that when we move to move to a different mode that those families will be ready to come back to SPPS, and noted the serious thoughts to give to potential for impact on district financially and in future if lose sign numbers of student and families that will not be to our benefit. He knows this is factored into the calculation and the Superintendent and team are considering many aspects. To that end, he then proposed the following amendment.

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

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

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

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

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

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

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

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

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



5. Temporarily assign and reassign personnel as needed consistent with applicable federal or state statutes, collective bargaining agreements, and memoranda of understanding or agreement.
6. The Board will review this Resolution and vote to renew, amend, or rescind it at the regular meeting of the Board of Education on October 20, 2020.

**The motion was seconded by Director Brodrick.**

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

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

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

**QUESTION/DISCUSSION:**

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

because staff thought through all models, and a pilot, there are still ramifications to a pilot and who is responsible. It will be staff's responsibility and based on the timeline, and how intricate and woven in operations and instructional model is, that everything builds on what has been planned. Concerns about piloting a program before the original timeframe of status check-in dates to move to a different model, we run the risk of not being fully prepared to support, not necessarily in instructional model, but in operations, and the impacts of this change to the operational plan, and would need to be changes and ensure that staff are aware of those and supported.

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

buildings, even in small numbers, it should be allowing all folks back in - not targeting a specific demographics first. Whereas, this was well-intended and there is an opportunity, it raises some red flags in how we move forward.

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

The motion failed by roll call vote:

Director Ellis	No
Director Foster	No

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

The original Resolution was then opened for discussion.

**QUESTIONS/DISCUSSION:**

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

The motion was approved by roll call vote:

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

## **XI. ADJOURNMENT**

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

vibrant school community and strong support. It is difficult when not all voices are speaking of the same outcome, but it is the role of the Board to enact that vision for the entire district, and that the superintendent and staff bring that for each student to be successful. Some will be hurt and upset by this decision. The shoulders of board members are being weighed on and there is a toll for bearing that weight. While we are apologetic, we are also doing the best we can to ensure we are listening and doing what is best of our students. We can't do that along and need everyone, and need to stay focused. We are all similarly experiencing hardships, and they might look different for everyone. She asked that those with solutions to come forward and bring those ideas, to list up neighbors, friends, and community; give feedback and criticism, but to be solution-focused. She thanked the SPPS team for what we have done and will continue to do. She looks forward to a time where we can be in person. She will have conversations with family who will be unhappy, but understand, but want to see their friends and teachers.

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

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

The motion was approved by roll call vote:

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

The meeting adjourned at 10:43 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education