

Special Meeting of Board of Education - Conducted Telephonically 5:30 p.m. (Wednesday, July 1, 2020)

The Special Meeting was called to order at 5:35 PM

Procedural: 1.2 Pledge of Allegiance

The pledge of allegiance was led by Myrna Morales, Assistant Superintendent-Human Resources

Procedural: 1.3 Roll Call

Members present

Vivian Hansen, Yesenia Cuarenta, Sonia De Leon, Linda Garcia, Carmen Gomez

Action: 1.4 Special Meeting Agenda July 1, 2020

Motion by Carmen Gomez, second by Linda Garcia.

Final Resolution: Motion Carries

Yea: Vivian Hansen, Yesenia Cuarenta, Sonia De Leon, Linda Garcia, Carmen Gomez

2. Public Hearing - The following public comments were received and are included word for word as submitted - * Three (3) minute time limit for public comments applied.

April O'Connor - "Good evening President Hansen, Board of Education members, Dr. Perez, executive cabinet and, guests. I am pleased and honored to be representing the Teachers Association of Paramount and looking forward to working with you for the next two years. We are in the most unprecedented times and the most uncertain times for our educational institutions' future. I want to thank all the school board members for meeting and speaking with various educational leaders and me. While we may not always agree on how we get there, our final focus is a safe environment for our students and staff to ensure the highest possible academic experience for children. I am confident that we will always work together to find common ground. As I have shared with you, we are developing a survey to cover a vast amount of topics to use as data and talking points. I appreciate the additional questions you sent and they were added. We will be sharing that data with you as soon as the survey is completed. When the pandemic hit and our teachers were given 48 hours to become online educators, they rose to the occasion mightily. It was a source of pride for our educators to be a part of the success that Paramount Unified has had during this pandemic. When we spoke to our colleagues in different districts around the state, we knew that we were doing something extraordinary to serve our children. It was evident in how hard we worked to immediately begin providing online instruction. The dedication to the community from our educators, as well as our brothers and sisters from CSEA, is nothing short of amazing. We have worked this entire year without a contract, and in tonight's closed session you will be discussing the parameters of our bargaining session for tomorrow that will hopefully settle our negotiations for now. We are aware that we are in financially uncertain times, but when analyzing spending trends and approved hiring during the past four months of the pandemic - it tells a different story. The dedication and the work of the educators and CSEA members need to be respected. We're asking for a fair contract to be signed for the 2019-2020 school year. We're expecting something respectable to be offered on the salary scale for employees. Moving forward the executive board for the teachers association has voted to put in a demand to bargain for opening working conditions for the 2020-2021 school year. This will be submitted tomorrow during the bargaining session. We need to be partners in planning for the safety of schools and maintaining the integrity of our educational program. Management, educators, CSEA, parents, and community members need to come together in developing our plan for the future, and no truer words were spoken than "We are in this together". It is only with fidelity to this concept will we have success. We look forward to working as partners toward this common goal. Thank you!"

H. Hornet - "As we all know, the governor's office, the California Dept. of Ed, district leaders, and school administrators are already working on plans for the fall, and it is safe to say that they cannot create something workable without the support of all stakeholders. Those in leadership need stakeholder input, regardless of whether they are asking for it. I believe NOW is the time to be advocating for what's best for students AND teachers. Often teachers are made to feel that these two things are mutually exclusive, but in reality they are completely

interwoven. If a policy or procedure works for teachers but isn't good for students, then it's not the right solution and work must be done to find a better one. If something is good for students but not for teachers, then we CANNOT stick with that solution long-term either. Over the past 20 years teachers have been burdened with the bulk of demands and responsibilities as a result of difficult times. It should not be assumed that teachers do "whatever it takes" for students when that "whatever" requires them to individually compensate for under-resourced and understaffed schools in inequitable systems. We need to look into and change the systems, not place the burden for mitigating damage from those systems on the backs of individual teachers. We have all had enough of teachers — and for that matter, administrators — being given impossible goals, overcrowded classrooms, and basically told to "figure it out." I am wary that this is going to happen on an exponential scale this coming year. What we CANNOT allow to happen this year is add to that by making every individual teacher figure out their own logistics from the vague guidelines created by politicians and other high-level "leaders." We cannot allow these "leaders" to issue impossible mandates and then abandon principals and teachers to "make it work" like they have done all too often, and then turn around blaming them for the outcome. A solution must be found and we cannot allow this to go on without the appropriate oversight. We must do something about these long-standing patterns, even if it means interruption or even disruption. We must resist this deflection of responsibility at every turn until all stakeholders have their voices heard and their input seriously and honestly taken into account. Listen to the teachers, reach out to the parents, it is up to you, the decision-makers, to make these "challenging and unprecedented times" either a manageable dawn of change and success or a painstaking transition to distanced failure. -Thank you for your time".

Karina Alba - "Good evening. This is regarding at home access for students in the Fall. Regardless of the format that is used for the upcoming school year, if any part of classes will be done at home, then the issue of access needs to be addressed. We are lucky that the majority of students now have devices at home, this has been an incredible asset to our schools in the past few years, but especially now. However, if students are in a situation where they have a device but not the internet they need in order to use that device, then they aren't any better off than not having the Chromebooks in the first place. I can appreciate that this is an issue that may need to ultimately be addressed by a higher office, but in the meantime this is the reality in which we will find a number of our students once school starts. We will most likely only get to work with our students in the classroom for a very limited amount of time, so the independent work and preparation that they will be expected to complete will undoubtedly require some form of internet outside of school. I know that grading expectations will likely be updated from the Spring semester, as it should be since we've had time to prepare, but the ability of students to successfully complete work at home for blended classes will heavily rest on the issue of access. It is not my suggestion that we lower our expectations or that we look at this through a deficit lens, but instead that this be approached by providing the opportunities and solutions so that our students can meet the expectations in the first place."

Joy King - "I know the District (administrators, parents and teachers) has planned some options to make it possible for students and teachers to safely return to school. Honestly, the thought of reducing the in-person instructional minutes with students frightens me. I know that students learn best through repeated exposure to skills, modeling, collaboration with peers, and independent practice. I also know that most students work best with strong teaching, guidance, and direct supervision. Based on my experience with students and the feedback from many other teachers in PUSD, neighboring districts, and CTA, student engagement and the completion of independent assignments was less than desirable in many communities. PUSD has always stood by its mission to ensure learning and success for each student by providing a quality education, so it is important for us to create a set of expectations for teachers, parents, and students to maintain the integrity of our standards-based instructional program. What is the district's plan to address the issue of student accountability and regular parental support in the distance learning portion of the hybrid model? After a conversation with a friend, who happens to be a safety engineer, about some viable options for a safe return, we were able to come up with a way to possibly eliminate the need for the hybrid model. If teachers were allowed to teach 5 days a week in/class with a reduced number of students and include students who've opted for the distance learning model, the instructional time could be streamed in "live" through their devices. This would enable teachers to work with all students everyday. Teachers would be able to provide a comprehensive standards based program and differentiated instruction to all students. Students would be able to submit work digitally, participate in discussions and have access to a teacher throughout the lesson. Parents/and or caregivers would be better equipped the student in the home. I don't know much about the technology component, but I hope the district remains open to ideas for a safe, mission-focused return to the instructional programs that will prepare our scholars to thrive in the 21st Century."

Heather Van Eede - "Good evening, community, President Hansen, Board and cabinet. I am speaking as an individual. I am a middle school teacher here in Paramount. I hope that everyone is doing well and staying safe. I have a few questions about the power point that was uploaded on the site, I noticed in the parent survey that over 70% of the parents were somewhat or not at all comfortable with sending their children back to school in the fall, however I do not see an extensive / clear online option. Is there curriculum being created, should I be creating it, are we having updated professional development by the staff to facilitate online learning? I am also concerned about our at risk students, teachers and staff members. How does going back to school look for them? Will they be solely online and how will this work? These are issues that I believe need to be addressed, in order to help teachers and students get prepared. Transparency with this conversation is key. Thank you so much for your time."

Guadalupe Sanchez - Why weren't all parents invited to participate in the parenting meeting? Why didn't you call us about the parent meeting? Only 27 people from two groups were able to give their opinion. That doesn't represent everyone. Further comments should be requested.

Dolores Barrios - "Good evening President Hansen, members of the Board, Dr. Perez, and Executive Cabinet. First of all, I'd like to thank everyone, including the BTS Task Force, for their hard work and diligence throughout these unprecedented times. I am Dolores Barrios, a 20+ year veteran School Counselor, who's been a member of the District Crisis Team for about the same time. As you may know, school counselors provide support for their entire site student population, in the front lines every single day, making sure that they try their best to offer meaningful opportunities in all 3 domains of student development. We not only provide support in the academic and career development areas, but as primary student mental health service providers for our entire sites, we have the immense duty and responsibility to meet the needs of the increasing social/emotional/mental health needs of ALL students now more than ever. As a parent of 2 teenage boys, I can understand the challenges students face EVEN when having or being given the best of resources. In order to meet the needs of our youth, especially the ones most at risk, we need to focus on the following three supports: 1. Counseling Software: As a mental health first responder at Alondra School, as all counselors are at their own sites, I can attest to the tremendous challenge we've all had in not only connecting with students during distance learning but in providing the social and emotional support we typically would offer to students on a daily basis. A significant barrier in overcoming this challenge is due to the lack of software or programs available for counselors to use that protects student confidentiality during any meetings and communications. Whether we go to full digital learning or a hybrid model, I urge you to please consider special software and/or technology options for counselors that adhere to the American School Counseling Association's legal and ethical standards for ensuring student confidentiality and privacy. 2. Social Emotional Learning: In addition to this, school counselors have been tasked with delivering the Board-Approved Second Step-Social Emotional Curriculum (SEL) to select grades or students in K-8th sites. However, this SEL curriculum was developed for TEACHERS to implement to ALL students as a proactive evidence-based program. Unless Second Step is implemented with fidelity, meaning implemented as the publishers intended and researched, then we can expect that our student outcomes will fall short of what the research has shown, and we will continue to have very high levels of student social emotional/mental health issues throughout the District. I urge you to please revisit this issue and strive for fidelity of implementation of our SEL curriculum district wide. 3. Restorative Practices: Restorative Practices is another excellent evidence-based intervention that is used in our District. However, it, too, is only provided by particular staff at particular sites to targeted students. Restorative Practices will be essential for reconnecting staff with students, for building community, for sharing and expressing the stress of living through a pandemic and for discussing and processing the racial inequity and social justice issues being addressed nationwide. Many professional organizations are encouraging such discussion and call-to-action. *Three minute time limit.

Eldona Hashitsume - "Greetings members of the board. I have two questions: 1) Will teachers be provided face shields? Masks are too hard to speak through and also hard for others to hear and understand; 2) Will zero and seventh periods be optional (perhaps 6th period assignments) or required? Thank you."

Martin Jackson - Hello. I read the superintendent update. It says that an option that will meet everyone's student's needs will be available. So far I'm only hearing that my son will be in school twice a week. How is that meeting his needs? He needs to be in school everyday. I need to work. This is crazy. Plans could be made that would let some students be in school more than two days. Why aren't those being made? The latest message sounds like excuses blaming this all on the state or whatever. I'm not alone in feeling this way. Other parents do too. If people want to go to school twice a week or not at all that's ok. But many of us need our kids in school everyday. We will look for other districts that have better choices unless something better is offered.

Sarah Tatro - "Two concerns: 1. Students who are in class for the Monday schedules will miss instruction on holidays. How will their time be compensated? Can we have our planning, professional development, etc, on Mondays instead? 2. Especially for younger students, how will their learning be monitored during their "distance learning" days if teachers are with another group? Will they be following along via live video from home? Or is the expectation that students will only receive two days of new instruction per week and 3 days of independent "busy" work? How will learning expectations be adjusted?"

Isela Griffith-Wu - "Good Evening Madam President, Board Members, Dr. Perez, Friends and Families, and Students: I saved the best for last in that greeting- Students. They are why this job that I love matters. They are living through this global pandemic, but they were not alone during these last four months. Teachers at my school, Alondra Middle School, and every other school in the district, jumped into action the minute we got the call that distance learning would be needed. It was incredible to witness, because it affirmed what our country came to realize: teachers are unique and we are essential. A multitude of social media posts, videos, and memes began to flood the internet with the same message: pay teachers more, because we cannot do what they do. In his Teachers Day song late-night host Jimmy Fallon sang: "Teachers should make a billion dollars/ And when it's time for arts and crafts/ They should get swarmed by paparazzi/ Who demand selfies and autographs." Parents began to see why places such as Paramount hire the best and brightest to do a job that is challenging and nuanced. TAP teacher's degrees, professionalism, and willingness to put every effort into becoming tech savvy maestros within a short period time defined us during the shutdown. The funny thing is, I see my colleagues do this every single day- jump into action, nurture minds, and give without hesitation. But being proud is not enough. As you move forward, we hope you will not only honor us in word, but you will provide a contract that values and respects what we do. It should be a message that is clear: Teachers, your superpower is worth our support. I did not think it was possible that after twenty years, I would see the blazingly clear fact that the significant presence of teachers in a civil society would be this evident. For four months that was affirmed every single day. Thank you for listening and for standing with us."

Courtney Tilson - "My name is Courtney Tilson, and I am a math teacher at Alondra Middle School. First off, I want to say I love our school, and our district. This will be my 6th year teaching at Alondra, and I have greatly appreciated how supported we are by our community, our students, our parents and the School Board. This past year was obviously a very difficult one. As teachers, we were given a giant challenge, with basically no notice (we found out 2 hours before school shut down). Yet, we rose to the challenge and continued to educate and, most importantly, connect to our students to let them know they are loved and cared for! During the past few years, we have seen a large number of new programs purchased by the district. There has been heavy spending, much of it seems to be very top-heavy. There has also been a fair amount of spending away from things that directly affect our classrooms. While I am appreciative that the District wants to do everything possible to provide resources for our students, the greatest resource they have is in their classroom teachers. Now is the time to show the value placed in us as classroom teachers. For our future livelihood, we need this salary adjustment to be one that is on the salary scale. This is the only way it helps us down the road, for retirement. A one time bonus is nice, but it does not provide the long-term value that a raise on the scale offers. Please consider this when going into your close session tonight. Again, now is the time to continue to support us, by showing you truly value us. This allows us to recruit and retain top talent in teachers to support the most important people in our district - our students. Thank you for your time and attention."

Nelda McCone Praytor - "Dear President Hansen, school board members, and Dr. Perez: I am writing as an individual teacher about the back to school plan. I want to start with my appreciation to the BTS team that worked on the plan that will be presented to you tonight. They are all dedicated teachers that I respect highly. The Power Point that I previewed proposed that middle school be half days, with the afternoons for distance learning. I see this as a last case scenario. It is one step above complete distance learning. Under this plan students will meet with each teacher only once weekly. Another alternative offered by other districts is to have students in group A attend all classes Monday and Wednesday. Students in group B attend classes Tuesday and Thursday. This would leave Fridays for collaboration and Google Meetings for staff and students who have questions about their distance learning assignments on off days. I know that there is a concern about social distancing, but with half of the students on campus, split lunch between 3 grade levels, and education about the need for social distancing, we should be able to keep our students safe and healthy. I understand agree that safety is the most important factor to consider in this coming year for both teachers and students. The second most important factor is social and emotional health. If they are not socially and emotionally healthy, teachers will be less effective and students will not thrive academically. In order for us to meet the social and emotional health needs as well as academic needs, we need to meet with our students minimally two days per week. Additionally, I would like to address our contract

which expired last August. I am asking that you consider our salary for 2019-2020 based on the cola that was given in last year's school budget. This money was a cost of living increase that continues to affect our personal budgets. Food and housing prices have continued to rise since last year, yet we as teachers have not received any acknowledgement of those increases. Many of our surrounding districts settled long ago on last year's contract. We postponed our negotiations in good faith when the schools were shut down. Our teachers stepped up to the plate and did phenomenal job of adjusting to distance learning compared to many other districts around the state. It was not anticipated that we would be penalized because we chose to put the safety of our students before our own personal needs."

3. Superintendent Report

Back to School Task Force Fall 2020

Dr. Myrna Morales, Assistant Superintendent-Human Resources provided the Board with the conceptual thinking of the work of the District's Back to School (BTS) Task Force. Represented is the work of over 155 employees with over a combined work time of over 2,000 hours and discuss next steps.

task Force Objective

Plan for ensured safety, continuance of quality instruction in a variety of ways and develop contingency plans if a "stay at home" order is re- instituted or is preferred by families we serve

Task Force Structure

- Weekly meetings May 4-June 12
- Focused specialty groups
- Ear

Group Facilitators

- Elementary - Michael Naruko and Topekia Jones
- Middle School - Kevin Longworth and Renée Jeffrey
- High School - Liz Salcido, Greg Francois and Jim Monico
- Adult School - Yvonne Rodriguez
- Special Education - Elida Garcia
- Early Childhood Education - Rita Cruz
- Social Emotional Learning Group- Greg Francois and Jim Monico
- Nurses - Bea Spelker
- M & O and Student Nutrition Services - Lucy Albera, Cindy DiPaola and Bea Spelker
- Office Personnel-Bea Spelker

Parent Presentation

A parent meeting was held June 9 to share the work of the Back to School Task Force up until that time.

- 27 Parents from DELAC and PAC
- Parents asked questions that will be taken into consideration when finalizing details

Task Force Communication

While there was a large number of participants on the BTS Force for input, communication with more stakeholders was important. The following took place to share information

- Weekly updates to the Board of Education
- Updates at Board Meetings
- Weekly BTS Task Force Newsletter provided to all employees

Guiding Principles of BTS Task Force

Any BTS suggested plans must first address safety

- Cost of any suggested plans must be addressed
- Suggested plan must limit District liability
- Given:** Plan "BTS" as if everyone is positive for COVID-19 to ensure safety.
- Given:** Physical Distancing of a minimum of 6 feet must be maintained at all times.
- Given:** PPE equipment must be provided and used properly. used by employees and students, as appropriate

BTS Task Force Timeline/Topics

Monday, May 4, 2020 – Goals, Parameters, Timelines

- Monday, May 11, 2020 – Fortified Long Term Distance Learning Plans
- Monday, May 18, 2020 –Optimal on-campus options for BTS instruction at each instructional levels
- Monday, June 1, 2020 - Physical distancing considerations in class, at recess, during breaks, line up, dismissal, activities and athletics. Safety reviews for: bus, taxi, cafeteria and food service areas. Discussing students with medical needs.
- Monday, June 8, 2020 – Child care plans, symptoms checks/protocols and negotiations update. Social Emotional support plan for students, staff and parents.
- Monday, June 15, 2020 –Sanitizing plans of sites, safety postings, PPE equipment, communication plan, and working with employees with health issues

Addressing Physical Distancing Requirements for Safety.

- Adjustments to schedules, practices, location of students' arrival and dismissal have been suggested to keep students 6 feet apart.
- Including the classroom, passing periods, on the playground, during transportation and while eating. (Alternative or additional supervision will be necessary)
- Safe and Civil procedures for common areas will be revised for physical distancing considerations.

Sanitation and Health Practices

The BTS Task Force discussed ideas, suggestions and questions related to:

- Sanitation of classrooms, equipment and common areas
- Availability of hand washing and sanitizing products on school sites.
- PPE provided for students and employees
- Screening of students and staff

Options for Return in the Fall

The two learning options considered for the opening of the 2020-21 school year are

- Blended Learning: mixture of in-school instruction with fewer students in attendance at one time for a limited time each week and enhanced distance (on-line) learning
- Full time distance learning from home (solely on-line) TK-12

Back to School Task Force Recommended Learning Options

Full time Distance Learning

Similar to what we have done this Spring with enhancement of Distance Learning for Fall.

- This could be an option for TK-12 families to select for the Fall.
- Could be re-instituted Districtwide if health guidelines show it is safer for students and staff.

Full Time Distance Learning Enhancement

Ways to enhance our current Distance Learning Model were discussed in all groups. Many suggestions were provided. As it was compiled, three general areas emerged from the specialty groups to further address the increased quality of Distance Learning:

- Training
- Technology & Equipment
- Distance Learning curricular design, lesson delivery and grading

Blended Learning

- Time in Class – Face to Face Learning/ 1 or 2 days per week at school
- Online guided lessons and independent learning
- Intervention and enhancement in person and on-line

Social Emotional Learning Service Plan

1. Provide multi-level supports in the fall for the impact of physical distance measures and distance learning for all stakeholders. Provide support for students, teachers and parents as they re-enter distance learning, re-enter school or both;

2. Systematically identify students in need of additional support, involve teachers and parents and deliver services accordingly;

3. Offer individual and group counseling to overcome stress and anxiety;

4.Support staff on each campus to facilitate ongoing teacher professional development on trauma informed practices, empathy and the importance of self-care and wellness;

5.Support staff members to advertise and provide school and community resources for all stakeholders.

Recommended Screening Process

- Return to work screening questionnaire
- Daily Employee Screening
- Student Daily Screening
- Positive Case Protocol

FFRCA Emergency Leave for All Employees

Through December 2020, full time employees are entitled to 80 hours of emergency paid leave due to issues related to COVID-19. (prorated for part-time employees). Employee must fill out a form to use this leave.

Survey Results

Parent Surveys

- The most recent Parent Survey had 3,522 individual parent responses.
- The responses represented 6,362 students attending our schools

Teacher Survey results

- 741 responses

Classified Survey Results

- responses

On-going and next steps

What happens with work of the Back to School Task Force.

- The large amount of information collected from BTS Task Force, through BTS meetings, surveys and questions collected, individual divisions will refine the work and will further develop plans based on information received.
- There is still more work to be done to develop the details of the preliminary work.

Next Steps

- Continue planning details for two learning options
- Continue to monitor Health and Safety guidance and plan for the safe return of students and staff
- Continue to provide on-going updates, including

July Board meeting

- Provide update in the areas of child care, school athletics, music and activities

There were questions/discussion on the following:

the guidelines we're following they're being set by the LA County Department of Health, right (Cuarenta), on page 38 it was mentioned that to take their temperature it would be touchless. Is that where you pass through, like the airports or how would something like that work (Garcia), how many students would be allowed in that room at one time (Garcia), when a student is not feeling well, and he gets into this room and calling the parents, there's sometimes we have a question. As far as calling parents, they don't answer, or they can't come to pick up the students. How are we going to mandate this (Garcia), the blended learning schedule for the high schools, Odyssey was not mentioned in this preparation or BV, is it going to be different for those two schools (Garcia), How will we accommodate students with mod/severe, who cannot use a computer (De Leon), example let's say blind students, are parents going to receive support to try to help them out? What's their plan (De Leon), Special Education students, how will they be informed so they could do the best social distance as possible (De Leon), schedules - For the high school, if they have a seventh period, they would leave at 3:50 or would it be 2:35 for high school (De Leon), elementary time is that because it says full time, so is it 2:30 (De Leon), I would want to know how we came up with who was invited to the table (De Leon), screening - disability students with autism or maybe nonverbal, how will we go about being mindful of how we're going to check their temperatures, Are we just checking the temperature? Are we asking any questions (De Leon), Parent meeting - Did it include parents from special ed? Did it include parents of special ed children and parents from moderate/severe children? And if so, how many attended (Gomez), will taxi continue to be the means of district transportation to, and from school (Gomez), do we happen to know what the social distancing in taxi will look like? And if so, how many students and aides including driver will be in one taxi (Gomez), the driver picks up a student and the student doesn't want to wear the

mask. What happens then? Who will assure that the taxi drivers following safety protocol now? What documents will be available that it was done (Gomez), page 23, we have two in-class sessions and three distant learning sessions. How do we decide to come up with two in-class instead, let's just say the reverse three in-class and two distant learning (Gomez), is there any suggestions that we can probably have K through second be the five days in class (Gomez), could there be something that the teacher that is tech savvy that does know the technology more than another, pair up with the other teacher that doesn't (Gomez), Survey - 741 class teachers answered this survey. However, what was the sample size for the survey? We only get how many people answered it, but how many was the sample (Gomez), how are we doing with updating the cell phone numbers of when we send out they call the homes and sometimes it's a disconnected number (Gomez), as a school board or as a district we chose to go with, for example, one model, (ie; distance learning). Can we change our mind midyear based on what's going on (Cuarenta), what are our options for brainstorming for parents who work full time and cannot be with their children to participate in distance learning? Will there be childcare or tutor support? Will we be performing a more relevant follow-up survey for the parents to respond relative to their recent rising coven numbers (Cuarenta), My biggest question is accountability to make sure that we are reaching out to those students that are not engaging (Hansen)

Dr. Perez added that she will be updating the community in light of the email that she received from Supervisor Hahn's Office, so that parents that not returning to school and having a 100% distance learning is definitely a possibility that we all need to be emotionally prepared for and prepared for in may different ways. As soon as we negotiate with our Teachers Association on the schedules that were referred to and asked about today. Excellent questions on bringing back those schedules to the Board in order to be transparent to our community. Also, we will be bringing on a weekly basis more information regard to how things are developing in the Task Force.

4. Action Items

Action: 4.1 Resolution 20-01, Condemning Racism and Affirming the District' Commitment to an Inclusive School Environment for All

Adopt Resolution 20-01, Condemning Racism and Affirming the District' Commitment to an Inclusive School Environment for All

Motion by Linda Garcia, second by Yesenia Cuarenta.

Final Resolution: Motion Carries

Yea: Vivian Hansen, Yesenia Cuarenta, Sonia De Leon, Linda Garcia, Carmen Gomez

Action: 4.2 Blended Learning and Distance Learning Options for the Beginning of the 2020-21 School Year

Adopt the Blended Learning and Distance Learning options for beginning in 2020-21 school year, allow families to select their preferred learning option for their child. Blended Learning and Distance Learning.

Motion by Carmen Gomez, second by Yesenia Cuarenta.

Final Resolution: Motion Carries

Yea: Vivian Hansen, Yesenia Cuarenta, Sonia De Leon, Linda Garcia, Carmen Gomez

5. Closed Session

The Board adjourned to Closed session to discuss:

Conference with Labor Negotiator

Public Employee Appointment (Principal)

6. Open Session

The Board reconvened to Open Session at 8:38 p.m.

In Closed Session the Board approved the appointment of Becky Perez as Principal, Odyssey STEM Academy.

Motion by Carmen Gomez, second by Yesenia Cuarenta.

Final Resolution: Motion Carries

Yea: Vivian Hansen, Yesenia Cuarenta, Sonia De Leon, Linda Garcia, Carmen Gomez

7. Adjournment

The Board adjourned the meeting at 8:40 p.m.

Motion by Carmen Gomez, second by Lind Garcia.

Final Resolution: Motion Carries

Yea: Vivian Hansen, Yesenia Cuarenta, Sonia De Leon, Linda Garcia, Carmen Gomez