INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
June 24, 2014

I. CALL TO ORDER

The meeting was called to order at 5:30 p.m.

II. ROLL CALL

PRESENT: Mary Doran, Keith Hardy, John Brodrick, Chue Vue, Louise Seeba, Superintendent Silva, Jeff Lalla, General Counsel, Marilyn Polsfuss, Assistant Clerk

Jean O’Connell arrived 5:33 p.m.
Anne Carroll arrived 5:41 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Seeba moved the Board approve the Order of the Main Agenda with the addition of Item E-17 Cancellation of the Dell Contract to the Consent Agenda. Mr. Hardy seconded the motion:

The motion was approved with the following roll call vote:

Mr. Hardy Yes
Ms. O’Connell Yes
Mr. Brodrick Yes
Mr. Vue Yes
Ms. Carroll Absent
Ms. Doran Yes
Ms. Seeba Yes

IV. PUBLIC COMMENT (Time Certain 5:30 p.m.)

• T. Thompson – AIM student – loss of classes
• N. Bergland – Harding student – AIM – Native American culture
• S. Duffy – Student – Como student iPad lease is right decision
• A. Zetah – AIM space concerns and overcrowding
• T. Goldstein – Concern District is concentrating on wrong priorities, need for strategic plan with defined outcomes.
• L. Carrigan – iPads have a positive impact in schools
• H. Herndon – iPad and their value in opening the world for a special ed student
• M. Dronen – Minnetonka Director of Tech on tremendous changes brought about by and value of technology for students and teachers.
• N. Martinez – iPads good idea for students who do not have capacity to access the technology, has concern about safety issues that might arise
• C. Robey – iPads and how they can help in education of SPPS students
• G Copeland – Concern about use of referendum dollars and tech implementation
• H. Hernandez – Value of iPads
• B. Zick – iPad & referendum dollar use
• T. Polachek – Doubtful value of high tech tools

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Carroll moved the Board approve the Order of the Consent Agenda as published with the exception of the following items pulled for separate consideration:

Item B-10 - Request for Permission to Accept a Grant from the Ramsey Conservation District, C-2 - Renewal of Pacific Educational Group Contract 2014-2015, Item C-3 -
The motion was approved with the following roll call vote:

- Mr. Hardy: Yes
- Ms. O'Connell: Yes
- Mr. Brodrick: Yes
- Mr. Vue: Yes
- Ms. Carroll: Yes
- Ms. Doran: Yes
- Ms. Seeba: Yes

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of June 10, 2014

The meeting began with a Legislative Update. The Legislative Liaison indicated the E-12 budget included $54 million in new spending for FY 15 and $104 million in the next biennium. The compromise provided an estimated increase in revenue for SPPS of $3.5 million that includes general education revenue, one-time teacher evaluation revenue for non-QComp districts like SPPS and increases in ELL, ECFE, school readiness and school lunch.

The Controller provided the Quarterly Financial Report reviewing changes to the General Fund, the Fully Financed General Fund, the Food Service Fund, the Community Service Fund and the Community Service Fund Fully Financed Fund, the Building Construction Fund and the Debt Service Fund.

RECOMMENDED MOTION: That the Board of Education accept the Quarterly Financial report as presented.

The motion was approved with the following roll call vote:

- Mr. Hardy: Yes
- Ms. O'Connell: Yes
- Mr. Brodrick: Yes
- Mr. Vue: Yes
- Ms. Carroll: Yes
- Ms. Doran: Yes
- Ms. Seeba: Yes
The Controller then moved on to a further update on the FY 2015 Budget. The total FY 15 proposed budget is $694.4 million.

The Board made a formal recommendation that a Referendum Page be established within the Budget Book detailing use of funds with explanatory commentary.

**RECOMMENDED MOTION:** That the Board of Education accept the Budget Report as presented.

The motion was approved with the following roll call vote:

- Mr. Hardy  Yes
- Ms. O’Connell  Yes
- Mr. Brodrick  Yes
- Mr. Vue  Yes
- Ms. Carroll  Yes
- Ms. Doran  Yes
- Ms. Seeba  Yes

The Latino Consent Decree Parent Advisory Committee presented the yearly report which consisted of the recommendation to update, review and evaluate the LCD Program Implementation Guide to ensure SPPS is complying with all of the sections and that the implementation of the LCD is up-to-date as to best practices. They also provided a summary of the results in the past year’s recommendations.

**RECOMMENDED MOTION:** That the Board of Education accept the LCD Report as presented.

The motion was approved with the following roll call vote:

- Mr. Hardy  Yes
- Ms. O’Connell  Yes
- Mr. Brodrick  Yes
- Mr. Vue  Yes
- Ms. Carroll  Yes
- Ms. Doran  Yes
- Ms. Seeba  Yes

Staff provided its recommendations on changes to Policy 505.00 Bullying Prohibition (based on the Safe & Supportive Schools Act) and 102.00 Equal Opportunity/Non-Discrimination. The revisions suggested will provide clarity to the non-discrimination policy and will align it with the Safe and Supportive Schools Act.

Approval of the recommended motions for these two items was postponed as both were pulled from the Consent Agenda for separate consideration.

**RECOMMENDED MOTION:** That Policy 505.00 Bullying Prohibition be referred to the June 24 Board meeting for approval and the three reading process be waived as provided for in Policy 209.00.

**RECOMMENDED MOTION:** That Policy 102.00 Equal Opportunity/Non-Discrimination be referred to the June 24 Board meeting for approval and the three reading process be waived as provided for in Policy 209.00.

The Board conducted a work session at the end of the meeting covering several subject areas.

**MOTION:** Mr. Hardy moved the Board of Education accept the report on the COB meeting of June 10 and approve the minutes as published. Ms. O’Connell seconded the motion.

The motion was approved with the following roll call vote:

- Mr. Hardy  Yes
- Ms. O’Connell  Yes
VIII. RECOGNITIONS (Time Certain 6:30 p.m.)

**BF 29732** Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

The SPPS Finance Department was recognized for their smooth implementation of a new finance system over the course of one year. The 46 person finance team is led by Marie Schrul, controller, and is responsible for nearly $700 million maintained in seven funds. June 3, 2014 marked the one-year anniversary of "go-live" with the implementation (not an upgrade) of the new finance system - PeopleSoft Financials. This implementation was accomplished with a great deal of intensive labor with very few hiccups along the way.

The Finance Department is responsible for all district accounting functions - accounts receivable and payable, investments, cash flow analysis, budget development and maintenance, negotiations projections, revenue and expense forecasts, the annual levy, bond sales, annual financial audit, school and program budgets and federal grants. They also handle all purchasing and contract functions, MARRS data reporting, asset management, technical support of Payroll, HR and finance systems through PeopleSoft.

**MOTION:** Ms. O’Connell moved the Board of Education recognize the SPPS Finance Department for their contributions and outstanding work in keeping SPPS on a fiscally sound footing. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

- Mr. Hardy: Yes
- Ms. O’Connell: Yes
- Mr. Brodrick: Yes
- Mr. Vue: Yes
- Ms. Carroll: Yes
- Ms. Doran: Yes
- Ms. Seeba: Yes

IX. SUPERINTENDENT’S REPORT

**BF 29733** FY 15 SPPS Budget Report and Board Approval of FY 15 Budget

Staff provided their final update on the FY 2015 budget and walked Board members through the Proposed FY 15 Budget Book, highlighting specific areas.

The total FY 15 proposed budget is $694.4 million. General Fund $537.2, GF Fully Financed $39.5, Food Service $26.3, Community Service $20.8 and CS Fully Financed $4.8, Building Construction $24.3 and Debt Service $41.5 (all in millions).

<table>
<thead>
<tr>
<th>Estimated Beginning Fund Balance</th>
<th>Estimated Revenues</th>
<th>Estimated Expenditures</th>
<th>Estimated Ending Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen. Fund</td>
<td>$98,092,489</td>
<td>$529,117,689</td>
<td>$537,217,689</td>
</tr>
<tr>
<td>GF Fully Fin.</td>
<td>465,358</td>
<td>39,518,088</td>
<td>39,518,088</td>
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<tr>
<td>Food Service</td>
<td>3,941,901</td>
<td>26,306,100</td>
<td>26,306,100</td>
</tr>
<tr>
<td>Commun. Serv.</td>
<td>2,225,765</td>
<td>20,090,888</td>
<td>20,804,172</td>
</tr>
<tr>
<td>CS Fully Fin.</td>
<td>224,591</td>
<td>4,826,592</td>
<td>4,826,592</td>
</tr>
<tr>
<td>Build. Construct.</td>
<td>32,522,906</td>
<td>15,100,000</td>
<td>24,272,906</td>
</tr>
<tr>
<td>Debt Serv.</td>
<td>1,822,376</td>
<td>45,091,000</td>
<td>41,517,000</td>
</tr>
<tr>
<td>Total</td>
<td>$139,315,386</td>
<td>$680,050,357</td>
<td>$694,462,547</td>
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SPPS received $3.6 million in additional dollars from the legislature. It contains very restricted categorical funding and has been applied to FY15 in this proposal.

- **General Ed Formula**: $1,370,187  Allocated to schools, school service & programming
- **Teacher Evaluation**: 914,909
- **ELL Increase**: 628,390
- **School Readiness**: 153,978
- **ECFE**: 341,718
- **School Nutrition**: 154,046

**TOTAL**: 3,563,228

The FY 15 plan for use of referendum dollars is as follows (Dollars in millions):

- **All Day Kindergarten**: $2.1
- **Early Childhood Family Ed.**: 2.0
- **Pre-K Staffing**: 5.9
- **Secondary Math/Science**: 7.9
- **Other Secondary Programs**: 1.6
- **Technology**: 9.8
- **ELL**: 1.1
- **Special Education**: 4.5
- **Elementary Support**: 5.8
- **Pre-K Admin & Transportation**: 1.4

**TOTAL**: $42.1

Overall, a big picture of the General Fund expenditures shows allocations as:

<table>
<thead>
<tr>
<th>Area</th>
<th>FY 14</th>
<th>FY 15</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>$244,766,252</td>
<td>$246,150,703</td>
<td>$1,384,451</td>
<td>0.57%</td>
</tr>
<tr>
<td>School Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>179,770,029</td>
<td>184,977,526</td>
<td>5,207,497</td>
<td>2.90%</td>
</tr>
<tr>
<td>District-wide Support</td>
<td>89,318,197</td>
<td>102,018,439</td>
<td>12,698,242</td>
<td>14.22%</td>
</tr>
<tr>
<td>Central Admin.</td>
<td>4,436,817</td>
<td>4,071,021</td>
<td>(365,796)</td>
<td>(8.24%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$518,291,295</td>
<td>$537,217,689</td>
<td>$18,926,394</td>
<td>3.65%</td>
</tr>
</tbody>
</table>

Input was obtained through meetings with principals, district leadership, nine parent advisory groups and information on [www.spps.org](http://www.spps.org). Principals, supported by finance and other staff, also met with their staff and community members.

The SY 14-15 fall adjustment will be based on the October 1 count that will determine the total change in enrollment and its impact on revenue. The impact of enrollment changes will be examined for each location in conjunction with the Assistant Superintendents. Adjustments will be made as necessary.

**MOTION:** Ms. Carroll moved to amend the Main Agenda moving approval of the FY 15 Budget from Old Business to the Superintendent’s Report section of the meeting. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

- Mr. Hardy: Yes
- Ms. O’Connell: Yes
- Mr. Brodrick: Yes
- Mr. Vue: Yes
- Ms. Carroll: Yes
- Ms. Doran: Yes
- Ms. Seeba: Yes
QUESTIONS/DISCUSSION:

- Explain Pay As You Go and how it affects debt service? Response: This year SPPS saw the opportunity to shift how the district issues debt by moving a portion of levy funds to the overall General Fund levy thus saving taxpayer funding through a reduction in bond issues. This savings is approximately $1.8 million per year on bond interest and costs. Deferred maintenance projects have been built into the General Fund levy and will create savings in long-term debt and strengthen the district’s bond ratings.

- The District provides funding to schools as much as possible but as next October 1 adjustments come about will some schools be able to get funding shifts to help with staffing. Response: Adjustments will be made specifically by school based on their enrollment numbers. There is also a contingency fund that provides some leeway in staffing.

- Page three of the Budget Book, how does the budget tie into the goals of the Strategic Plan, how will it drive the work for the students? Response: SPPS has created pathways for schools/programs and has made additional investments in structuring some of these areas. Every decision is made based on fitting into the Plan goals and aligns most of the money going into the schools as a result. There are more dollars being invested in the schools today than in the past because SPPS is being intentional in this. Professional Learning Communities have been established for teachers to align with other teachers, professional development and collaboration within staff are also an alignment with the Plan. Science has expanded within the schools as well.

- The comment was made that this budget reflects the strategy which is what a budget should do: funding plans and programs which will move the district forward under the strategic direction.

MOTION: Ms. Carroll move the Board of Education adopt the FY 2015 budget as presented of $694,462,547. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Mr. Hardy Yes
Ms. O’Connell Yes
Mr. Brodrick Yes
Mr. Vue Yes
Ms. Carroll Yes
Ms. Doran Yes
Ms. Seeba Yes

B. S-Term Update

Summer Term (S-Term) provides a summer learning experience, helps to prevent summer learning loss and supports alternative pathways to high school graduation. The vision of the program is to become a collaborative, solution-focused culture supporting SSSC 2.0 that nurtures students to be life-long learners. Summer term is not mandatory, students attend by choice.

Values associated with S-Term include effective communication, working toward racial equity, collaboration and innovation. Its goals are to increase participation in the program substantially over the next two years.

Currently there are 14,149 students enrolled for S-Term sessions 1 and 2 (10,457 in 1 and 3,692 in 2). 6,750 students attended S-Term week 1 reflecting a 65% attendance rate vs. enrollment for week 1. Historically attendance vs. enrollment for week 1 has been 50%. 71% is the current actual number for K-12 attendance for S-term after the first round of no-shows and/or drops.

S-Term had a smooth start across all buildings. Staff continues to work to increase attendance to 80%. OAE staff are conducting daily site visits to all S-Term sites.

Staff indicated registration for S-Term session 2 is still open and encourage students to enroll ASAP.
QUESTIONS/DISCUSSION:

- How is S-term different from previous summer school sessions? Response: There are 12 new curricular and programmatic additions this year. Some of these include working with middle school students to build self-esteem and self-confidence. Another is the Wilderness Inquiry program, a place and service-based learning experience. Robotics has been added at the middle school level along with opportunities for art, Phy Ed and health and wellness. Greater efforts have been made to connect and work with community resources.

- Freedom School, please explain this program. (The suggestion was made that the Board invite the program director to a meeting to discuss Freedom Schools.) At the core, this program is a model for integrated literacy instruction creating a learning environment where cultural and racial identities are confirmed and built within the classroom. There are 900 students enrolled this year including African American, Latino and Hmong. The program is run through the Children’s Defense Fund and support from Minnesota Philanthropic Partners, Promise Neighborhood, the St. Paul Foundation and the Children’s Collaborative. The program has a staff to student ratio of 1:10.

- Are more guest readers needed for Freedom School? Response: Yes, the Board will be provided with information. Help is also needed in working with legislators to increase the number of hours that are allowed under ALC.

- What kind of assessment will be done post S-term to measure its success? Response: Programmatic evaluation is critical, as it will drive enhancement/improvement for the next year. Staff is working with REA to establish evaluations of 1) Freedom Schools – a basic reading inventory, 2) Provide a look at S-TERM traditional sites – perhaps a comparison of Mondo spring to fall results and the effect S-Term had in reducing learning loss and 3) a look at multi-district programs (EMID camps); this could be a survey of students along with some focus groups with parents regarding how S-Term went and where improvements could be made.

- Why is 15,000 set as the enrollment goal? What is it based on? Response: A formula was used that included district capacity in air-conditioned spaces. The desire was to over project enrollment knowing some would not turn up. Capacity, enrollment and actual attendance were part of the formula. In actuality, the desire is to see S-term participation decrease as that would mean the number of students in the 40th percentile and below has been reduce as academic achievement has increased.

C. PLTT Presentation

There have been pockets of technology implementation within SPPS that have piloted technology use very successfully. The use of iPads on a 1:1 basis has been successful in many districts within Minnesota and across the country. Personalized learning is a bridge between the racial equity work and the accomplishment of college and career readiness.

In 2013-14, three separate but inter-related tracks of work were pursued: teaching and learning, the learning platform and devices.

Personalized learning is being pursued because it is how today’s students learn, it is a necessity for college/career readiness, it provides equity for students, it allows for variation in pace and process and it expands learning beyond the classroom. Today’s students exist in a technologically savvy world and must have the knowledge and skills to compete in that world.

This work was not done alone. Staff was surveyed and their feedback incorporated into the planning. Over 80 teachers were gathered to make learning platform recommendations. Schools were visited and staff talked to in “Road Shows.” Personalized Learning Institutes provide information to and feedback from over 100 district coaches and specialists and multiple departments were worked with in development so far. Additionally, Community Action Teams provided recommendations.

There are three legs to personalized learning: tailored instruction, student voice and choice (inclusive and relevant) and a tech-rich environment.
SPPS has looked at strengthening its technology environment through an IT readiness assessment, software evaluation, updating of computer labs and wireless access, a device inventory and implementation of a study of device options and pilots. Technology plans were developed for sites and IT was restructured to better address the district’s needs.

In 2013-14, SPPS defined what it needed. Moving forward into 2014-15, SPPS will provide 1:1 devices for all and provide a streamlined technology environment and tools to transform learning.

Why 1:1 devices in two years? It will provide greater student engagement, move learning beyond the classroom and the school day so it can be customized to student needs. It will provide simpler management and security for devices, teach responsibility and provide equity of access. Urgency has been expressed by many teachers and parents to move personalized learning forward. Moving to a single technology ecosystem provides compatibility, support, maintenance, controls costs and expands the learning experience.

Why iPads? iPads are an all-in-one tool. They are easy to use, they work without internet access, they simplify support, they are durable, reliable and will transform learning to be student centered.

Student learning needs to include the compacting of curriculum, moving to project based learning, provision of a distance-learning environment and tools for in-depth learning. iPads enhance creativity, allow interactive teaching/learning between students and adults and the ability to share learning among others. Families will also benefit and be more involved in their children’s education.

Benefits for teachers, along with those listed above, include the ability to assess achievement, greater access to information; they will allow more quality time in the classroom with students while at the same time extending learning outside the walls of school buildings. Teachers will need to be trained in the strategic use of the devices so they can have the greatest impact with students. Ultimately is should create greater engagement for students.

Currently SPPS has 20 iPad projects going on in pilot schools, certain classrooms or through individual teacher initiatives. In 2014-15, 37 sites will have devices for all students, administration and teachers at the sites (5,420 iPad Mini’s, 22,340 iPad Airs and 1,385 MacBook Pro Laptops for admin and teachers for a total lease cost of $5.72 million in Year 1). In 2015-16, all students and all teachers at all sites will have devices.

Moving forward a strategic framework for logistics has been established that includes:
- Training teacher leaders
- Provision of devices to teachers prior to school opening
- Job embedded and on-line professional development in iPad use and aspects of Personalized Learning
- Provision of information and guidelines for use for families
- Development of iPad instructions for students
- Scheduling of iPad hand-out events
- Follow-up in the schools.

SPPS has implemented a Mobile Device Management System (CASPER) that manages deployment and provisioning, monitors compliance and security, provides for apps, content and software distribution and maintenance of a software and hardware inventory. Other features of the program include Focus (a classroom management module), a private apps store, provisioning and management of SPPS purchased/leased Apple devices that includes a theft deterrent associated with each device serial number that disables it from all access and locks it down in the event it is stolen/misplaced.

Benefits of leasing are that it makes costs predictable and spreads them out over time. It allows for regular replacement, provides reliable equipment and up-to-date hardware and allows for ease of disposal. Added benefits include AppleCare Plus (extended warranty &
insurance), Apple customer support which includes families, a rugged case, device management software licensure, Apple PD services and Apple tech support (including one year of on-site support). A timeline was provided for the 2014-15 implementation.

Sustainability of the effort projects $8 million per year in on-going costs. This will require a disciplined approach to technology budgeting. Following the initial transition, SPPS will need to recapture savings in other ways. They will need to make a commitment to find savings in areas such as textbooks and other printed materials, look into instructional resource redundancies, paper and copier costs, break/fix expenses and inefficient technology purchases.

The presentation ended with a request the Board approve the lease as presented.

QUESTIONS/DISCUSSION:
• Concern was expressed about the speed of implementation and who will provide support for these changes? Response: Staff indicated they had not been publically discussing the 1:1 iPad option for more than one month but they had done an assessment of where the district is with current devices and built a model for sustainable technology devices moving forward. The result of the assessment highlighted that SPPS was worse off than was thought with a majority of its devices reaching end of life within the next year. The assessment led to a conversation on moving personalized learning forward. Tailoring instruction and student voice and vision drove the decision on what devices would be used and led to making a recommendation in March for 1:1 in secondary and possibly 1:3 in elementary. When the Dell platform work failed to meet expectations, it allowed the district to revisit 1:1 at all levels – making device management easier. Various ecosystems and devices were explored and the decision was made to pursue the Apple Ecosystem and iPad tablet. Current information revealed the trend toward tablets replacing laptops so SPPS would be on the front end of this curve in its use of iPads. The decision to move forward is urgent so current students can benefit from personalized learning.
• Regarding support, two issues were looked at: simplifying the environment in management of devices and how to get everyone supporting classrooms working more closely together to create a seamless support system. Currently SPPS is spending a lot of time making aged devices continue to work and in finding ways to integrate a diverse range of devices into a compatible, working system. It is currently a challenging tech environment. In the educational environment, the move to all Apple simplifies the management of devices. Its Mobile Device Management System can replace malfunctioning equipment quickly and send broken items for repair/replacement. In creating integrated classroom support, every pilot school in year 1 will have a full or part time Tech Integration Specialist. Beside being a big investment, the longer it takes to roll out new technology the more students will be missed creating/prolonging an equity issue. The biggest issue is who is left behind if implementation is not done quickly and efficiently.
• A Board member commented the biggest issue is WHAT is being rolled out. Response: Staff indicated the reason for the shift in the conversation was discussion continued to go back to what type of learning activities students should be able to do. Chromebook and laptops limited the ability of students to do various work/projects. When learning goals were looked at, the iPad was the most versatile with its ability to access information, produce videos, its mobility and the 24:7 support.
• So who will support these devices? Response: SPPS employees will support the devices.
• It was noted efforts need to be made to make sure people in the community know the devices are not going to be useful if stolen to reduce possibility of theft. Response: Administration indicated it would be really clear in its communication to ensure all forms of safety. The approach will be very metered and defined as to how devices are released from school to students and for home use. It was noted that nationally fears around safety issues are not materializing with few instances of violence associated with the deployment of devices. SPPS does need to figure how to address this; it cannot eliminate all risk but it can educate students on how to be safe. SPPS also needs to work with
families and students on the timing of when devices are released to homes. IPads are for school use only and filters will be built into the system to ensure appropriate access.

- The $8 million per year is about 1.5% of the General Fund budget. Current tech spending averages about $4 million per year. This plan does guarantee access in a way not available before and addresses teacher technology in more equitable manner than ever before as well.

- Five teacher leader work teams are addressing professional development and logistics in order to have teachers at the buildings prepared and coached on the devices. Principals want key leaders at their buildings. they want ownership at the building so library staff, integrationist, a specific point person or teacher will become Teacher Leader. Additionally SPPS needs to get in front of teachers who have ideas about curriculum; teachers will ultimately provide immediate priorities of practice in development of curriculum.

- A Board member stated her appreciation of SPPS looking at multiple choices. She stated SPPS cannot have adults and students teach/learn without having devices in hand. She asked administration to maintain flexibility so if people are ready to go faster implementation can be speeded up.

- Concentration has been on students first with the next level of focus on adults helping students learn. How have the devices been used with special ed? Response: Staff indicated that students with special needs are engaged in classroom when equal access is provided and the kids are growing. SPPS is tracking this and kids are making growth in reading and math. When looking at students with multiple physical handicaps technology allows those students to communicate in the classroom. The devices are benefitting all students who have access to them. Students will gain from this, especially special needs students.

- How will this address the problem with over-identification? Will using personal devices help reduce the number of students identified for special ed services? Response: In the classroom students are engaged because technology is something they can manage themselves. There are many aspects that affect student learning and advances may not be reflected in first year.

- How will over identification of black males identified as EBD be addressed? Response: The district does not have enough data around IPads but it is known that when kids are highly engaged behaviors go down. This, along with co-teaching, should reduce referrals.

- Staff noted security issues will be addressed, the handout of devices will be addressed though specific events, customer service will be available for families and there will be flexibility at sites.

- Are there translation options for immigrant families? Response: Apple has currently agreed to provide support in English and Spanish. SPPS is pushing for more languages.

- Will students be able to be enriched with more culturally relevant materials than are available currently? Response: Yes.

- What about assessments? Response: Teachers do assessment already; this would enhance their ability to assess individual students.

- It was noted that iPads have potential to enlarge the scope of student learning. In schools where iPads are in use staff have reported greater use of individualized instruction and students complete work more thoroughly, they ask more content based questions and learn new tech skills readily.

- Will curriculum costs increase? Response: Actually many teachers are looking forward to getting rid of textbooks. They want to design their curriculum or access curriculum on the web. SPPS has joined a consortium of Minnesota school districts that are developing open source curriculum/resources. Teachers are writing their own curriculum and finding it more effective. Technology is altering the business model for textbook publishers faster than can they adapt. The devices will change the paradigm of what happens in the classroom.

- How will SPPS find funding as it moves beyond referendum funding? Cost savings will include a reassessment of personnel yet there will be many more devices coming on board along with maintenance of current systems in place. How to you anticipate cost saving and the need for more people on the ground. What will people support entail as
you have a request for adding more field staff and personnel to manage technology going forward already in place?  Response:  SPPS is trying to work cooperatively across departments to ensure a baseline of training and more cooperative work among groups with better hand off between groups.  There will be better utilization of resources on hand as well as adding some additional staff.

- SPPS has the challenges of supporting what it already has in place while bringing on multiple new devices.  How will it address old support and new support challenges?  Response:  Staff is already supporting approximately 27,000 devices.  SPPS does not want to add iPads on top of older technology so it will need to take some time to weed out old devices.  It will need to move into a single environment where devices work under the same the platform/system.  SPPS will have to remove old technology, which could be challenging as people like to keep what is familiar.  Other challenges have been to upgrade network equipment so schools can to manage access of new devices; this has been on going over the past year or so.  SPPS has also been approved for more e-rate so it can add more connections.  Another tool being added is caching servers in each school to capture apps locally so they stay within the school environment reducing the need for network access and bandwidth use.  Apple will help assess the network to be sure it can handle all of the devices.

- It was noted it would be valuable to add a piece to the presentation when it is given to the public that addresses how SPPS will adapt the current environment with the new.

- Staff noted that new statewide testing requires it to be a fully adaptive computer-based test with iPad compatibility. The new devices will save time for teachers and students and allow greater classroom time during testing events.  The iPads will provide familiarity to students so they are more comfortable in the testing environment.

- What about the new structure in IT?  Response:  Yes, IT is being restructured and there are plans to phase in more support staff over a two-year period.  If the lease is approved, IT can then tailor this more specifically as they will have a direction in which to go.

D. Teacher Development and Evaluation

SPPS and SPFT have been working on a new evaluation model to comply with Minnesota Statute 122A.41.  All teachers will have to be evaluated by a certified administrator in a three-year cycle which must include:  teacher practice (observation), student engagement and student growth (achievement).  Work on the evaluation model began in October 2013 and included over 35 teachers and administrators.  SPFT voted to approve the model on May 19.  The goal is to ensure all students learn at a high level.

Teacher practice (classroom observation of teachers) utilize the Standards of Effective Teaching (SET) as its rubric.  SET measures various elements of effective instruction, the environment of learning, family engagement and professional responsibilities.  Teachers will be rated distinguished, proficient, developing or below standard.

Student engagement will involve surveys conducted twice per year.  Teachers will choose questions from a question bank and REA will provide oversight of the process.  The results will guide teacher practice and growth plans.  The survey will measure how students feel in the areas of activity, safety, respect, challenge and support.

Student growth will be measured by PLC common assessments that can include standardized or district-wide assessments.  Teachers will complete reflections on the results and on PLC work.

Additional components include individualized growth and development plans with defined goals and peer observations will help teachers focus on their goals.

Next steps include training for administrators and peer reviewers (beginning August 2014 and on going), educating teachers and administrators through web based lessons.  An SPPS Coordinator will oversee implementation and an oversight committee will work to make adjustments or changes to the process as it moves forward.
QUESTIONS/DISCUSSION:
- What are the consequences of going through an evaluation for teachers who are not improving? Response: There is a process in place providing support to teachers in professional development along with implementation of an improvement plan.
- What is the incentive to “go beyond”? Response: Satisfaction, personal challenge and leadership opportunities. There is no monetary incentive.
- Staff was asked to send the presentation to the Board.
- Peer reviewers, are they self-selecting, how does that work? Response: Criteria will be provided for principals on how to select peer evaluators. Administration is looking at the possibility of providing a stipend.

E. Human Resource Transactions

MOTION: Ms. O’Connell moved that the Board approve the Human Resource Transactions for the period May 1, 2014 through May 31, 2014 as published. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:
Mr. Hardy Yes
Ms. O’Connell Yes
Mr. Brodrick Yes
Mr. Vue Yes
Ms. Carroll Yes
Ms. Doran Yes
Ms. Seeba Yes

X. CONSENT AGENDA

MOTION: Ms. Carroll moved the Board approve all Consent Agenda Items as published with the exception of the following items pulled for separate consideration: Item B-10 - Request for Permission to Accept a Grant from the Ramsey Conservation District, C-2 - Renewal of Pacific Educational Group Contract 2014-2015, Item C-3 - Playworks Partnership Contract, Item C-4 - Approval to Enter into a Contract with Visions for Learning, Inc. for Special Education Professional Development for the 2014-2015 School Year, Item E-12 - Outsourcing of Substitute Teachers to Teachers on Call, Item E-14 - REVISION - Policy 102.00 Equal Opportunity/Non-Discrimination and Item E-15 - REVISION - Policy 505.00 Bullying Prohibition. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:
Mr. Hardy Yes
Ms. O’Connell Yes
Mr. Brodrick Yes
Mr. Vue Yes
Ms. Carroll Yes
Ms. Doran Yes
Ms. Seeba Yes

A. Gifts
BF 29734 Gift Acceptance from Friends of Groveland Park.
That the Board of Education authorize the Superintendent (designee) to allow Groveland Park Elementary to accept this gift from Friends of Groveland Park to aid in the support of student achievement.

BF 29735 Gift Acceptance from The Jack and Gretchen Norqual Foundation
That the Board of Education authorizes the Superintendent to accept the awarded gift.

BF 29736 Acceptance of a Gift from Linwood School Community Association (PTA)
That the Board of Education authorize the Superintendent (designee) to accept the $8,400.00 gift from the Linwood School Community Association (PTA) and provide a letter expressing appreciation for the gift.
B. Grants

**BF 29737** Request for Permission to Submit a Grant Application to Action for Healthy Kids

That the Board of Education authorize the Superintendent (designee) to submit an application to Action for Healthy Kids; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29738** Request for Permission to Accept Grant Award from Global Citizens Network (GCN) and Intercultural Student Experiences (ISE) for Washington Secondary Travel to China in Spring 2015

That the Board of Education authorize the Superintendent (designee) to accept this grant from Global Citizens Network (GCN) and Intercultural Student Experiences (ISE) to assist a group of 12 from Washington Secondary School to go to China; and to implement the project as specified in the award documents.

**BF 29739** Request for Permission to Submit Grant Applications from Three Schools to ING Unsung Heroes Program

That the Board of Education authorize the Superintendent (designee) to submit these applications for project funding to ING Unsung Heroes; to accept funds, if awarded; and to implement the project(s) as specified in the award documents.

**BF 29740** Request for Permission to Submit a Grant Application to Hunger-Free Minnesota to Fund an After-School Meals Program

That the Board of Education authorize the Superintendent (designee) to submit an application to Hunger-Free Minnesota’s Child and Adult Care Food Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29741** Request for Permission to Accept Grant Award from Lowe’s Toolbox for Education to Bridge View School

That the Board of Education authorize the Superintendent (designee) to accept this grant from Lowe’s Toolbox for Education for playground renovation at Bridge View School; and to implement the project as specified in the award documents.

**BF 29742** Request for Permission to Accept Grant Award from Lowe’s Toolbox for Education to Humboldt

That the Board of Education authorize the Superintendent (designee) to accept this grant from Lowe’s Toolbox for Education for use in math classes at Humboldt Secondary; and to implement the project as specified in the award documents.

**BF 29743** Request Permission to Submit Grant Application and Required Reports from Supplemental Title I Funding Authorized by the No Child Left Behind Act of 2001 Waiver (Elementary and Secondary Education Act of 1965) to the Minnesota Department of Education (MDE)

That the Board of Education authorize the Superintendent (or designee) to submit the grant applications for supplemental Title I funding under and the NCLB Waiver to the Minnesota Department of Education; to accept funds if awarded; and to implement the project as specified in the award documents.

**BF 29744** Request for Permission to Accept a Grant from the Miracle League of Minnesota, Inc.

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Miracle League of Minnesota for a fully accessible Miracle Field baseball field at Focus Beyond; to accept funds, goods and/or services if awarded; and to implement the project as specified in the award documents.

**BF 29745** Request for Permission to Submit Grant Application from Hubbs Center for Lifelong Learning to Otto Bremer Foundation
That the Board of Education authorize the Superintendent (designee) to submit this application for digital literacy support for Adult Basic Education students at Hubbs Center; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29746** Request for Permission to Accept Grant Award from Saint Paul Foundation for Freedom Schools

That the Board of Education authorize the Superintendent (designee) to accept this grant from The Saint Paul Foundation for Freedom Schools in summer 2014; and to implement the project as specified in the award documents.

**BF 29747** Request for Permission to Submit Grant Applications from Six Schools to Target Arts and Literacy Funding Program

That the Board of Education authorize the Superintendent (designee) to submit these applications for arts and literacy funding to Target; to accept funds, if awarded; and to implement the project(s) as specified in the award documents.

**BF 29748** Request for Permission to Submit a Grant Application to the U.S. Department of Education’s Professional Development for Arts Educators

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education’s Professional Development for Arts Educators program for funds to provide professional development and a build collaborative learning community; to accept funds, if awarded; and to implement the project as specified in the award documents.

**C. Contracts**

**BF 29749** Request to Enter into Contract with CIC to Purchase CIC Analysis Portal

That the Board of Education authorize the Superintendent (designee) to enter into contract with CIC to purchase CIC Analysis Portal. Implementation plans would begin immediately with next steps to include a demonstration for district leadership of the dashboards, articulation of comprehensive reporting structure landscape and vision for SPPS, establishment of project implementation team and inventory of current data stores, roles, tools and reporting timelines.

**D. Agreements**

**BF 29750** Renewal of Lease Agreement with the Center for Democracy and Citizenship at the Baker Center

That the Board of Education ratify execution by the administration of a Lease Agreement between the District and Center for Democracy and Citizenship for lease of space at the Baker Center for the term July 1, 2014 through June 30, 2015, for monthly rent of Four Hundred Ninety Eighty and 21/100 Dollars ($498.21) and subject to all other terms and conditions of said agreement.

**BF 29751** Renewal of Lease Agreement with Community Action Partnership of Ramsey and Washington County - HeadStart

That the Board of Education ratify execution by the administration of a Lease Agreement between the District and Community Action Partnership of Ramsey and Washington County - HeadStart to lease space at 271 Belvidere for the term July 1, 2014 through June 30, 2015, for monthly rent of Three Thousand Sixty-One and 00/100 Dollars ($3,061.00) and subject to all other terms and conditions of said agreement.

**BF 29752** Approval for Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers regarding the Teacher Development and Evaluation Plan

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Agreement between the Saint Paul Federation of Teachers, representing teachers, and Saint Paul Public Schools regarding The Teacher Development and Evaluation Plan.
BF 29753  Request for Permission of Board of Education to Enter into a Renewal Service Agreement with EDmin for the DataZone Assessment Management System

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with EDmin to provide Data Zone. The total cost for services will be paid from the Instructional Services budget #01-005-610-000-6305-0000.

BF 29754  Renewal of Lease Agreement with Teatro del Pueblo at the Baker Center

That the Board of Education ratify execution by the administration of a Lease Agreement between the District and Teatro del Pueblo for lease of space at the Baker Center for the term July 1, 2014 through June 30, 2015, for monthly rent of Three Hundred Seven and 04/100 Dollars ($307.04) and subject to all other terms and conditions of said agreement.

E. Administrative Items

BF 29755  Appointment to the Civil Service Commission

That the Board of Education of Independent School District No. 625 approve the appointment of Judy Rehak and the reappointment of William Carter to the City of St. Paul Civil Service Commission.

BF 29756  Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors’ Association Representing Facility and Nutrition Services Supervisors

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Manual and Maintenance Supervisors’ Association in this school District; duration of said Agreement is for the period of January 1, 2014, through December 31, 2015.

BF 29757  Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, to Establish Terms and Conditions of Employment for 2014-2017

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local Union No. 34 is the exclusive representative; duration of said Agreement is for the period of May 1, 2014 through April 30, 2017.

BF 29758  Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for School and Community Service Professionals

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those School and Community Service Professional employees in this school district for whom the Saint Paul Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2013 through June 30, 2015.

BF 29759  Approval of an Employment Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2014-2017

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2014 through April 30, 2017.

BF 29760  Approval of an Employment Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2014-2017
That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said Agreement is for the period of May 1, 2014 through April 30, 2017.

**BF 29761**

Employment Agreement General Counsel

That the employment contract of the General Counsel be amended as above recommended.

**BF 29762**

Insurance Coverage Changes – General Liability/School Leaders Legal Liability/Auto

That the Board of Education approve the change in policy term; authorize the cancelation of the current General Liability/School Leaders Legal Liability/Auto policy with Riverport Insurance Company and obtain a new General Liability/School Leaders Legal Liability/Auto policy with Wright Specialty Insurance.

**BF 29763**

Insurance Coverage Changes – Network Security/Privacy Liability

That the Board of Education authorize the purchase of Network Security/Privacy Liability coverage with Beazley Insurance Company, Inc effective July 1, 2014.

**BF 29764**

Insurance Coverage Changes – Property

That the Board of Education approve the change in policy term; authorize the cancelation of the current Property Insurance policy and reinstatement of a new pre-paid Property Insurance policy with Affliated FM.

**BF 29765**

Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period April 1, 2014 – April 30, 2014.

General Account #616807-618607 $58,130,133.27

#0000637-0000645

#7000631-7000678

#0000179-0000207

(a) Debt Service -0- $190.77

(b) Construction -0- $1,283,228.37

$59,413,552.41

Included in the above disbursements are 2 payrolls in the amount of $41,645,811.53 and overtime of $171,282.82 or 0.41% of payroll.

(d) Collateral Changes

Released None

Additions None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers’ Compensation Law falling within the period ending September 30, 2014.

**BF 29766**

Purchase of 261 Chester Street, Saint Paul, Minnesota

That the Board of Education ratify execution by the administration of a Purchase Agreement for the purchase of the real property located at 261 Chester Street and authorize the Superintendent to execute, on behalf of the District, any and all documents necessary for said purchase.

**BF 29767**

Settlement of Uninsured Claim

That the Board of Education approve the settlement of the above referenced claim and authorize School District administration to issue payment.

XII. Bids
BF 29768  RATHIFICATION of Bid No. A204471-K Fire Sprinklers at Nokomis South
That the Board of Education to authorize an award of Bid No. A204471-K Fire Sprinklers at
Nokomis South to Viking Sprinklers for the lump sum base of $146,500.00.

BF 29769  Bid No. A204619-K Test and Balance Implementation at Various District
Sites
That the Board of Education to authorize an award of Bid No. A204619-K Test and Balance
Implementation at Various District Sites to Premier Test and Balance for the lump sum base of
$181,260.00.

BF 29770  Bid No. A204681-K Type III School Transportation
That the Board of Education authorizes the Superintendent (designee) establish contracts
and to award service based on responses to Bid No. #A-204681-K for Type III School
Transportation for Fiscal Year 2014-2015.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 29771  Request for Permission to Accept a Grant from the Ramsey Conservation District
Director Hardy pulled this item in order to thank the Ramsey County Conservation District for their
work in extending SPPS students’ understanding about water and the environment.

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, the Board of Education
authorize the Superintendent (designee) to accept a grant from the Ramsey Conservation District
for a rain garden at Chelsea Heights Elementary, to accept funds, and to implement the project as
specified in the award documents.

The motion was approved with the following roll call vote:
Mr. Hardy  Yes
Ms. O’Connell  Yes
Mr. Brodrick  Yes
Mr. Vue  Yes
Ms. Carroll  Yes
Ms. Doran  Yes
Ms. Seeba  Yes

Director Brodrick indicated he had pulled this item in order to vote on it separately as he intended
to vote no on this item, as although PEG work has provided a good foundation for the equity work
he is not seeing results from the effort and cost.

Various other Board members spoke in favor of the item indicating this was a work in progress,
was on going basically forever, and would become sustainable through internal staff being
developed to provide training in the future in order to provide racially equitable education for all
students.

MOTION: That the Board of Education authorize the Superintendent (designee) to
contract with Pacific Educational Group for 2014-2015 to deepen and expand SPPS’ racial equity
development.

The motion was approved with the following roll call vote:
Mr. Hardy  Yes
Ms. O’Connell  Yes
Mr. Brodrick  No
Mr. Vue  Yes
Ms. Carroll  Yes
Ms. Doran  Yes
Ms. Seeba  Yes
BF 29773 Playworks Partnership Contract

Director Hardy indicated he had pulled this item in order to recognize Playworks and acknowledge the very positive results they achieve when they work within a school. He asked if SPPS could find a way to bring the model into more schools as it is a valuable program and would benefit schools by its proven ability to reduce negative behaviors.

MOTION: Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to enter into a contract with Playworks to provide each school listed above with one Program Coordinator to improve the health and well-being of children. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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<td>Mr. Hardy</td>
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<td>Ms. Seeba</td>
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BF 29774 Approval to Enter into a Contract with Visions for Learning, Inc. for Special Education Professional Development for the 2014-2015 School Year

Director Hardy stated he had pulled this item in order to ask everyone in the district to work with employees to ensure families of color have no negative conversations about their child’s evaluation or IEP.

MOTION: Ms. Carroll moved the Board of Education authorizes the Superintendent (designee) to enter into a contractual agreement with Visions for Learning, Inc. at a cost of $200,200 to provide Special Education professional development services for the 2014-2015 school year paid from the 2014-15 Special Education Early Intervening federal funds (29-005-422-425-6304-1330). The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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BF 29775 Outsourcing of Substitute Teachers to Teachers on Call

Mr. Brodrick stated he had pulled this item as he had concern 1) about outsourcing and 2) the importance of having substitutes there when needed. Will subs be on duty when needed? Response: Providing substitutes has been a challenge for SPPS. Today SPPS has 760 individuals listed as temporary employees to meet its substitute needs. Even with these SPPS has fallen short on meeting daily needs at times. SPPS is now proposing to transfer these 760 individuals to employment with Teachers on Call. Teachers on Call works with 35 school districts in Minnesota and 30 in Wisconsin. By moving the temporary employees, Teachers on Call will assume all responsibility for payroll, benefits and reporting requirements freeing SPPS up to educate students. Staff indicated they believed the partnership would provide better results than SPPS could achieve on its own. SPPS has tried to reach a 95% fill rate, Teachers on Call has achieved a 98% fill rate.

Will it be cost effective for SPPS? Yes, this comes at a rate SPPS cannot match if it provides the service on its own. It could potentially save about $1.5 million over what it would cost SPPS.
Will there be quality or security issues with Teachers on Call? Response: No, it would actually improve. They work with licensed teachers in various content areas and short-call licensed teachers as well. They also have the ability to do annual background checks on teachers in their pool, which SPPS has not been able to do.

Will anyone be laid off? Response: No.

Will SPPS lose the ability to hire some of these people as regular staff? Response: No, those currently listed as SPPS temporary employees that are moved to Teachers on Call will be hirable by SPPS as Teachers on Call has no cost invested in them by way of recruiting costs, etc. SPPS will have a preferred connection with those teachers and can bring any one of them on at no additional cost as they came from the SPPS system. SPPS will also maintain its preferred relationships with those teachers that already exists when it comes to specific requests from schools.

MOTION: Ms. Carroll moved the Board of Education authorize the Superintendent (designee) to enter into a contract with Teachers on Call to provide Substitute Teacher services for Independent School District 625. The contract amount will be charged to budget code #01-005-271-000-6305-0000. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:
- Mr. Hardy: Yes
- Ms. O'Connell: Yes
- Mr. Brodrick: Yes
- Mr. Vue: Yes
- Ms. Carroll: Yes
- Ms. Doran: Yes
- Ms. Seeba: Yes

BF 29776 REVISION – Policy 102.00 Equal Opportunity/Non-Discrimination
BF 29777 REVISION – Policy 505.00 Bullying Prohibition

Mr. Brodrick pulled this item in order to clarify the waiver of the three reading process. Response: Staff indicated these policies qualify for the waiver because in the case of 102.00, the language was clarified and created no material or substantive change to the intent of the policy and in the case of 505.00; the revisions were made due to change in statutory language and the necessity to bring the policy into alignment with that language.

Director Hardy stated he had intended to pull these as well in order to extend thanks for the good work done by SPPS staff in development of Policy 505.00 which was used as a basis for development of portions of the Safe School Law.

Mr. Brodrick directed administration to be sure procedures sent to the schools make it clear what staff obligations and responsibilities are and provide guidelines on how to handle bullying situations.

MOTION: Mr. Hardy moved the Board of Education waive the three reading process as permitted under Policy 209.00 and approve the revisions made to Policy 102.00 Equal Opportunity/Non-Discrimination as presented and that the Board of Education also waive the three reading process as permitted under Policy 209.00 and approve the revisions made to Policy 505.00 Bullying Prohibition as presented. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:
- Mr. Hardy: Yes
- Ms. O'Connell: Yes
- Mr. Brodrick: Yes
- Mr. Vue: Yes
- Ms. Carroll: Yes
- Ms. Seeba: Yes
XI. OLD BUSINESS

A. Approval of FY 2015 Budget – the agenda was revised and approval was moved to the Superintendent’s Report.

XII. NEW BUSINESS

BF 29778    Contract for Lease of Ipads

MOTION: Ms. O’Connell moved, seconded by Ms. Carroll, that the Board of Education authorize the Superintendent (designee) to enter into sole source Lease Agreements with Apple, Inc. for iPads, iPad Mini’s and MacBooks, for a total of $17,664,034.94 over the life of the leases.

Director Hardy indicated he would be more comfortable with the lease if there were specific plans in place from the various teams working on this as to details of roll out, use, costs, etc.

MOTION: Director Hardy moved to amend the motion to add that administration provide the Board with definite plans from the various teams before iPads are provided to the students. Mr. Brodrick seconded the motion.

QUESTIONS/DISCUSSION:

• Is this a 6-month delay in roll out? Not necessarily, just a request that more detailed plans be provided.
• Staff responded that it recognized this was drawing a lot of public attention and with it a desire for greater detail. They indicated they would schedule as many updates as the Board requests and would be prepared to talk about full details at the August 19 Board meeting. Timeline tracking of the work process is happening across all seven teams. They acknowledged they were committed to learning from the process along the way and to recognizing areas needing adjustment or that have gone well so plans can be accommodated to results as has been done all along. Staff further indicated they recognized this is highly visible and a politically sensitive issue but good outcomes are expected. They also indicated that personalized learning outcomes would vary depending on teacher/students so some flexibility in outcomes is to be expected.
• A Board member stated it would be great to have regular update. Putting this into perspective, it is a critically important item and timing is critical for teacher preparation and the roll out to the schools. It is critical this be implemented at the start of the school year not later in the year which would be extremely disruptive and counter productive. She indicated she could support regular updates on progress with the expectation the Board would provide input.
• Another Board member stated there were many things that could wait; this is not one of them. SPPS needs to get into the process in order to understand if it will work.

RESTATEMENT OF AMENDMENT TO THE MOTION: Director Hardy moved to amend the motion to add that administration provide the Board with definite plans from the various teams before iPads are provided to the students. Mr. Brodrick seconded the motion.

The motion failed with the following roll call vote:

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<td>Ms. Seeba</td>
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RESTATEMENT OF THE MAIN MOTION: Ms. O'Connell moved, seconded by Ms. Carroll, that the Board of Education authorize the Superintendent (designee) to enter into sole source Lease Agreements with Apple, Inc. for iPads, iPad Mini's and MacBooks, for a total of $17,664,034.94 over the life of the leases.

Director Brodrick stated he would vote no on this motion, as he was not convinced that SPPS is ready to make this decision now.

The motion passed with the following roll call vote:

Mr. Hardy Yes
Ms. O’Connell Yes
Mr. Brodrick No
Mr. Vue Yes
Ms. Carroll Yes
Ms. Doran Yes
Ms. Seeba No

XIII. BOARD OF EDUCATION

A. Items for Future Agendas - None
B. Information Requests & Responses - None
C. Board of Education Reports/Communications

Ms. Seeba recognized Mr. Mohs, Mr. Unowsky, Dr. Fry, Ms. Coffey and extended the Board’s thanks for their work and the talent they brought to district and wished them well in their new endeavors.

XIV. FUTURE MEETING SCHEDULE

A. Action to Schedule Closed Board of Education Meeting for July 21 for the Purpose of Superintendent's Mid-Year Evaluation.

MOTION: Mr. Hardy moved the Board of Education scheduled a closed Board meeting for July 21, 2014 at 5:00 p.m. for the Purpose of Superintendent's Mid-Year Evaluation. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Mr. Hardy Yes
Ms. O’Connell Yes
Mr. Brodrick Yes
Mr. Vue Yes
Ms. Carroll Yes
Ms. Doran Yes
Ms. Seeba Yes

B. Action to Approve 2015 Board Meeting Dates

MOTION: Ms. Seeba moved the Board of Education approve the following 2015 dates for Committee of the Board and Board of Education meetings. The motion was seconded by Ms. Carroll.

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The motion was approved with the following roll call vote:

Mr. Hardy Yes
Ms. O'Connell Yes
Mr. Brodrick Yes
Mr. Vue Yes
Ms. Carroll Yes
Ms. Doran Yes
Ms. Seeba Yes

C. Board of Education Meetings (5:30 unless otherwise noted)
   • July 15 – 6:00 p.m.
   • August 19
   • September 23
   • October 14
   • November 18
   • December 9 – Closed (Superintendent Evaluation)
   • December 16

D. Committee of the Board Meetings (4:00 unless otherwise noted)
   • July 15
   • September 9
   • October 7
   • October 21
   • October 28 - Cancelled
   • December 2

XV. ADJOURNMENT

MOTION: Mr. Brodrick moved, Ms. Carroll seconded, adjournment of the meeting.

The motion was approved with the following roll call vote:

Mr. Hardy Yes
Ms. O’Connell Yes
Mr. Brodrick Yes
Mr. Vue Yes
Ms. Carroll Yes
Ms. Doran Yes
Ms. Seeba Yes

The meeting adjourned at 11:15 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
Marilyn Polsfuss
Assistant Clerk, St. Paul Public Schools Board of Education