

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**September 23, 2014**

**I. CALL TO ORDER**

The meeting was called to order at 5:35 p.m.

**II. ROLL CALL**

PRESENT: Ms. Carroll, Ms. Doran, Ms. Seeba, Mr. Hardy, Ms. O'Connell, Mr. Brodrick, Mr. Vue, Superintendent Silva, Mr. Lalla, General Counsel and Ms. Polsfuss, Assistant Clerk

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

**MOTION:** Ms. O'Connell moved approval of the Order of the Main Agenda. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

**IV. PUBLIC COMMENT**

- A. B Zick – West side attendance and safety of schools, Special Ed concerns
- B. B Harrison/C. Anders – City/Children's Collaborative work group - three initiatives (1) Promise Fellows, (2) Project Return and (3) Attendance Awareness Campaign

**V. RECOGNITIONS**

**BF 29829** Acknowledgement of Good Work Provided by Outstanding District Employees

The Board recognized the contribution of Saint Paul Public Schools' many labor unions. Whether members are creating engaging classrooms for eager students or cleaning and waxing the floors of our school hallways, or meeting aggressive construction deadlines as SPPS works to improve its buildings, Saint Paul Public Schools relies heavily on the talents and commitment of its union leaders and membership.

The Board also welcomed and congratulated Denise Rodriguez, a teacher at Ramsey Middle School, as the new president of the Saint Paul Federation of Teachers.

**MOTION:** Ms. O'Connell moved the Board of Education recognize the work of the many labor unions and acknowledged them for their contributions and outstanding work. The Board also extended its congratulations to Ms. Rodriguez. The motion was seconded by Ms. Carroll

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

**VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

**MOTION:** Ms. Carroll moved approval of the Order of the Consent Agenda with the correction to Item E1 to change Local 132 to Local 363 and with the exception of Items C2 - Sanneh Foundation Dreamline Program Contract SY 2014-15, D5 - College Park Outdoor Classroom, D6 - Langford Park Outdoor Classroom, D7 - Marydale Park Outdoor Classroom, E5 - Professional Services from Lawal Scott Erickson Architects, Inc, E6 - Professional Services from Dunwiddie Architects and E7 - Professional Services from WSB and Associates, Inc. all of which were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

**VII. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of August 19, 2014

**MOTION:** Mr. Hardy moved approval of the Minutes of the Regular Meeting of the Board of Education of August 19, 2014, Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

**VIII. COMMITTEE REPORTS**

A. Minutes of the September 9, 2014 Committee of the Board Meeting

The Controller provided the Board with an in-depth review of the levy process as the preliminary Minnesota Department of Education calculations would not be ready until September 11, 2014. Staff also made several requests for action.

**RECOMMENDED MOTION:** It was moved the Board schedule COB meetings for both September 16 and September 23, 2014 to begin at 4:30 p.m. for discussion on the levy ceiling. Additionally, the COB recommended that a closed Board of Education meeting be scheduled for September 16 at 5:30 p.m. with official notice to follow.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

- That the Board set the Pay 15 levy ceiling at the 9/23 BOE meeting and

**RECOMMENDED MOTION: That the Board of Education set a public hearing date on the levy for Tuesday, December 2 at 6:00 p.m. (time certain).**

The motion passed with the following roll call vote:

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

The Board then heard from staff on the efforts being put in place to Empower High School Students to Enroll in Higher Rigor Courses. Five steps to this objective were described.

Administration then described the process SPPS has for establishing and recognizing its Partners and Outside Organizations.

There were no reports on any of the standing items.

The Board Work Session involved a Board Check-In, an update on the General Counsel Search, an update from the Fund Balance Work Group, COB start times for 2015, finalization of plans for September/October PAC Listening Sessions and a review of the Public Comment Process with the consensus being to continue with the currently used format.

**MOTION: Mr. Hardy moved the Board of education accept the report on the September 9 COB and approve the minutes as published. Ms. O'Connell seconded the motion.**

The motion passed with the following roll call vote:

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

**B. Minutes of the September 16, 2014 Committee of the Board Meeting**

The only item on the agenda for this meeting was an Update of 2014 Payable 2015 Property Tax Levy. Staff provided a brief review of the factors influencing the levies and then presented a chart showing the proposed Pay 15 Levy Ceiling. The proposed ceiling involved the General Fund Levy, the Community Service Levy and the Debt Service Levy with the proposed ceiling for Pay 15 being \$136,407,114 or a 1.0% increase over Pay 14.

**RECOMMENDED MOTION: That Board of the Education approve the 1% levy ceiling for purposes of discussion at the September 23 Board meeting.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

**MOTION: Mr. Hardy moved the Board of education accept the report on the September 16 COB and approve the minutes as published. Ms. Carroll seconded the motion.**

The motion passed with the following roll call vote:

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

## IX. SUPERINTENDENT'S REPORT

### A. SSSC Year-End Review

The presentation was made to update the Board on the implementation and results achieved through the full implementation of the district strategic plan – Strong Schools, Strong Communities (SSSC).

School Year (SY) 2013-14 was the first year all major aspects of SSSC were fully implemented:

- Transition to area-based school choice systems (high schools and 6-12 schools in SY 12-13, elementary and middle schools in SY 13-14)
- Junior highs transitioned to middle schools
- Five elementary magnet schools transitioned to community schools (Expo, Battle Creek, Frost Lake, Galtier, Hancock Hamline)
- Four decommissioned buildings reopened (LNFI dual campus [Ames & Prosperity], Nokomis South Montessori [Sheridan] and Riverview [Roosevelt]).

The impacts of choice system changes transitioned 14,000 students to new schools last year with 40% of the students going to a school closer to home with a walk zone reduced to one-half mile. Neighborhoods benefited from five additional community schools.

Racial equity is a strong component of SSSC and 13-14 was the first year SPPS operated under a Racial Equity Policy adopted in July 2013. More than 3,000 employees have received racial equity professional development to date. The Solutions in Action work brought about a yearlong examination of disparities in suspension and referrals. This was collaboration between administration, SPFT and the community. SPPS has continued joint efforts with the city and county. Culturally responsive teaching was provided to a yearlong cohort of teachers along with the CARE teams at schools.

The SSSC strengthened schools and programs providing access to 14 specialty programs, expanding Montessori (Parkway and Nokomis), providing greater language immersion opportunities (LNFI expansion and Mandarin is growing) and providing CTE academies - finance as a component of Como's curriculum and IT at Humboldt Secondary.

Services were aligned with inclusion being a strong focus. Language academies and special education programs were located in each Area across the city. In special education, the practice of isolation was discontinued along with the student learning centers and students are now in inclusion and co-taught classrooms. SPPS is doing better at providing a continuum for the EBD program students. MTSS vertical teams have been established under

each of the assistant superintendents that provide services directly to the schools (primarily priority and focus schools).

Middle school transitions were enhanced with Camp 67 offering students orientation to the middle school program. The middle schools will also help to build stronger relationships between students and teachers. An English Language Arts Workshop model was launched for grades 6 and 7. Tools have been put in place to address challenges: Solutions in Action, the Honoring Project, more PD and support for classroom management and PBIS.

Reflecting St. Paul (RSP) was utilized for the second year. This is a 20% set-aside rule at the district's lowest poverty schools. 92% of RSP seats were filled through school choice lottery. 238 seats were set-aside for RSP (56% reduction from a year ago due to fewer available seats at RSP schools). The District Action Team for school choice and integration was reconvened to address this reduction in availability.

Graduation rates are up with a 2013 4-year graduation rate of 74%, an increase of 8 points since 2011. Almost all high schools are above the state average of (79%). The gap is decreasing between white students and students of color.

SPPS is maintaining stable finances. Referendum funding continues to support district priorities. The District has gone four years without significant budget cuts and budgets at the schools remain stable. The FY 15 budget supports the new class size ranges.

Continuing challenges are the achievement gap though incremental gains have been seen in proficiency; racial disparities in achievement persist. A positive school climate is being built though the maintenance of high expectations of behavior and programs such as Solutions in Action and PBIS supports.

SSSC has been implemented and its successor strategic plan SSSC 2.0 was approved by the Board in March 2014. SSSC 2.0 continued the SSSC goals with a focus in five areas of support. A cross-functional implementation committee has been established for SSSC 2.0 to monitor and assess efforts, a detailed tracker system has been designed for accountability and VisionCards have been reorganized to reflect the five areas. Looking forward, SPPS will continue implementation of SSSC 2.0, roll out Personalized Learning through a 1:1 iPad environment and provide ongoing monitoring and reporting through the new VisionCards.

#### QUESTIONS/DISCUSSION:

- The Board thanked the Superintendent for the wrap up of the year noting that as an organization there is value in saying thanks for work well done and recognizing progress made.
- Reflecting St. Paul – why was there a 56% reduction in seats this year? Response: There were fewer seats available in the lower poverty schools due to new class size guidelines. Schools that can consider RSP (those with a lower percentage of free & reduced lunches) had fewer seats available. As an example, if each Kindergarten class in a school had four fewer students and there are four classes that reduces the overall classes by 24 children in that school. The percentages look better but the program honored fewer kids.
- Did SPPS lose those students or did they stay in SPPS? Response: SPPS lost students as generally if parents do not get their choice of schools they will go outside SPPS to find a school they want. The State has mandated all day Kindergarten but SPPS has 124 fewer kindergartners than last year. SPPS was concerned about how class size would affect enrollment in schools as this also impacts the amount schools have to operate on Administration asked the Board to review Reflecting St. Paul practices once the impact on enrollment effects for schools and programs is finalized. Staff noted RSP is one of several preferences within the enrollment piece (sibling preference is another).

- Slide 6, the Information Tech program at Humboldt. When did that start? Response: It started in the 13-14 SY and offers students an option of attaining a two-year degree in IT.
- Staff noted summer graduation figures are not included in the figures for graduation but those walking the stage were more than in the past. They also noted the “Never Too Late to Graduate” program (a program that encourages students who have dropped out to come back and get their degree) is having an impact.

**B. VisionCards SSSC 2.0 Monitoring & Reporting System**

The purpose of this presentation was to provide the Board with an overview of the VisionCard process and measures for SSSC 2.0 and to request the Board's approval of the proposed metrics and vision levels.

The VisionCards serve several purposes: to monitor and report on progress on SSSC 2.0, to inform policy review, procedure development, to provide for targeted interventions, to govern resource allocation, etc. The new set of VisionCards will be presented to the Board at their regular meetings from October 2014 to August 2015.

The new VisionCards are organized according to the five focus areas of SSSC 2.0:

- Racial equity
- Personalized learning
- College and career
- Programs and pathways
- Systems plus the sixth area of
- Growth and proficiency.

The proposed presentation schedule is:

- September 23 – overview of measures and timing
- October 14 – Growth and proficiency
- January 20 – Racial equity
- March 17 – College and career
- April 21 – Programs and pathways
- June 23 – Personalized learning
- August – Systems

Vision level references have been changed to Critical, Concern, Stable, Progress and Vision as former designations were found to be confusing.

<u>GROWTH AND PROFICIENCY Measure/Metric</u>	<u>Vision Level</u>	<u>Phase One VisionCard</u>
MCA Growth: % of students made medium or high growth	>75%	Achievement
ACCESS (Total of Grades 1-12): % of students making progress towards English proficiency	>55%	New Measure
Mondo: % meeting spring grade level benchmark for oral language (k-2)	>90%	Achievement
Mondo: % meeting spring grade level benchmark for text level (k-2)	>90%	Achievement
Mondo: Meeting spring grade level benchmark for letter-sound correspondence (k-1)	>90%	Achievement
MCA-MTAS 3 <sup>rd</sup> Grade: % proficient in math & reading	>75%	Achievement
MCA-MTAS 5 <sup>th</sup> Grade: % proficient in math, reading & science	>75%	Achievement
MCA-MTAS 8 <sup>th</sup> Grade: % proficient in math, reading & science	>75%	Achievement
MCA-MTAS Math (total grades 3-8, 11): Largest % gap between race/ethnic groups	<10 percentage points	Equity
MCA-MTAS Reading (total grades 3-8, 10) Largest % gap between race/ethnic groups	<10 percentage points	Equity
MCA-MTAS Science (total grades 5, 8, HS): Largest % gap between race/ethnic groups	<10 percentage points	Equity

RACIAL EQUITY Measure/Metric	Vision Level	Phase One VisionCard
<b>Leadership</b>		
TDAS: Highest Equity Ratio	<2.0	Equity
Special Ed Referrals: Highest Equity Ratio	<2.0	Equity
Absences (students with 11+) Highest Equity Ratio	<2.0	Equity
Suspensions: Highest Equity Ratio	<2.0	Equity
% of Central Administrators who have implemented racial equity department-wide	>90%	Leadership
% of staff participating in racial equity PD-by function, role, department	>90%	PD
<b>Teaching and Learning</b>		
# of teachers receiving culturally responsive teaching PD	98%	New Measure
# of schools adopting culturally responsive curriculum Foundational PD	100%	New Measure
# of schools adopting culturally responsive curriculum	98%	New Measure
# of schools adopting culturally responsive curriculum	100%	New Measure
% of MTSS vertical team members who have received Racial equity PD	100%	New Measure
<b>Family &amp; Community</b>		
% of PAC committees participants who report being better Able to navigate school system	>90%	New Measure
Measure of academic results for students of Parent Academy graduates vs non-participants	Baseline only	New Measure
<b>Requirement &amp; Retention</b>		
Teacher retention rate: retention for 3 or more years	>90%	Operational Excellence
Diversity recruiting: % of applicants are persons of color or indigenous (Teachers & administrators)	Baseline Only	New Measure
Diversity recruiting: % of interviews are persons of color or indigenous	Baseline Only	New Measure
Diversity recruiting: % of hires are persons of color or Indigenous (Teachers & Administrators)	Baseline Only	New Measure
Diversity of recruiting: Retention rate for teachers and administrators of color or indigenous	Baseline Only	New Measure
Number of schools with x% or more or new hires	Baseline Only	New Measure
<hr/>		
COLLEGE AND CAREER Measure/Metric	Vision Level	Phase One VisionCard
<b>Courses</b>		
CTE: # of students participating in out-of-school career programs & internships	1200	New Measure
CTE: Proportionality ration (student group % of those in classes/% of student group in district) by race enrolled in advanced CTE courses	All Groups >0.75	New Measure
Advanced courses: (student group % of those in classes/% of student group in district) by race enrolled in advanced courses	All Groups >0.75	New Measure
Advanced courses: (student group % of those in classes/% of student group in district) by race passing in advanced courses	All Groups >0.75	Equity
8 <sup>th</sup> Grade Algebra % of students passing Algebra by end of 8 <sup>th</sup> grade	>80%	
8 <sup>th</sup> Grade Algebra Largest % gap in passing rates by race/ethnic groups	<10 percentage points	New Measure
Middle school % of students with two or more failed core classes	<15%	New Measure
<b>Support Tools &amp; Programs</b>		
Focus on Freshman: # of students with 2 or more failed core classes	<15%	New Measure
Naviance: % of students completed recommended components for grade		

level (Grades 6-12)	>90%	New Measure
AVID: 4-year graduation rate for AVID participants	>80%	
Drop-out prevention: # of students entering Gateway to College program each year	>45	New Measure
Senior Survey: % feeling supported & encouraged by teachers	>90%	New Measure
<b>Capstone Measures</b>		
ACT: Composite score of 21 or higher	>75%	Achievement
Plan: % meeting state target	Baseline Only	New Measure
PSAT: Proportionality ratio (% taking test/% of student group in district) by race taking PSAT exam	All groups >0.75	New Measure
Graduation: 4-year cohort graduation rate	>80%	Achievement
Graduation: Largest % gap in 4-year cohort rate between race/ethnic groups	<10% points	Equity
	Vision Level	Phase One VisionCard
<b>PROGRAM &amp; PATHWAYS Measure/Metric</b>		
<b>School Readiness</b>		
# of St. Paul daycare providers using SPPS training & Curriculum	Baseline Only	New Measure
Early childhood readiness screen: Proportionality ratio by race (% of child group screened/% of student group in K-12)	Baseline Only	New Measure
ECFE participation: Proportionality ratio by race (% of group in ECFE/% of student group in k-12 in district)	All Groups >0.75	Partnership
<b>School Choice</b>		
On-time Kindergarten applications as % of total projected Seats (not including Pre-K students continuing to K)	>70%	Partnership
% students that are awarded first or second choice school (KG & grades 1-12)	>85%	New Measure
<b>Continued Enrollment &amp; Engagement</b>		
% students staying enrolled in SPPS across transition grades (PrerK to K, 5 to 6, 8-9 grades)	>88%	Resources & Ops Operations
% students staying enrolled in community or specialized program pathway across transition grades (5 to 6, 8-9 grades)	>70%	New Measure
Alternative Education (Attendance rate of students enrolled in S term)	>80%	New Measure
Alternative Education (Attendance rate of students enrolled in Extended Day Learning [EDL])	>80%	New Measure
Exit interview measure: # of interviews conducted	Baseline Only	New Measure
Exit interview measure: TBD measure based on baseline data collected)	2016 measure	New Measure
% of student involved in out-of-school activities	Baseline only	New Measure
	Vision Level	Phase One VisionCard
<b>PERSONALIZED LEARNING Measure/Metric</b>		
<b>Tools</b>		
% of preK-12 students who have 1:1 iPad access during School hours	>90%	New Measure
% students (K-12) that report using their iPad for educational purposes in at least one subject area at least once a week	>90%	New Measure
% students in grades 3-12 who report using their iPad for educational purposes outside of the school day at least once a week	>90%	New Measure
# of times/month network capacity exceeds 80% of available bandwidth for one hour or more	Baseline only	New Measure
<b>Capacity Building</b>		
% of school-based instructional staff who have completed		



the 3 PL Essentials modules	>90%	New Measure
% instructional staff (school & district) who have completed The "Establishing Personalized Learning thru a 1:1 iPad Environment" course	>90%	New Measure
% instructional staff who report they are confident in their skills and abilities to integrate technology into teaching and learning	>80%	New Measure
% of teachers who report having integrated each level of SAMR into their teaching	Baseline Only	New Measure
<b>Teaching &amp; Learning</b>		
% who report students are able to make decision about WHAT they learn (students & teachers)	Baseline Only	New Measure
% who report students are able to make decision about HOW they learn (students & teachers)	Baseline Only	New Measure
% who report students are able to pursue interests and learning ops that are racially & culturally relevant (Students and teachers)	Baseline Only	New Measure
% of teachers who report they utilize student work to plan and modify instruction	Baseline Only	New Measure
	Vision Level	Phase One VisionCard
<b>SYSTEMS Measure/Metric</b>		
<b>Leadership</b>		
% of Central Administrators with current completed annual Evaluation	>97%	Leadership
% of Central Administrators rated at or above standard on last Evaluation	>90%	Leadership
% of principals with current completed annual evaluation	>97%	Leadership
% of principals rated at or above standard on last Evaluation	>90%	Leadership
% of tenured principals with a completed evaluation proficient or better in each of the four performance expectations	>90%	Leadership
% of APs with current completed annual evaluation	>97%	Leadership
% of APs rated at or above standard on last evaluation	>90%	Leadership
<b>Professional Development</b>		
PAR: % of current probationary teachers who have been supported through PAR	>90%	PD
MTSS: % of MTSS team time spent on PD in MMR Focus and Priority schools	TBD	New Measure
PBIS: % of schools at full implementation of PBIS strategies	100%	New Measure
TDE: % who report the components of TD&E support their growth as a professional in SPPS	Baseline Only	New Measure Resource
<b>Operational Excellence</b>		
% of students participating in SPPS breakfast program	>58%	Ops Excellence
% students participating in SPPS lunch program	>78%	Resource/Op Excellence
% of after school snack programs converted to supper Program	>50%	New Measure
% of on-time arrival at first bus stop of day	>98%	New Measure
% of IT service desk tickets resolved within 24 hours	>40%	New Measure
% recycling rate (by weight)	>60%	New Measure
% energy use reduced	>5%	New Measure
% of school administrators receiving annual emergency preparedness training	>95%	New Measure
% of unassigned general fund balance	>5%	Resource/Op Excellence
% of vendor payments made within 35 days	>90%	New Measure

#### QUESTIONS/DISCUSSION:

- Is there a very high percentage failing up to two core courses in SPPS? How does that compare to current performance? Response: Based on the five-year trend, 35% of 9<sup>th</sup> graders are failing two or more classes, a five-year reduction would bring that down to 15%.
- Staff indicated they were asking the Board to approve the vision levels and would appreciate feedback on the metrics or they could approve the October card only and address the rest later. Staff's preference would be to have the Board approve the vision levels. The measures can be tweaked as necessary.
- A Board member raised the question of approving an item out of the Superintendent's report and the appropriateness of doing so. Response: The General Counsel stated the Superintendent's report is a report to Board, if there is a request for action within that report the Board can take or not take action at its discretion. Another Board member stated the Board has made motions within parts of the Superintendent's report in the past in specifically requested areas. The Board member then asked the General Counsel if a Board member could generate an action item at any point during an official Board meeting. Response: Yes if a motion is made and approved. The Board is the ultimate decision maker for SPPS. He state the HR transactions must be acted upon by Board as only the Board can take action in that area. The Board member again stated a brand new item could be brought forward and acted upon even if it is not on the agenda prior to the Board meeting. Response: Yes though presumably the motion would be related in some way to items on the general agenda.
- Personalized Learning, to what extent are students being invited to respond. Response: There are two questions addressed to students and teachers, their perspectives on WHAT is being learned and HOW it is being learned.
- A Board member stated she felt rather than spend time in Board meetings listening to presentations on VisionCards, would it be a better use of time to put them on the website where the report is accessible to all? She stated this might be a discussion question for Board members.
- A Board member stated she was hoping the State would provide real time data on growth and proficiency. She stated she would like to see that data as soon as it becomes available.
- A Board member suggested moving metrics where vision level has been achieved out of the reporting system and move in other important areas for measure. She suggested measures around suspensions and attendance might be considered in addition to attendance at Parent Academy.
- Another area that might be measured is students who complete graduation on a five-year track.
- A Board member referred Director Seeba's request regarding VisionCard Report to a future COB.
- The agreements with St Paul College and the one for Gateway to College programs – how do those program address graduation issues? Response: SPPS is working in partnership with Gateway to College, a national network out of Oregon on this mentoring program. The program would work with a minimum of 25 students enrolled in ALC at St Paul College. These would be students who have dropped out or are in danger of dropping out. It is a concurrent enrollment program earning both high school and college credits toward an associate degree. It is another way to provide students with alternative learning opportunities at college level. College Within Reach is part of a grant agreement between Great Lakes and St Paul College to work with 75 students with a focus on mathematics. It would provide the foundation classes needed so participants do not have to take remedial math courses when entering college. Classes would take place within the SPPS schools taught by high school teachers. Students would get high school credits but not college credit while avoiding remedial classes.
- For four-year graduation, staff might want to look at the number of college credits earned within college course credits.
- In the school choice category, should there be a metric around Reflecting St. Paul ?

- How can impact be measured? Response: That is something to be explored, technical data does not mean indicators stop there. Typically, staff has tried to spotlight areas to add more information, to form adaptive solutions. .
- It was noted the racial equity area needs to engage students as well as staff..

**MOTION:** Ms. O’Connell moved the Board approve the measures and vision levels as presented even though some are still to be determined. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

C. PLTT Update

The Assistant Superintendent for Personalized Learning, the Deputy Chief of Technology Services and the Director of the Office of Teaching and Learning provided an update on efforts to date.

The PLTT Mission is to transform the teaching and learning experience at SPPS to be student-centered, customizable and technology-enriched in order to meet the diverse needs of all students. An overview of the project management chart was provided. There were six work streams to the project – technology, administration, logistics, PD, school readiness and deployment. Staff indicated the project status was go.

Technology/infrastructure continue to add more wireless as needed, the installation of the caching server is well underway and the group is in the process of expanding the capacity of Mobile Device Management (MDM) to ensure high availability and are creating a rollout strategy for an iOS8 update to the latest version.

The school schedule for the rollout of student iPads is finalized and staff is working with schools to create a personalized event plan. The “iPad Schoolkit” addresses: communicating with families, students and staff, event logistics (stations and tasks), iPad storage and delivery, staffing evening events and Apple ID process for students. The events have been modeled on the successful teacher iPad handouts. Two pilot sites will go first to refine the process (Parkway and Eastern Heights). Family supports for the events will include childcare, transportation, interpreters and snacks.

Apple IDs are a personal, unique student account to tailor iPad to learning needs. Access is easy (anywhere, anytime) and backup materials, homework, projects, are available. Students 13 and over can create their own IDs. Under 13, parent approval is needed via email to set up an Apple ID. Elementary schools will take the longest and will get iPads last with high schools first and middle schools second. The process, governed by COPA, ensures students under 13 using internet must have parent’s permission.

In order to make the process as quick as possible, staff is hoping to establish Apple ID accounts prior to rollout events. They are collecting/confirming as many parent emails prior to rollout through district emails, a letter to parents with no email on record with a form to fill out. For parents without email, instructions and resources to set up an email account are provided (vendor list, access to public library computers, etc.) Schools are collecting emails at their Open Houses and school events. Multilingual support is provided with event interpreters and translations for emails, letters and robo-calls.

The "Genius Squad" will be called in as student tech support teams are organized and supervised by Tech Integration TOSAs at the sites. The squad is organized and supervised at district level with OPL providing organizational assistance and district vision.

Professional development efforts include the course "Establishing a 1:1 Environment" providing training to over 100 specialists and coaches. 1,800 teachers (84 sections) will receive the training between September 22 and November 7 with 40 session choices for grades 6-12. Feedback has been highly positive with 96% agreeing the training is relevant.

The "why" (instructional context) of the course is to provide equity for all students, to provide multiple ways to access information and share ideas, to engage learners with relevant content and skills and the prepare students for future careers through access to current technology. Classroom management is addressed through introduction to the iPad Student Handbook, considerations of rituals, routines, and examples of practice and useful tips. Digital citizenship is addressed through recommended lessons for each grade level on internet best practices and copyright information (on common sense media and smartzone.com).

SPPS is moving to a single, sustainable technology ecosystem for reasons of compatibility, support, maintenance, cost savings and educational experience. Sustainability is important, and IT is beginning to work older devices out of the system as they exceed warranty. IT is tying a shelf life to devices and contemplating future usage.

The Apple Lease Agreement has been updated to allow for Year 2 teachers to get iPads and updated laptops earlier (spring 2015). It also begins to address classroom display needs. A new lease in spring 2015 will begin the ordering process for Year 2 student iPads.

#### QUESTIONS/DISCUSSION:

- Are there adequate electrical outlets for devices, etc.? Is there a problem with Wi-Fi function varying from area to area with in buildings and what about additional support staff for installation and usage? Response: IT is looking at the option of deploying charging carts in key areas. This will provide the ability to charge multiple units from one outlet and provide a secured environment in which to do so. IT is working on deploying additional Wi-Fi so it covers areas where it is most needed immediately in each classroom. Common areas (cafeteria, gyms, auditoriums) are difficult to cover because of their being large open areas, IT will address that issue later. Tech Services has all hands on deck and are ensuring they have sufficient support to meet needs. Support for schools is being provided by Technology Integrationists. This is a licensed teacher who combines the aspects of being a veteran teacher in an area of expertise, while also having the knowledge and skills to provide instruction and model how to integrate the SAMR model into classrooms as well as explore expanding options and coaching. All schools, teachers and principals will be taking two courses to expand their knowledge. Once the iPads are deployed, a mobile PD team along with the Genius Squad will provide support in the buildings.
- Are IT personnel hard to find? Response: It is an area of high demand so it depends on the specific position.
- Will cache servers be in the buildings before roll out of iPads? Response: Yes. IT wants to alleviate as much traffic across the network as possible. The cache servers will allow students to pull data locally rather than off the network.
- When iPads are in the homes, is there a filter or can students search anything when at home? Can they take the iPads home for the summer? Response: In general, students could download apps, however, if they are under 13 they would fall into the restricted group. The District has the ability to determine if a restricted app is on a student iPad and remove it. There is a check and balance within the system, students need to learn responsible use. At home, parents need to act as monitors as well. In classroom sections, teachers will have digital citizenship programs to teach safe and respectful on line behavior and responsible use. The iPads do not have great deal of memory, they

are designed for lessons and teacher apps so that will also act as a limit to what students can input.

- Can they take them home? Response: The District is looking carefully at a summer take home program as the more use students put them to the greater the impact on achievement. This is being explored. Grades 6 thru 12 will take their iPads home the night of the distribution event.
- A Board member requested periodic updates on how SPPS is navigating through issues of access and equity to ensure student access for educational purposes in a school setting.
- Will evaluation of instructional staff include how they use their iPads in planning instruction, etc? Will there be ongoing PD for students in iPad use? Will students self-report on what and how they are learning, i.e. a pop up poll? Response: SY 14-15 will be used as an exploratory year so teachers and students can explore opportunities and comfort levels with technology.
- How soon will administration have good reports on how individual teachers are using the iPad and technology at the various grade levels and in separate disciplines at the HS level? How will that affect the normal routine of class work and homework? What will the environment look like as schools move into this new phase.
- The iPad Handbook handout, can it be provided earlier to the classrooms so students can review it Response: The process will vary from building to building.

D. Pay 15 Levy Presentation – BF 29860

All figures in the report are based on Administration’s best estimates, using the statutory authorized amounts. MDE is continuing to adjust the SPPS numbers.

The school levy authority is established by law. School budgets are a combination of state, federal and local funding, including voter-approved referenda. The Pay 15 levy helps fund the 2015-16 school year. State law requires boards to adopt a budget by June 30, 2015.

The levy funds a portion of the expenses to operate all school programs from ECFE to ABE, including teachers, paraprofessionals, insurance and utilities. Additional pension contributions, OPEB, severance and re-employments costs and maintenance and improvements of school facilities (pay as you go).

Factors impacting the levies include:

- Changes in pupil counts
- Legislative changes to formulas and equalization aid
- Pension contribution changes required by law
- Capital bonding, refunding of bonds, abatements, health and safety projects and lease costs.
- Employment changes that drive severance and unemployment levies
- Abatements, TIF changes and fiscal disparities.

Staff reviewed the process calendar for the pay 15 levy.

The proposed Pay 15 Levy Ceiling is as follows:

	<b>Certified Pay 14</b>	<b>Proposed Ceiling Pay 15 Levy</b>	<b>Difference</b>
General Fund Levy	\$91,272,110	\$96,574,604	\$5,302,494
Community Service Fund	3,457,227	3,435,950	(21,277)
Debt Service Fund	<u>40,327,197</u>	<u>36,396,560</u>	<u>(3,930,637)</u>
Total All Levies	\$135,056,534	\$136,407,114	<b>\$1,350,580</b>
<b>Percent Change</b>			<b>1%</b>

Staff requested the Board approve the maximum levy ceiling of 1% over Pay 14. A public hearing on the levy has been set for Tuesday, December 2, 2014 at 6:00 p.m. (time certain) at 360 Colborne.

Following brief discussion and consultation with the General Counsel the Board consensus was to move the action at this point in the meeting rather than under Old Business.

**MOTION: Ms. O'Connell moved the Board of Education approve the Pay 15 Levy Ceiling at 1% over Pay 14. The motion was seconded by Ms. Seeba.**

The motion passed with the following roll call vote:

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

E. Human Resource Transactions

**MOTION: Ms. Carroll moved the Board approve the Human Resource Transactions for the period August 1 through August 31, 2014 as published. Ms. Seeba seconded the motion.**

The motion passed with the following roll call vote:

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

X. **CONSENT AGENDA**

**MOTION: Ms. Carroll moved approval of all Items on the Consent Agenda noting the correction to Item E1 to change Local 132 to Local 363 and with the exception of Items C2 - Sanneh Foundation Dreamline Program Contract SY 2014-15, D5 - College Park Outdoor Classroom, D6 - Langford Park Outdoor Classroom, D7 - Marydale Park Outdoor Classroom, E5 - Professional Services from Lawal Scott Erickson Architects, Inc, E6 - Professional Services from Dunwiddie Architects and E7 - Professional Services from WSB and Associates, Inc. all of which were pulled for separate consideration. Mr. Hardy seconded the motion.**

The motion passed with the following roll call vote:

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

A. Gifts

**BF 29830** Ecolab Donation for Bridge View Playground

That the Board of Education authorize the Superintendent (designee) to accept this generous donation.

**BF 29831** Acceptance of Donation from the Shakopee Mdewakanton (Sioux) Dakota Community

That the Board of Education authorize the Superintendent (designee) to accept this donation of \$12,000 from the Shakopee Mdewakanton Sioux (Dakota) Community and to disburse the funds according to the contract.

**BF 29832** Gift Acceptance from The Travelers Companies, Inc.

That the Board of Education authorize the Superintendent (designee) to allow Riverview Elementary to accept this gift from The Travelers Companies, Inc. to aid in the support of student achievement.

B. Grants

**BF 29833** Permission to Accept a 3M Foundation Grant for 3M Partnership Program

That the Board of Education authorize the Superintendent (designee) to accept grant funds of \$55,000 from 3M to fund the consultant for the 3M partnership coordination and other partnership activities; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29834** Permission to Submit and Accept, if Approved, an Adult Basic Education Proposal for 2014-2015 and Distribute Funds to Saint Paul Literacy Consortium Members.

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to provide Adult Basic Education services for the 2014-2015 year, to accept funds if awarded, and to disburse funds to Saint Paul Community Literacy Consortium members based on the adult basic education formula.

**BF 29835** Request for Permission to Accept a Grant from the Center for School Change

That the Board of Education authorize the Superintendent (designee) to accept this grant from the Center for School Change on behalf of the four schools awarded; and to implement the project as specified in the award documents.

**BF 29836** Request for Permission to Accept Grants from Ecolab's Visions for Learning Grant Program

That the Board of Education authorize the Superintendent (designee) to accept multiple grants from the Ecolab Foundation's Visions for Learning program; to accept funds, and to implement the projects as specified in the award documents.

**BF 29837** Request for Permission to Accept a Grant from United States Tennis Association (USTA) Northern

That the Board of Education authorize the Superintendent (designee) to accept multiple grants from the Ecolab Foundation's Visions for Learning program; to accept funds, and to implement the projects as specified in the award documents.

C. Contracts

**BF 29838** Request Permission to Enter into a Contract with the Minnesota Literacy Council on Behalf of the Saint Paul Literacy Consortium for 2014-2015

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Minnesota Literacy Council on behalf of the Saint Paul Community Literacy Consortium to provide coordinated delivery of training for volunteer programs and assist with management of member services for the 2014-15 fiscal year to be accounted for in budget 04-005-520-322-6305-8522.

D. Agreements

**BF 29839** Enter into Lease Agreements with Apple for iPads and MacBooks  
That the Board of Education authorize the Superintendent (designee) to enter into sole source lease agreements (Lease Schedule No. 4 and Lease Schedule No. 5) with Apple, Inc. for iPads, and MacBooks, for a total of \$2,618,230.00 over the life of the leases

**BF 29840** Request for Permission to Participate in a Dietetic Intern Agreement with Fairview-University Medical Center's Dietetic Internship Program  
That the Board of Education authorize the Superintendent (designee) to execute an agreement to participate in a Dietetic Intern Program with Fairview-University Medical Center, for the period of September 1, 2014 through June 30, 2018.

**BF 29841** Request for Permission to Participate in a Dietetic Intern Agreement with Indiana University  
That the Board of Education authorize the Superintendent (designee) to execute an agreement to participate in a Dietetic Intern Program with Indiana University, for the period of October 1, 2014 through September 30, 2018.

**BF 29842** Agreement with the Goodwill Industries, Inc./Easter Seal Society of Minnesota  
That the Board of Education enter into the 2014-15 agreement with Goodwill Industries, Inc./Easter Seal Society of Minnesota to provide work adjustment training/placement of selected special education students using Goodwill facilities for the period September 1, 2014 through June 30, 2015. The agreement amount of \$147,390 will be funded from an existing Special Education General Fund Budget 01-608-380-835-6393-0000.

**BF 29846** Joint Powers Agreement Between Saint Paul Public Schools, Johnson High School, and the Minnesota Office of Higher Education  
That the Board of Education authorize the Superintendent (designee) to enter into a Joint Powers Agreement with the Minnesota Office of Higher Education for the purposes of establishing two licensed school counselors at Johnson High School to be funded by the state of Minnesota Office of Higher Education in an amount not to exceed \$222,368.00.

**BF 29847** Joint Powers Agreement Between Saint Paul Public Schools, Washington Technology Magnet School and the Minnesota Office of Higher Education  
That the Board of Education authorize the Superintendent (designee) to enter into a Joint Powers Agreement with the Minnesota Office of Higher Education for the purposes of establishing three licensed school counselors at Washington Technology Magnet School to be funded by the state of Minnesota Office of Higher Education in an amount not to exceed \$320,371.00.

**BF 29848** Joint Powers Agreement Between Saint Paul Public Schools and Saint Paul College for the College Within Reach Program  
That the Board of Education authorize the Superintendent (designee) to enter into a Joint Powers Agreement with Saint Paul College for the purposes of implementing the College Within Reach Program at Gordon Parks, Harding, and Johnson High Schools for a total participation number of 75 students.

**BF 29849** Memorandum of Agreement Between Saint Paul Public Schools and Saint Paul College for the Gateway to College Program/ALC School at Saint Paul College  
That the Board of Education authorize the Superintendent (designee) to enter into a Memorandum of Agreement with Saint Paul College for the purposes of beginning a Gateway to College program/SPPS ALC school at Saint Paul College to start in November of the 2014-15 school year.

E. Administrative Items

**BF29850** Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 363, exclusive



representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Tri-Council Local No. 49, Local No. 120, and Local No. 363, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators in this school district; duration of said Agreement is for the period of July 1, 2014, through June 30, 2016.

**BF 29851** Approval of Memorandum of Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, to Establish Terms and Conditions of Employment for 2014-2015

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2014 through May 31, 2015.

**BF 29852** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period July 1, 2014 – July 31, 2014.

(a) General Account	#622917-624535	\$41,499,611.92
	#0000824-0000875	
	#7000795-7000849	
	#0000261-0000286	
(b) Debt Service	-0-	\$7,311,787.00
(c) Construction	-0-	\$5,579,838.57
		\$54,391,237.49

Included in the above disbursements are 2 payrolls in the amount of \$19,527,629.95 and overtime of \$33,425.03 or 0.17% 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 November 30, 2014.

**BF 29853** Professional Services from Elevator Advisory Group, Inc.

That the Board of Education authorize the administration to procure professional consulting services on vertical transportation construction from Elevator Advisory Group, Inc. as needed, based on a schedule of rates not to exceed \$150.00 per hour.

F. Bids

**BF 29854** Bid No. A205778-K Family Education Building Renovation at 271 Belvidere

That the Board of Education authorizes an award of Bid No. A205778-K Family Education Building Renovation at 271 Belvidere to Schreiber Mullaney for the lump sum base bid of \$157,000.00.

**BF 29855** Tyson Commodity Purchase for 2014-2015

That the Board of Education authorize the request to purchase commodities from Tyson Foods for an estimated value of \$600,864.00 for furnishing and delivery of poultry products for the period of September 1, 2014 through July 1, 2015.

**CONSENT AGENDA PULLED FOR SEPARATE CONSIDERATION:**

**BF 29856**

Sanneh Foundation Dreamline Program Contract SY 2014-15

Director Carroll recused herself from the vote due to a conflict of interest.

Director Brodrick had pulled the item and asked what Job duties were for this group. Response; They serve as tutors, mentors and coaches at Como Senior, Johnson Senior, Harding Senior, Highland Park Senior, Washington Technology, Humboldt and Central. They work primarily with freshman students with the highest needs and predictability to not be successful to provide in-class student academic support in classes recommended by the individual schools, provide after school homework help/tutoring and mentorship and take a leadership role in after school enrichment activities. Additionally they rotate in the redirection room to redirect students to successfully return to class the same day or the next day. This year a new model of the program is being implemented and Sanneh Foundation staff have worked with REA to develop an evaluation for this year. In previous years qualitative data, mostly anecdotal from principals and teachers were used to gauge the impact of the program. Principals overwhelmingly wanted to expand the program to reach more students as part of their school-wide intervention plans.

**MOTION: Ms. O’Connell moved the Board of Education approve the contracted services of Sanneh Foundation Dreamline tutors, mentors, and coaches for Como Senior, Johnson Senior, Harding Senior, Highland Park Senior, Washington Technology, Humboldt and Central high schools for the 2014-15 SY. Mr. Hardy seconded the motion.**

The motion passed with the following roll call vote:

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

**BF 29843**

College Park Outdoor Classroom

**BF 29844**

Langford Park Outdoor Classroom

**BF 29845**

Marydale Park Outdoor Classroom

Ms. O’Connell stated she had pulled these three items in order to recognize the collaborative work being done with the City and to extend the Board’s appreciation to staff for working through the various agreements for approval.

**MOTION: Ms. O’Connell moved, seconded by Ms. Carroll, that the Board of Education authorizes the Superintendent or designee to enter into a Joint Powers Agreement with The City of Saint Paul Department of Parks and Recreation, designating 3.86 acres of College Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program. That the Board of Education authorizes the Superintendent or designee to enter into a Joint Powers Agreement with The City of Saint Paul Department of Parks and Recreation, designating 6.13 acres of Langford Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program and that the Board of Education authorizes the Superintendent or designee to enter into a Joint Powers Agreement with The City of Saint Paul Department of Parks and Recreation, designating 20.75 acres of Marydale Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

**BF 29857** Professional Services from Lawal Scott Erickson Architects, Inc  
**BF 29858** Professional Services from Dunwiddie Architects  
**BF 29859** Professional Services from WSB and Associates, Inc.

Director Brodrick indicated he had pulled these three items to obtain further information on long-range planning and what would be expected from the three firms and how this coordinates with the rest of staff and with buildings – athletic facilities, the master long-range plan, etc. Response: Periodically the Facilities Department recommends architectural and engineering firms be added to the list of approved consultants. These three firms will provide assistance in helping with long-range planning and will provide support to facilities. Athletic fields are being considered as part of the Facilities Master Plan that will come before the Board at their November 18 Board meeting. These requests are asking for approval to add qualified firms to the list of consultants.

**MOTION:** Mr. Brodrick moved, seconded by Ms. Carroll, (1) That the Board of Education authorize the administration to procure professional architectural/engineering services from Lawal Scott Erickson Architects, Inc as needed, based on a schedule of rates not to exceed \$200.00 per hour. (2) That the Board of Education authorize the administration to procure professional architectural/ engineering services from Miller Dunwiddie Architects as needed, based on a schedule of rates not to exceed \$192.90 per hour and (3) That the Board of Education authorize the administration to procure professional civil engineering services from WSB and Associates, Inc. as needed, based on a schedule of rates not to exceed \$137.00 per hour.

The motion passed with the following roll call vote:

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

**XI. OLD BUSINESS**

A. Approval of Maximum Levy Amount – Action taken during Superintendent’s Report.

**XII. NEW BUSINESS - None**

**XIII. BOARD OF EDUCATION**

- A. Information Requests & Responses
  - Work session on adding Vision Cards to website
  - Update on how new sub teacher system is working.
  - Board review of Reflect St. Paul
- B. Items for Future Agendas - None
- C. Board of Education Reports/Communications

Director Seeba extended the Board and District’s thanks to Mr. Lalla, General Counsel, for his services to the Board and District and wished him well in his retirement.

**XIV. FUTURE MEETING SCHEDULE**

- A. Board of Education Meetings (5:30 unless otherwise noted)
- October 14
  - November 18
  - December 2 – Public Hearing on Pay 15 Levy (6:00 p.m. time certain)
  - December 9 – Closed (Superintendent Evaluation)
  - December 16
  - January 6, 2015 (Annual Meeting) – 5:00 p.m.
  - January 20
  - February 17
  - March 17
  - April 21
  - May 19
  - June 23
  - July 21
- C. Committee of the Board Meetings (4:00 p.m. through December 2, thereafter 4:30 p.m. unless otherwise noted)
- September 23 - Cancelled
  - October 7
  - October 21
  - October 28 - Cancelled
  - December 2
  - January 13, 2015
  - February 10
  - March 3
  - April 7
  - May 5
  - June 9
  - July 21

## XV. ADJOURNMENT

**MOTION:**                    **Mr. Brodrick moved the meeting adjourn, seconded by Ms. Seeba.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 9:07 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

