

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

November 12, 2013

I. CALL TO ORDER

The meeting was called to order at 5:34 p.m.

II. ROLL CALL

PRESENT: Ms. Seeba, Ms. O'Connell, Mr. Brodrick, Ms. Street-Stewart, Ms. Carroll, Ms. Doran, Superintendent Silva, Mr. Lalla, General Counsel, Ms. Polsfuss, Assistant Clerk

Mr. Hardy arrived at 7:09 p.m.

III. PUBLIC COMMENT

- Tim Finnigan – Compliance with data practice statutes – put procedures on website
- Leon Sanders – Parent teacher home visit project, parent engagement and relationship between parents and teachers
- Laurel Richmond – Addressing the achievement gap but not necessarily smaller class sizes
- Rebecca Wade – Contract negotiations and schools children deserve
- Bob Zick – Date change for board meeting, PEG and black agenda, no tolerance policies

IV. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved the Board of Education approve the Order of the Consent Agenda with the exception of Item B1: Request for Permission to Submit a Grant Application to 3M for the STEP Program and Item E4: Monthly Operating Authority which were pulled for separate consideration. The motion was seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Absent
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

B. Order of the Main Agenda

MOTION: Ms. Doran moved the Board of Education approve the Order of the Main Agenda with the following change, that the report on the 10/22 COB follow the Superintendent's Report. The motion was seconded by Ms. O'Connell.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Absent
Ms. O'Connell	Yes
Mr. Brodrick	Yes

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

V. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of October 15, 2013

MOTION: Ms. Carroll moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of October 15, 2013 as published. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Absent
Ms. O’Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

The Superintendent’s Report was made at this point in the meeting.

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of October 22, 2013

The first item on the agenda was an update on the Personalized Learning Through Technology Project. Staff reviewed the progress that has been made in the three goal areas of:

- Establishing personalized learning as a district-wide framework.
- Delivering personalized learning through an Integrated Learning Platform and
- Increasing adult capacity to personalize learning.

Next steps in each area were also covered. Staff also reviewed the budget allocation indicating that a careful watch is being kept on dollars provided to the district by St. Paul taxpayers in last year’s levy.

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

The motion was approved with the following roll call vote:

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

The next topic was a review of new proposals regarding Bus Discipline and Alternatives to Suspension. Staff noted bus suspension data mirrors other suspension numbers with a disproportionate impact on African American males and listed the various recommendations proposed to improve this situation. There was also an update on Overall Suspension/Interventions. Staff noted there has been an overall reduction in 2012-13 suspension rates of 28% but disproportionality continues to be an issue. A task force examined suspension interventions in place and outlined a number of recommendations to further address this area.

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

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

Staff Reviewed the 2014-15 SPPS School Calendar noting no changes had been made since it was approved two years ago as part of the process of planning calendars out for three-years. The calendar will be published on the SPPS website.

Staff presented charts summarizing the progress made in the revision of the SPPS Procedure Manual along with a brief rationale for why the changes occurred.

The Board's work session included:

- A review of Public Comment Process with a consensus that the Board continue with its current process and re-evaluate it in February and July, 2014.
- A review of Work List Items
- Input on seats Board members would be interested in for 2014
- Discussion on a protocol to cover recognitions of "historically important individuals" when the need arises.
- Discussion on dates for a Board retreat

MOTION: Ms. Doran moved the Board accept the report on the October 22 COB meeting and approve the minutes as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

VII. RECOGNITIONS

BF 29524 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

Staff indicated there were 3,408 student scholars participating in Fall athletics. With the three additional middle schools, participation has increased by 38%. The District is celebrating many the successes at the school level, individually and at team level.

1. Highland Park Middle School -- Boys' Soccer Team
2. Highland Park Middle School - Girls' Soccer Team
3. Murray Middle School - Flag Football Team
4. Murray Middle School - Volleyball Team
5. Central Senior High School - Football Team
6. Central Senior High School - Girls' Swim Team
7. Central Senior High School - Girls' Tennis Team
8. Como Park Senior High School - Boys' Soccer Team
9. Como Park Senior High School -- Volleyball Team

- 10. Highland Park Senior High School - Boys' Cross-Country Team
- 11. Highland park Senior High School - Girls' Cross-Country Team
- 12. Highland Park Senior High School - Girls' Soccer Team

MOTION: Ms. Street-Stewart moved the Board recognize and congratulate all of the individual team members and coaches and the athletic teams on their accomplishments and success. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

VIII. SUPERINTENDENT'S REPORT

A. Report on Pacific Educational Group (PEG) Summit

Two Gordon Parks High School students (Bryant Bentley and Devonte Miller) spoke on their presentation at the PEG Summit. They reported on work they have been doing on the Transition project at Gordon Parks in creating a film documenting the implementation of the light rail line on University Avenue and the history of the neighborhood. They indicated their participation in the PEG conference provided them with the opportunity to meet many African American educators and to learn what can be accomplished if one strives to achieve. It provided them with an understanding of the impact and influence of black leaders they had not had previously.

Staff indicated their participation brought the importance of the student perspective to the PEG conference and the work being done. Staff stressed the importance of having students present at conferences and at school board meetings so everyone can hear of the difference education makes in their lives and the strengths they can bring to their schools. Staff also stressed the need to push post-secondary education for students.

B. Update on Teacher Contract Negotiations

The Superintendent indicated negotiations for SPPS addresses the critical areas of the terms and conditions for employment in order to meet both student and staff needs. She indicated SPPS had asked for the help of a mediator to focus negotiations on these two areas (terms and conditions of employment – wages and work rules). She stated mediation is a valid and productive means of moving negotiations forward in a focused manner so that agreement would more likely be reached. She stated SPPS did not walk away from negotiations, they simply moved to a different avenue utilizing mediation as a means of negotiating in a very structured manner.

She stated some of the issues raised by the teachers are worthy of consideration but are not directly related to the negotiation issue before SPPS and SPTF, the terms and conditions of employment.

C. Strong Schools, Strong Communities Update

The Superintendent focused on two areas for this update: Special Education changes in SY 2013-14 and class size.

1. **Special Education**

She stated in SY 2013-14 all students receiving Special Education services were moved into general education classrooms for some part of the day, though this varies day to day

depending upon the individual student. She stated additional support for those classrooms is provided from Special Ed, EAs and TAs. This process is called mainstreaming and is intended to make sure all students receive the most rigorous and equitable education possible. In mainstreaming SPPS is following the rules of inclusion model and complying with IEP requirements. In moving the Special Ed students into the general ed population, they were considered in the development of class size considerations, as has not been the case in the past. This change has provided an opportunity for all to see how students could be mainstreamed successfully; indications are that 70% of the special education students are able to handle mainstreaming successfully. The remaining 30% are provided with instruction in a learning center environment based upon their individual needs. The Superintendent indicated teachers have been doing amazing work with the inclusion model to ensure students are successful. This effort looks at Special Ed mainstreaming as a way for students to move to the next level of achievement. The Superintendent extended her thanks to principals and teachers who have made this success possible. She finished by saying the students are being monitored very closely and issues are being addressed as they arise. She said SPPS is doing what is best for each and every student.

2. Class Size

The Superintendent opened by stating the decision had been made that during SY 2013-14 no splits would be made in any of the elementary grade levels K-5. She noted that class size numbers are, for the most part, only 1 to 2 students away from agreed upon averages.

The SSSC Strategic Plan specified class size ranges in order to achieve consistency across the district while still allowing flexibility within schools. The class size ranges were agreed upon by both SPPS & SPFT in a Memorandum of Agreement in the 2011-2013 contract. Those ranges are:

Grades	Class Size Range
Pre-K	20 or less
K-3	22-28
4-8	25-30
7-8	29-35*
9-12	30-39*

* Range for core classes only (Social Studies, Math, English and Science)

Reasons some classes are outside of the ranges include such things as:

- The class is a unique elective which was more popular than expected and not available elsewhere
- More students than expected need a class to progress
- Teacher skills for a class are unique or specialized and no others can teach the class or,
- A particular school attracts more students than projected.

SPPS addresses larger class sizes by differentiating funding between low and high poverty schools, balancing class sizes at the beginning of every year and hiring additional staff or creating co-teaching classrooms to increase personal attention and bring down student/teacher ratios.

For 2013-14, more than 96% of classrooms are within acceptable class size ranges. In elementary grades (795 classrooms), only 4% exceed class size ranges. In the middle schools, more than 90-95% are within class size ranges for core courses. In the high schools, 97-99% are within class size ranges.

Average class size does fluctuate through the year as students move in and out of schools. As an example, from October to November this year, grades 8 and under

experienced increases in enrollment. Several elementary schools experienced double-digit gains. Middle schools experienced little enrollment change over the last month while high schools experienced small declines.

The implications of getting all classes to 25 students per class are expensive potentially costing the district \$34,900,000 in salaries alone. This does not include facility changes, increases in salaries, professional development, benefits or retirement costs. Best class sizes (17-19) are cost prohibitive. This leaves flexibility as SPPS's best option.

Implementing hard caps could result in splitting families between schools, make accommodation of families coming in over the summer more difficult, reduce enrollment in high demand schools, limit the number of electives in high schools and deny students access to specialty classes necessary for progression. SPPS must balance the desire for smaller classes with families' desire to keep their students together. SPPS must maintain flexibility and address the student population and their varying needs while maintaining the fiscal prudence demonstrated by the district in order to sustain its commitments to its community.

QUESTIONS/DISCUSSION:

- Where is the cutoff for low and high poverty schools? Is it schools with 99% free and reduced lunch? Response: Schools at 73% or higher free and reduced lunch are considered high poverty; below 72% are low poverty. Schools range from 99% down to 35% for free and reduced lunch. Three quarters of SPPS students are high poverty.
- The financial impact of \$34.9 million in salaries alone for lower class sizes, would opening up more sections of classes help? Response: SPPS does not have the capacity to open additional sections in many of its schools so it would potentially mean having to have two adults in most classrooms.
- Is one strategy to help teachers with class sizes above the averages having an additional adult in the room? Response: SPPS looked at classrooms with class sizes over the averages and has allocated additional TA or EA resources to the school or created co-teaching opportunities within the classroom. SPPS has provided more resources and used creative scheduling to move additional help in and out of classrooms to meet the needs as well. SPPS has also been very committed to not doing splits in order to prevent disruption to classrooms and students.
- How far is SPPS from identifying kids not by race and poverty but by individual academic needs irrespective of other factors? Will the technology initiative bring SPPS to that point? Response: The issue of meeting individual student needs has been very similar in the past and today. Students have a wide range of needs, and the need is to bring the child from their present level to the next achievement level. Today teachers are assessing kids to identify where they are and where they need help. Personalized learning is another opportunity to guide students to activities addressing the level they are at while challenging kids at the top to do further work. The solution is not to retain all kids but have resources available (after school, summer school, etc.) to move kids forward. The SPPS budget process provides a methodology to meet some of those needs and differentiates resources based on site needs.
- Does the same kind of additional financial and resource support occur at other schools? Yes
- The comment was made that the SPPS effort to mainstream Special Ed is just, right and ethical. The work is complicated for everyone but it is important for doing the best for the kids. It was also asked that everyone consider their language in addressing some of these issues in respect for those involved.
- How do parents know or learn to ask proper questions at parent teacher conferences? Response: The Parent Academy curriculum is designed to help parents navigate the system and learn to develop the questions they need to ask. It

helps parents be confident that they can get the best information possible during parent teacher conferences. SPPS is already trying to provide additional supports for the parents so they can assist their students. SPPS is not dealing with classrooms as islands but is moving to sharing with parents so they can engage with their child and assist in their achievement.

- It was requested slides from the Superintendent's presentation be sent to the Board.
- Administration was encouraged to continue taking a close look at monitoring the process of mainstreaming Special Ed.
- Are the "learning centers" being shut down? Response: Yes, as self contained classroom spaces. Kids are being moved into the mainstream who were previously in the learning centers. In the process, it has been realized that a few students do need a self-contained classroom on occasion when difficulties arise in the mainstreaming process. This need may vary throughout the year as far as number but is based on how well students are doing on an individual basis.
- You noted 34 elementary classrooms over capacity – how many include special ed students who were moved out of learning center/focus rooms? How is support provided to those classrooms? Response: At elementary level there are co-teaching classrooms (two teachers teaching at the time). In preparing for this transition/mainstreaming Special Ed students are now included in the general student count where, in the past, the learning centers were treated as separate schools and not included in the general count. As a result of this inclusion, special ed students had space reserved within class size targets at their various schools. Schools with special education students have special ed resources coming into classrooms to provide support to the special ed students and to the general ed teachers.
- It was noted there will be a more in-depth discussion on special ed at the December 3 COB.
- A board member indicated they would like to have first hand reports from teachers and administrators within buildings on how mainstreaming is working for the 12/3 COB.
- Administration indicated not all schools have special education students. There are six sites where students have been put into the mainstream. SPPS felt it needed to take a chance and see if students could handle mainstream and for the most part, they are doing so successfully. Everyone was reminded not to underestimate the value of students helping students.

D. SSSC Monitoring: Staff Use of Student Data and Work to Improve Instruction VisionCard

Staff reviewed the basis on which the VisionCards were built and then moved into the presentation of results for this area of assessment noting that for all measures Level 5 (Vision) is achievement of greater than 90% in the area being assessed.

Five areas are measured for the Staff Use of Student Data and Work to Improve Instruction VisionCard:

- Common Assessments
- Use of Data
- Utilization & Delivery of Curriculum
- Student Engagement
- Feedback

1. Common Assessments includes:

- District common assessments created and aligned to standards (% of units of study) show. 7-12 Math results are at progress (88%) compared to 68% in SY 11-12. Literacy (6-12) results at 83% (progress) compared to 77% in SY 11-12. K-6 Math results are at Vision (100%) compared to 56% in SY 11-12.

The use of data (the percentage of schools where Professional Learning Communities [PLCs] completed three or more data cycles [n=54 schools/programs]) is at Progress (90%).

2. Utilization and Deliver of Curriculum:

- Differentiated small group instruction aligned to student stage of reading development (% of classrooms) increased to Progress (72%) for Literacy K-5, up from 62% (Baseline) in SY 11-12.
- Problem solving process implemented by teachers with students (n=153 secondary math classrooms) is at Progress (87%) for Math 7-12. The focus here deepened into the problem solving process.
- School staff feedback in the area of how frequently do staff review assessment data...with teachers in their grade level (n=2,190) shows 38% strongly agree, 27% fell between strongly agree and agree and 10% agree; 15% disagree and 9% strongly disagree.

The presentation then moved on to spotlight Humboldt's turnaround strategies and their use of multi-tiered systems of support (MTSS). The school problem solving processes are based on a systematic approach focusing on modifying the environment to support students, the use of interventions that have been determined to have a high probability of success and the collection of relevant data and monitoring student progress frequently to assess the impact of interventions.

Turnaround strategies included such things as interventions, the use of incompletes and allowing for additional time to complete a course to standards, student outreach, social-emotional supports for students, additional professional development within PLCs and continuing the reform on an on-going basis.

- Interventions include content specific interventions in classrooms based on grade by day and also based on formative assessment data and self-referral along with an on-line intervention referral system.
- Incompletes for students not demonstrating standard are given allowing the student additional time to master the standard.
- Student progress monitoring through data assemblies, students learning the MAP growth targets and relationship building through advisories.
- Social and emotional supports are provided through establishment of a community mentor program (the mentoring components to the tutoring program are funded with the cooperation of Ecolab); PBIS (positive behavioral interventions and supports) have been put in place and time is allowed in regular education to meet the social and emotional needs of students along with the use of directed social work groups.
- Professional development is multi-level and include: Hamline University's Center for Global Environmental Education, AVID Path Series, Advanced placement/college in the schools, PBIS and implementation of professional learning communities (PLCs).
- Reform continues with job-embedded PLCs (intentional use of data), interventions, incompletes, turnaround hiring competencies, social-emotional supports, PD and intentional family engagement.

Another area utilized by Humboldt is multi-tiered systems of support (MTSS) which is a problem solving model utilizing a six step process in decision-making. 1) Inquiry and "treasure hunt (use of data)," 2) Analysis to prioritize, 3) setting SMART goals, 4) Selecting strategies, 5) Determining results indicators and 6) Monitoring and evaluating results. The goal of this is to reach the "leading" quadrant with high results, high understanding of antecedents and where replication of success is highly likely.

Through use of MTSS areas of need are highlighted, focus is placed on increasing time in the classroom in engaging students, supports are aligned according to the data and utilization of data driven results, higher levels of communication are provided and feedback is tailored to fit the need.

QUESTIONS/DISCUSSION:

- The comment was made that this is ultimately finding ways for students to transform within their environment
- It was noted the school has worked with alumni and the west side community and students and has succeeded in building a school spirit.
- What is being done to share the success in having the school jump three levels up in State ratings with other high schools? Response: Humboldt's principal has made an in-depth presentation to other principals. Humboldt is an excellent example of a positive deviant in that it has succeeded at a high level regardless of the situation it was in. Principals are now meeting with each other to grow some of these practices across the district. This sharing also allows Humboldt to add things that are creating successes at other schools.
- It was noted there are many key partners working with Humboldt. What is being done to celebrate these partnerships? Response: The school has regular meetings with Ecolab and Ecolab employees meet with students as mentors, tutors, etc.

E. Human Resource Transactions

MOTION: Ms. Carroll moved that the Board approve the Human Resource Transactions for the period September 30, 2013 through October 23, 2013 as published. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

IX. CONSENT AGENDA

MOTION: Ms. Carroll moved approval of all Consent Agenda Items as listed with the exception of Item B1: Request for Permission to Submit a Grant Application to 3M for the STEP Program and Item E4: Monthly Operating Authority which were pulled for separate consideration. The motion was seconded by Ms. Seeba.

A. Gifts – None

B. Grants

BF 29525 Request for Permission to Submit a Grant Application to the Great Lakes Guaranty Corporation

That the Board of Education authorize the Superintendent (designee) to submit a grant to Great Lakes Higher Education Guaranty Corporation for funds to provide direct services to prepare high school junior and senior students from underrepresented backgrounds for college-level course work; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29526 Request for Permission to Submit a Grant Application to the Great Lakes Guaranty Corporation

That the Board of Education authorize the Superintendent (designee) to submit a grant to Great Lakes Higher Education Guaranty Corporation for funds to mentor 75 underrepresented high school seniors at three high schools with the goal of preparing them for success in college mathematics; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 29527 Consulting Services Contract between Wilder Foundation and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Wilder Foundation to provide Cherokee Heights Elementary and Riverview Westside School of Excellence with a Learner Support Facilitator to improve the health and well-being of students.

D. Agreements

BF 29528 Permission for Institution of Higher Education to Participate in Teaching Experiences at SPPS (Grand Canyon University)

That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreement with the Institution of Higher Education.

BF 29529 Permission for Institution of Higher Education to Participate in Speech-Language Pathology Co-Teaching Experiences at SPPS (St. Louis University)

That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreement with the Institution of Higher Education.

E. Administrative Items

BF 29530 Approval of an Employment Agreement with Cement Masons, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2013-2016

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 Minnesota Cement Masons, Plasterers and Shophands Local 633, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

BF 29531 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective December 2, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29532 Middle School Behavior Intervention Program 2013/2014

That the Board of Education approve the placement of two St. Paul Youth Services Behavior Intervention Specialists at Battle Creek Middle School for the 2013/2014 school year.

BF 29533 Request for Approval to Continue to Partner with St. Paul Federal to Open a Second Credit Union Branch in Saint Paul Public Schools Harding High School.

That the Board of Education approves the opening of a second St. Paul Federal Credit Union branch at Saint Paul Public Schools Harding HS.

D. Bids – None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 29534 Request for Permission to Submit a Grant Application to 3M for the STEP Program.

Director O'Connell indicated she had pulled this item in order to recognized that this is the 40th year of the STEP Program offered by 3M. She indicated SPPS extends its thanks to its partners such as 3M, Travelers and others who are so instrumental in helping to support SPPS in its efforts to provide the best education possible to its students.

BF 29535 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period September 1 2013 – September 30, 2013.

(a) General Account	#603264-604590 #0000313-0000348 #7000323-7000355 #0000045-0000056	\$84,009,117.96
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$4,225,327.99</u>
		\$88,234,445.95

Included in the above disbursements are payrolls in the amount of \$33,879,760.93 and overtime of \$143,406.19 or 0.42% of payroll.

(d) Collateral Changes	
Released:	None
Additions:	None

Director O'Connell stated she had pulled this item in order to celebrate SPPS paying off the last of its short-term borrowing debt caused the State's shift of funds. She noted SPPS would no longer be borrowing in order to meet short-term cash flow.

MOTION: Ms. Carroll moved the Board of Education authorize the Superintendent (designee) to submit an application to 3M to increase the number of students pursuing science or technical fields after graduation; to accept funds, if awarded; and to implement the project as specified in the award documents.

She further moved the Board of Education approve and ratify the checks and wire transfers for the period September 1, 2013 – September 30, 2013 and that it 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 February 28, 2014. The motion was seconded by Ms. Doran

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

X. OLD BUSINESS -- None

XI. NEW BUSINESS

BF 29523 Canvass of the November 5 Election Results for School Board Members

Be it resolved by the Board of Education of Independent School District No. 625, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the District held on November 5, 2013, was in all respects duly and legally called and held.
2. As specified in the attached abstract and return of votes cast, voters of the District voted at said general election on the election of nominees for election as Board of Education members for four-year term vacancies on the Board of Education caused by expiration of term on January 1 next following the general election as follows:

Chue Vue	20,605
Jean O'Connell	19,621
John Brodrick	16,449
Greg Copeland	6,307
Terrance Bushard	3,417

3. Chue Vue, Jean O'Connell and John Brodrick, having received the highest number of votes, are elected to four-year terms beginning January 6, 2014.
4. The School District Clerk is hereby authorized to certify the results of the elections to the Ramsey County Auditor.

MOTION: Ms. Carroll moved the Board of Education adopt the resolution canvassing returns of votes of the IDS 625 General Election of 2013. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

XII. BOARD OF EDUCATION

- A. Information Requests & Responses - None
- B. Items for Future Agendas - None
- C. Board of Education Reports/Communications
 1. **Report on CUBE Annual Conference**
Director Hardy and Seeba provided a report on their attendance at the CUBE Conference describing some of the program content they found most beneficial.

XIII. FUTURE MEETING SCHEDULE

- A. Schedule of Additional Board of Education Meeting

MOTION: Ms. Carroll moved the Board of Education schedule a closed Board of Education meeting on Thursday, December 12, 2013 starting at 5:00 p.m. for the purpose of the Superintendent's evaluation. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

- B. Board of Education Meetings (5:30 unless otherwise noted)

- December 3 Closed Meeting - Negotiations
- December 12 Closed meeting – Superintendent’s Evaluation
- December 17 Closed Meeting - Negotiations
- December 17
- January 7 ANNUAL MEETING (Board Members take office) Time 4:30 p.m.
- January 21
- February 18
- March 18
- April 15
- May 20
- June 24
- July 15
- August 19
- September 23
- October 14
- November 18
- December 16

C. Committee of the Board Meetings (4:30 unless otherwise noted)

- December 3
- January 14
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- September 9
- October 7
- October 28
- December 2

XIV. ADJOURNMENT

MOTION: **Mr. Brodrick moved the meeting be adjourned. Ms. Seeba seconded the motion.**

The motion was approved with the following roll call vote:

- Ms. Seeba
- Mr. Hardy
- Ms. O’Connell
- Mr. Brodrick
- Ms. Street-Stewart
- Ms. Carroll
- Ms. Doran

The meeting adjourned at 9:28 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