

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
September 17, 2013

I. CALL TO ORDER

The meeting was called to order at 5:32 p.m.

II. ROLL CALL

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

III. PUBLIC COMMENT

- Rick Heller – ADA 508 Compliance & Full Accessibility
- Petra Brokken – Technology in the Schools and Safety Concerns (Invisible pollution)
- Greg Copeland – Pay 14 levy increase and \$4.3 million Dell contract
- Tom Polachek – Make up of the board and a high school for industrial arts with apprenticeship programs
- Bob Zick – Who is accountable, incorrect documentation of employee time

IV. APPROVAL OF THE ORDER OF THE AGENDA

- A. Order of the Consent Agenda and Order of the Main Agenda

MOTION: Ms. Carroll moved approval of the Order of the Consent Agenda and the Order of the Main Agenda. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of August 20, 2013

MOTION: Ms. Seeba moved approval of the Minutes of the Regular Meeting of the Board of Education of August 20, 2013 as published. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of September 10, 2013

The Board received a summary of the final revisions to the 2012-13 budget. The changes were in revenue and expenditure for both General and Community Service Fully Financed Funds only. The total final revenue budget figure was \$667.8 million and expenditures were \$696.3 million.

RECOMMENDED MOTION: That the Board of Education approve the final revised budget for Fiscal Year 2012-2013 as presented.

The motion was approved with the following roll call vote:

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

The budget revisions were followed by a presentation on administration's recommendation on the maximum levy ceiling for the Pay 14 Property Tax Levy.

The Vice Chair read the RECOMMENDED MOTION: That the Board approve the maximum levy ceiling at 1% over Pay 13. That the date for the Public Hearing on the Pay 14 Levy be set as December 3, 2013 at 6:00 p.m. at 360 Colborne and that a Special Board of Education meeting be tentatively scheduled for September 24 (time to be determined) should it become necessary?

QUESTIONS/DISCUSSION:

- It was suggested the Board hold on the recommendation for the levy ceiling until the September 24 meeting.
- Administration was asked to clarify why the Board would not act on the motion to approve the maximum levy ceiling at this time. Response: The Controller indicated the figures SPPS is receiving from the Minnesota Department of Education (MDE) are not final and until final figures are available, she recommended that no action be taken on the maximum levy amount. She noted the Board must take action on the maximum amount no later than September 30 after which the amount cannot be changed upward, only downward.
- A Board member noted SPPS was tentatively seeing a small decline in the actual property tax costs to taxpayers even with the proposed 1% increase. The numbers being worked from are provided by Ramsey County.
- How will the 1% result in property tax reductions for some taxpayers? Response: The goal is to incorporate an all facilities levy to reduce debt service. The shift would ultimately save taxpayers dollars through reduction in debt service costs. It was restated this would be taking deferred maintenance away from bond sales and paying them out of cash flow.

MOTION: Ms. Street-Stewart moved the Board table the entire motion until the September 24 Special Board meeting. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

Mr. Brodrick

Yes

The Translation Services Department presented an overview of the services they provide to the District. This was followed by a brief on the progress being made on policy and procedure review and updating.

Administration then provided an overview on the schedule for the school year 13-14 Strong Schools, Strong Communities (SSSC) Monitoring & Reporting Cycle for the VisionCards.

The meeting ended in a Board work session dealing with scheduling additional PEG Sessions for 13-14; establishing dates for a social gathering with the Minneapolis School Board and a brief communication check-in among Board members.

MOTION: Ms. Carroll moved the Board accept the report on the Committee of the Board meeting of September 10, 2013 and approve the minutes of that meeting as published. The motion was seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

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

VII. RECOGNITIONS

BF 29474 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Michelle Strecker, 1st grade teacher at Highland Park Elementary, was chosen as the 2012-13 Junior Achievement Teacher of the Year for the Upper Midwest. Michelle is being recognized for her work at Hazel Park and Highland Park. This award is highly competitive and Ms. Strecker was chosen from among hundreds of teachers.

MOTION: Mr. Brodrick moved, seconded by Ms. Carroll, the Board of Education recognize Ms. Strecker and thank her for her contributions and outstanding work.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. SSSC Year-End Review

The Superintendent thanked everyone in the district for making this year's school start so successful. The Strategic Initiatives Administrator then began her report on the year-end review stating the purpose was to update the board on the progress of the third year of implementation of the SSSC Strategic Plan.

The SSSC School Choice changes have been implemented for all schools. High schools and Grade 6-12 schools transitioned to area-based community enrollment last year. Area-based community schools were also implemented for elementary and middle schools this year. As

part of this change, the magnet designation was removed from five schools. Additionally, the number of students transported outside their home area decreased by 9%.

Middle grades transitions have secondary schools that now include 6th grade. There are two secondary schools with grades 6-12 and five middle schools with grades 6-8. This allows for stronger relationships during middle school years. All middle school programs now include an advisory period. Camp 67 was implemented as an orientation program for incoming 6th and 7th graders and was very well received.

A new electronic School Choice System has been successfully launched. 49% of school choice applications were submitted on line and almost 10,000 applications were processed in 90 seconds using the new system. The system also allowed the District to provide results to families a full month earlier than in previous years.

Reflecting St. Paul (RSP), the 20% set-aside rule at the district's lowest poverty schools, was enacted this year. 549 RSP choices were submitted, 69% of those students received their first choice and 23% of seats were filled through RSP.

This year also saw the reopening of all previously temporarily decommissioned buildings: the Roosevelt building has become an expanded Riverview School; the Ames building is now LNFI upper campus while the Prosperity Heights building is now LNFI lower campus; the Sheridan building now holds the Nokomis Montessori South campus.

Specialized programming has been realigned with the establishment of an area-based system for designating students to language academies with sites located in every area. A new system was established for Special Education programming with programs now offered in schools in each area. Stand-alone Learning Centers have been discontinued to provide greater inclusion of special needs students with peers.

Progress has been seen with the SSSC plan and its areas of focus:

- Community Focus – many schools transitioned to area-based community schools, community outreach has increased through programs such as Back to School, enrollment canvassing and SSSC community meetings.
- School Allocations – the FY 13 budget allocated \$18.9 million more directly to schools compared to FY 12. There were no major budget cuts to schools for SY 2013-14.
- Aligned Learning – the District met all of the aligned learning indicators in content areas, at all grades (i.e., aligned curriculum to standards and aligned sequencing guides).
- Performance Management – there have been more classroom observations, principal evaluations and administrative performance reviews conducted than in past years (8,000 classroom observations, 943 performance reviews).
- Monitoring and Reporting – District Action Teams (DAT) provided input on SSSC and SSSC progress has been tracked through eight VisionCards.

Student performance is improving: graduation rates are up 10 percentage points since 2008 (American Indian students up 15 percentage points and Latino students up 17 percentage points). The drop out rate is down 10% since 2011. MCA Reading test scores increased 9 percentage points since 2007-2012. Post-secondary enrollment is up 7% since 2007 and suspensions are down 30% since last year.

SPPS still faces continuing challenges in:

- The Achievement Gap – incremental gains have been seen in proficiency but racial disparities in achievement persist.
- Supporting families through the changes – SPPS is working to support families transitioning schools due to school choice changes as well as supporting families at transition grades (Pre-K/K, middle school and high school)
- Achieving Racial Equity – the District has invested in system-wide professional development in this area.

Officially, the SSSC Strategic Plan ends in March 2014. SPPS will build on the momentum of the SSSC in the continuation of the strategic plan. More information on the new strategic plans will be provided at COB meetings discussing areas that require additional focus and plans for community engagement.

QUESTIONS/DISCUSSION:

- A Board member commented that Camp 67 was a great success and a very good idea and she hoped the District is considering doing it again. Also, the official shadowing that middle schoolers did through the year set kids up very well. This would be good for students entering middle and those coming out of middle into high school.
- On the Challenges slide – The Achievement Gap shows a 9 percentage points for reading over five years. What are SPPS goals for increasing reading comprehension? Response: With the new test aligning to the Common Core, results were surprisingly low compared to previous year. The new test provided different measurements so many districts' scores were reduced. SPPS now has a defined time for reading instruction along with writing. There is 90 minutes everyday for elementary students allocated to this. Middle schools have specific classes to allow students an added hour to take another course and many students are taking a class for support in reading. Similar efforts are going on in the high schools. Offerings are being reduced and the core is being strengthened for the students. As much support is being provided to high schools as possible. Intervention specialists are in elementary and middle school to provide support for students who are behind.
- A while back under different administration SPPS had a district goal of a 10% increase in reading. Can there be such a goal set for this year? Response: SPPS needs to be realistic; some schools are making excellent progress now and we need to carry that across all schools. This year SPPS is searching out the reasons progress is being made in some schools and analyzing what is happening and looking to find a way to carry it across all schools.
- Students have made gains, they may not have hit the proficiency mark, but they have made gains. For some the gain was two years growth in one year's time.
- A Board member stated she was happy with results and the reporting out of both successes and challenges.

B. SSSC Monitoring: Achievement & Equity VisionCard (Part I)

The Assistant Director of REA reported on the Achievement and Equity VisionCard in areas where data was currently available. He began by providing a quick review of the VisionCard model stating they were a summary of district-wide indicators of progress on the Strong Schools, Strong Communities Strategic Plan, grouped by theme with the results scaled on five levels: Intervene, Concern, Baseline, Progress, and Vision.

He indicated the Achievement & Equity VisionCard (Part I) reported out on MAP, MCA, MTAS proficiency and the Grad with equity percentage gaps reported in most of those areas as well.

1. Percent Proficient on MCA in the Milestone Grades

Vision is 75% Proficient. In MCA Reading the "All" result is at 37% proficient; the gap is at 46%. With new standards and a new test, overall Reading results reset to Concern level with the gaps at Intervene.

- **MCA Reading Achievement** – Overall Results Concern at 37% proficient. The **Equity** gap, with the focus on the largest gap (in this case Caucasian and African American), in reading overall was 46% or intervene with Caucasian at 71%, American Indian at 31%, Latino at 29%, Asian American at 26% and African American at 25%. Proficiency in Reading at Grade 3 was 37%, Grade 5 was 43% and Grade 8 was 33% proficient, all are at Concern level.
- **MCA Math Achievement** -- Overall proficiency on Math MCA increased by three percentage points but remains at the Concern level (44%). Despite increases overall, the MCA Math gap remains unchanged at Intervene level (45%). SY 12-13 **Equity** gap figures shows Caucasians at 71%, Asian Americans at 44%, American Indian at 33%, Latino at 32% and African American at 26%.

- **MCA Science Equity** – The equity gap decreased slightly but remains at the Intervene level (47%). The equity gaps figures show Caucasian at 61%, American Indian 22%, Asian Americans 20%, Latino 19% and African Americans 14%.

2. Percent Proficient on GRAD

- **GRAD Math Achievement** – nearly half (49%) of all 11th graders passed the Math GRAD on the first try, up from 36% in SY 10-11. This is now at Baseline, up from Intervene. Percent Proficient on the GRAD has Vision being 75% pass on first attempt. **GRAD Math Equity** shows the largest gap decreased by nine percentage points since SY 10-11; the vision level remains at Intervene. Figures show Caucasian 74%, American Indian 53%, Asian American 48%, Latino 41% and African American 30%).
- **GRAD Writing – Equity.** The first-time pass rate for 9th graders on the Writing Grad went down to Baseline, gaps increased and are also now at Baseline. The gap figures show Caucasian 88%, Latino 72%, Asian American 65%, American Indian 63% and African American 60%. Overall results are at 70% a slight decrease from SY 10-11 at 72%.

3. Actions to Improve Student Outcomes

The focus for 2013-14 will provide for:

- Continued additional time for math and science at the elementary level
- Literacy and math implementation tightly aligned to standards with ongoing progress monitoring.
- Aligned supports to provide high quality programming for more students
- Expanded high quality pre-Kindergarten and All-Day Kindergarten to build a strong foundation.

He then outlined the reporting schedule for the rest of the third series VisionCards:

- November 12 – Student Data and Work
- December 9 – Achievement and Equity (Part 2)
- February 18 – Leadership
- March 18 – Partnership
- May 20 – Resources & Operational Excellence
- July 15 – Professional Development

QUESTIONS/DISCUSSION:

- Is there data broken down by income (free and reduced lunch) available? Response: Yes, this is reported out to some extent on the Equity VisionCard. If the Board desires, the data can be shared with them.
- The comment was made it looks like SPPS is making progress and growth in the areas highlighted. With more kids coming into Pre-K and K they will be that much more prepared and SPPS should have more growth with kids coming up from pre-K.
- It was noted regarding the information by free and reduced lunches that administration does have the data available but has made a strategic decision on what to bring forward in a considered manner. At one point, there was a deeper dive and staff looked at key measures in which income would drive results. There were not huge distinctions in these measures. Staff could do a deeper dive on some of measures.
- A Board member suggested the discussion of exactly what the Board would like more information on be referred to a COB so specific areas could be determined before staff does the work on the data.
- It was stated this is a “Red” card and even though SPPS is isolating race, working to make a difference, confronting reality and using strategies that have traction, many kids are still being left behind that don’t deserve to be left behind, good intentions are not enough
- It was noted the District needs to be very optimistic about what combined efforts will be – they are only in the third year of a new strategic plan. The District needs to figure out how to get a better handle on not only the data sets presented, but does it know how families are equipped to assist and provide added support and interpretation for their

student(s)? In the Strategic Plan, is there help for the families, efforts to make sure parents can understand what expectations are in what SPPS is trying to do, for example what needs to happen at home to assist student in testing, etc. Is there a plan for a closer connection in what is happening within families? Response: There is no one thing that can address this issue. The Parent Academy expansion has provided parents with tools and a place to go for help. The District is talking about and working to provide extended learning time for kids in a learning environment where they can receive tutoring, do homework with support available. Also providing additional learning opportunities for the students to enhance their desire to learn. SPPS is providing food for the students at end of day at these extended learning opportunities and busing the kid's home. SPPS is working with its community partners to align efforts to meet students' needs. It is expanding mentoring programs for students. It is working toward having information for families in digital format and to provide practice for students. SPPS is looking at textbooks to provide more digital access for the students to practice and work on math and reading. It is also a reality that many families cannot provide support to student due to work commitments and/or other reasons. That is why it is so important to provide access to longer learning times for students with supports.

- A member noted many elementary schools do math nights for parents and kids as well as provide resource sheets sent home with students. This needs to be done consistently across all schools.
- Shared accountability is brought up often sometimes as a threat and/or as shame and blame. As conversations evolve between staff and families perhaps, "shared expectations" might be a better route to students becoming more successful. Along with, of course, better communication.
- What is missing is to answer these questions: Why are there still reports talking about such significant gaps? What is the rationale for why some students are still not performing well, in standardized tests at least? Is there test bias, does time of day have an impact, is there testing fatigue, what about student accountability? What about English language learners' struggle with comprehension? What about summer loss? Is the new test being used for individualized learning plans. Response: To some extent it comes down to the engagement of individual students – the tests do not mean much to some, as they are not attached to passing or grades; some take them more seriously than others. The gap is not about income, it is happening across the board. Various ways have been tried in administering the tests – pencil paper, digital. There is the "expectations" aspect, as some adults expect some kids to do one thing and some something else; they have higher expectations of some over others. Today SPPS is measuring and making everyone accountable. Overall, it is the fault of society as there is institutionalized racism across every sector in the country. SPPS is now working to break that mold and helping student to learn how to navigate the system. There is an "opportunity gap". The answer is in solving a systemic challenge and SPPS is seeing progress in the work. There is test bias, yes; also test fatigue. There is student accountability, particularly in high school and SPPS is working to make curriculum more relevant. The pieces have to move together, SPPS has to right size a system that for decades was not designed to educate the student population that exists today. What is being tackled is systemic and SPPS is on the road to get there. Fundamentally, the adoption of the Racial Equity Policy should further accelerate the work and SPPS needs to build a foundation for sustainability for the work. It is about actions that are taken.
- Regarding income data, the District does not have income data for families but does have data on free and reduced lunch. The Consultant who assisted in developing the Strategic Plan had the data to look at home income by census blocks and to make assessment of income levels of neighborhoods as well as do a racial analysis of neighborhoods. That work was all based on census block data for the SPPS student population..
- It was stated the public needs to know SPPS has 70% kids of color and 72% in free and reduced lunch programs. This is another hurdle the district faces in educating children disadvantaged in a number of ways. SPPS is doing everything it can to close the gap.
- Are MCA scores sent to parents? Response: There is a standard report and it is sent to parents, it should be available soon if it is not already in the mail..

- SPPS has made the realization that in the SPPS district race and income do not correlate the way it does in other communities. The Board needs to talk about the underpinning data and that would be a good opportunity to bring everyone up to date.
- It was suggested in future VisionCard presentations that background data slides be prepared to support the presentation.

C. Human Resource Transactions

MOTION: Ms. Carroll moved that the Board approve the Human Resource Transactions for the period August 1, 2013 through August 28, 2013 as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Street-Stewart moved that the Board approve all Consent Agenda Items as published. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

A. Gifts - None

B. Grants - None

C. Contracts

BF29475. Consulting Services Contract between Neighborhood House and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Neighborhood House to provide family service support at John A. Johnson Achievement Plus Elementary, Dayton's Bluff Elementary, and Saint Paul Music Academy.

BF 29476 Supplemental PEG Contract for 2013-14 Special Education

That the Board of Education authorize the Superintendent (designee) to proceed with the Supplemental Contract with Pacific Education Group for additional services to Special Education.

BF 29477 Consulting Services Contract Between Wilder Foundation and Saint Paul Public Schools (J.A. Johnson)

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Wilder Foundation to provide John A. Johnson Achievement Plus Elementary with trauma-informed practice consulting services to improve the health and well-being of students.

D. Agreements

BF 29478 Request for Permission of Board of Education to Enter into a Renewal Service Agreement with EDmin for the DataZone Assessment Management System

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

BF 29479 Permission for Institution of Higher Education to Participate in Speech-Language Pathology Co-Teaching Experiences at SPPS

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

E. Administrative Items

BF 29480 Annual Report on Curriculum, Instruction and Student Achievement

That the Board of Education approve the *Annual Report on Curriculum, Instruction and Student Achievement* and authorize its posting in accordance with state law and Minnesota Department of Education (MDE) guidelines.

BF 29481 Approval of Behavioral Specialist Services

That the Board of Education authorize the Superintendent (designee) to approve Behavior Specialist Services at Washington Technology Magnet.

BF 29482 Approval of an Employment Agreement with Operative Plasterers Local Union No. 265 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 Operative Plasterers Local Union No. 265 is the exclusive representative; duration of said Agreement is for the period of June 1, 2013 through May 31, 2016.

BF 29483 Establishment of the Unclassified Position of Senior Manager, Operations Logistics for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Senior Manager, Operations Logistics job classification effective September 17, 2013; that the Board of Education declare the position of Senior Manager, Operations Logistics as unclassified; and that the pay rate be Grade 25 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

BF 29484 Employee Dental Insurance Annual Renewal

That the Board of Education approve the contract for employee dental insurance coverage with Delta Dental Plan of Minnesota effective January 1, 2014, at the proposed renewal rates.

BF 29485 Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners for plan year 2014, effective January 1, 2014, at the proposed premium renewal rate.

BF 29486 Employee Life Insurance Renewal

That the Board of Education approve the contract for employee life insurance with Minnesota Life with no change in premium renewal rates.

BF 29487 Employee Long-Term Disability Insurance Annual Renewal

That the Board of Education approve the contract for employee long-term disability coverage with Harford for the 2014 calendar year with no change in premium renewal rates.

BF 29488 Employee Short-Term Disability Insurance Annual Renewal
That the Board of Education approve the contract for employee short-term disability coverage with Assurant with no change in premium renewal rates.

BF 29489 Monthly Operating Authority
That the Board of Education approve and ratify the following checks and wire transfers for the period July 1, 2013 – July 31, 2013.

(a) General Account	#600639-601880	\$38,098,612.28
	#0000178-0000256	
	#7000217-7000269	
	#0000020-0000038	
(b) Debt Service	-0-	\$2,000.00
(c) Construction	-0-	<u>\$5,633,131.99</u>
		<u>\$43,733,744.27</u>

Included in the above disbursements are payrolls in the amount of \$17,700,186.56 and overtime of \$17,476.10 or 0.10% 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 December 27, 2013.

F. Bids

BF 29490 Bid No. A200096-E Dairy Products
That the Board of Education authorize award of bid No. A200096-E for furnishing and delivery of Dairy during the period of September 1, 2013 through August 31, 2014 to Hastings Co-op.

X. **OLD BUSINESS** – None

XI. **NEW BUSINESS** – None

XII. **BOARD OF EDUCATION**

A. Information Requests & Responses -- None

B. Items for Future Agendas

1. Director Seeba requested an update on the success of including special education students in regular classrooms and what support has been provided for teachers. She also asked that co-teaching in high schools be included along with what is being done at middle and elementary schools in this regard. From staff, student (special ed and non-special ed) perspectives.
2. Director Hardy asked for an update on the ways SPPS is working to combat diabetes within its population.

C. Board of Education Reports/Communications

1. Director Brodrick indicated he would be providing reports to the Board on the upcoming meetings of the St. Paul Teachers Retirement Association and EMID.

XIII. **FUTURE MEETING SCHEDULE**

A. Actions to Schedule a Special Board of Education Meetings.

MOTION: Ms. O'Connell moved the Board schedule a Special Board of Education Meeting for Tuesday, September 24, 2013 for the purpose of acting upon the maximum ceiling for the Pay 14 Levy figure. Start time 7:00 p.m. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Doran moved the Board schedule a Special Board of Education Meeting for a Public Hearing on the Pay 14 Levy for December 3, 2013 at 6:00 p.m. at 360 Colborne. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

B. Board of Education Meetings (5:30 unless otherwise noted; Closed meetings 4:00 p.m.)

- October 1 Closed Meeting
- October 15 Closed Meeting.
- October 15
- October 22 Closed Meeting
- November 12 Closed Meeting
- November 12 .
- December 3 Closed Meeting
- December 17 Closed Meeting
- December 17
- 1/7 ANNUAL MEETING (Board Members take office) Time
- TBD
- 1/21 .
- 2/18
- 3/18
- April 15
- 5/20
- 6/24
- 7/15
- 8/19
- 9/23
- 10/14
- 11/18
- 12/16

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

- October 1
- October 22
- December 3
- January 14
- February 11

- March 4
- April 8
- May 6
- June 10
- July 15
- August 9
- September 7
- October 28
- December 2

XIV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 8:11 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