

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
July 16, 2013

I. CALL TO ORDER

The Chair called the meeting to order at 5:56 p.m.

II. ROLL CALL

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

ABSENT: Ms. Carroll

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Seeba moved the Board approved the Order of the Consent Agenda with the exception of Items C2 - Playworks Partnership Contract, C3 - Approval to Enter into a Contract with Visions for Learning, Inc. for Special Education Professional Development for the 2013-2014 School Year and F1 - Bid No. A200059-K, Site Marquee Improvements at Various Sites that were pulled for separate consideration. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Street-Stewart moved the Board approved the Order of the Main Agenda as published. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of June 18, 2013

MOTION: Ms. Seeba moved the Board approved the Minutes of the Regular Meeting of the Board of Education of June 18, 2013 as published. The motion was seconded by Ms. Doran

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of June 26, 2013

The Committee of the Board met to further review and provide input on Policy 101.00 Racial Equity in Education. At the end of the meeting, staff provided a revision of the draft that contained the changes discussed. Board members were to provide any additional concerns or revisions to staff no later than Noon on Monday, July 1.

Administration then provided an Overview of the Text Book Review and Adoption process. Board members were given a chance to review the text materials that were proposed for adoption along with some supplemental materials such as the learning trunks.

Mr. Brodrick presented a brief update on the status of the EMID negotiations.

MOTION: Ms. Doran moved the Board accept the report on the June 26 Committee of the Board meeting and its minutes as published. Mr. Brodrick seconded the motion.

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS – None

VII. PUBLIC COMMENT (Time Certain 7:00 p.m.)

- Melanie Traxler -- Racial equity policy
- Jacquie Thomas – Racial equity policy
- Ivyana Morris-Thomas – Racial equity
- Bob Zick – Public comment, teacher suspensions

VIII. SUPERINTENDENT'S REPORT

A. SSSC Monitoring: Professional Development (PD) VisionCard

The Chief of Staff noted it was unusual among districts nationally to have VisionCards to assess progress and by which to hold itself accountable. She then introduced the Chief of Academics and the Executive Director of PreK-12 CIPD who made the presentation on the Professional Development VisionCard.

Professional Development for Aligned Learning is broken out into five areas that are evaluated annually and driven by achievement data; Clear Expectation, Training, General Support and Capacity Building, Monitoring and Feedback and Differentiated Support.

1. Clear Expectations is evaluated based on percent of Aligned Learning Indicators completed in content areas at all grades PK-12.
 - Most recent standards prioritized and “unpacked” is at Vision (100%)
 - Sequencing guides established and aligned to standards is at Vision (100%)

- Annual instruction rubric aligned with achievement data is at Vision (100%)
 - Highlighted during the presentation was the area of Common assessments aligned to standards, developed and posted
 - Literacy/ELA is at 100% for grades PK-8, with working still being done for grades 9-12
 - Science varies from grade to grade with 25-60% being done in grade 3-12
 - Math is 100% for grades K-9 with work still being done for grades 11-12
 - Social studies is 100% for grade 7-12.
 - Participation in Racial Equity PD (Beyond Diversity Training has Vision at 100%).
 - Board and Administration as of 7/1/13 is 100%
 - Site Equity Teams as of 7/1/13 are at 100%
 - All SPPS staff as of 7/1/13 is at 25% (Intervene) compared to 12% the previous year.
2. Training – District Level PD for Aligned Learning
- a. Percent of teachers who participated in at least one PD course for aligned learning in a given subject. This does not include any school-based PD, including regular Professional Learning Community (PLC) time.
- Literacy/English/Language Arts – Elementary is at Progress (82%), Secondary is at Progress (87%)
 - Math is at progress (90%) for elementary and also for secondary (88%)
 - Science is at progress for elementary (83%) and Vision for secondary (97%)
- In 2012-13, there were fewer pullouts with 409 sub days, down from 821 last year. New differentiated course offerings included 110 face-to-face courses and 29 online/blended courses. New ways have been found to provide differentiated learning; platforms included TelePresence, Moodle, Twitter, E-mail, SameTime Chat, Google Forms, SurveyMonkey, Wikis and face-to-face. Courses are completed in teams brought together from around the district. SPPS' on-line learning has drawn attention from other districts and the MN Dept of Ed.
- b. Percent of English Learners (EL) and Special Education teachers who joined their General Education colleagues in at least one PD course for Aligned Learning.
- EL is at Vision (100%)
 - Special Ed is at Progress with 78%
- c. Percent of sites that recorded building-level PD session on district-wide system for tracking professional learning. SY 12-13 is at Progress (88%) compared to 50% in SY 11-12.
3. General Support and Capacity Building
- This is measured as the percent of current probationary teachers who have been supported through the PAR program. SY 12-13 is at 46% (Concern) compared to 38% in SY 11-12. PAR consulting teachers have grown from 4 in 2010-11 to 15 in 2013-14.
4. Monitoring and Feedback
- Data Driven PD is measured as a percent of directly-tested content area classrooms visited for the purpose of providing feedback and collecting district-level data to inform professional development. This is measured in three areas (these measures do not include the daily classroom visits by school administrators.)
- Literacy/English/Language Arts – Elementary is at Baseline (63%), Secondary is at Intervene (20%)
 - Math – Elementary is at Concern (25%), Secondary is at Vision 94%. 94% of Secondary Math classrooms were visited by district coaches.
 - Science – Elementary is at Vision (100%) as is Secondary (100%).

5. Differentiated Support

PLCs with Data Team (DT) Processes are measured as a percent of schools that have received on-site support for PLC with DT processes. This area is at Progress (83%) compared to last year's 61%. Highest need school received the most support.

The Chief of Academics described the next steps, providing a chart of how support to the schools would be implemented under the Assistant Superintendent structure. The intent is to address monitoring, feedback and differentiated support to schools through support (vertical and horizontal) in the core areas. Support by specific Academic teams will be provided so there is consistency across the district in the areas of equity, school improvement coaches, PBIS, literacy, math, science, Special Education, multi-lingual learning, personalized learning, early learning, college and career readiness and Title I.

Results of a teacher survey on the quality of professional development for SY 2012-13, conducted by University of Chicago Urban Education Institute on the Five Essentials, show that:

- 18% strongly agreed and 59% agreed that PD had been sustained and coherently focused rather than short-term and unrelated. (18% disagreed, 5% strongly disagreed)
- 14% strongly agreed and 54% agreed PD included enough time to think carefully about, try and evaluate new ideas (26% disagreed, 6% strongly disagreed)
- PD has been closely connected to my school's improvement plans show 19% strongly agreeing and 62% agreeing, with 16% & 4% disagreeing or strongly disagreeing.
- 21% strongly agreed, 57% agreed PD included opportunities to work productively with colleagues in their school (17% disagreed, 5% strongly disagreed) and
- 41% agreed or strongly agreed (33%, 8%) PD included opportunities to work productively with teachers from other schools (37% disagreed and 22% strongly disagreed).

QUESTIONS/DISCUSSION:

- Where is TDAS in this? Response: Under College and Career Readiness lead by Director Fry. The Board noted it wanted consistency in the message that all schools provide the TDAS services.
- It was noted that Equity should be at the top of the chart, not the bottom and that "racial" needs to be added to equity.
- What does TDAS stand for? Response: Talent Development and Acceleration Services, formerly Gifted & Talented.
- Board complimented staff on this attempt to chart the holistic vision of the work being done.
- A Board member expressed a desire to see something that shows closing the loop and how areas influence other areas. This would help staff and the public recognize the value of the resources being directed to this effort. Response: Metrics to address this will evolve as the effort continues.
- The various development platforms, how are teachers being trained in them? Response: Right now SPPS is experimenting with various means of communications, each team has different expertise in areas of technology and by bringing groups together more staff is exposed to the various platforms. Training is being embedded in many different ways. Literacy has been on the forefront of efforts due to the implementation of the common core standards. The long-term goal is to anchor everything in the professional learning platform for both adults and students.
- Will PEG training in the schools cause sub days to go up significantly? Response: Literacy, math and science were the basis for the pullouts reported on; the data does not include equity trainings or training evolving through use of equity teams. Schools are on different schedules in getting their staff through PEG training so it is hard to get metrics on this.
- Were there other PD days during 2012-13 that went beyond literacy, math and science? Response: Yes, many others.
- Monitoring probationary teachers, will every probationary teacher receive PAR support during their probationary term? Is the ultimate goal to provide PAR for both probationary teachers and tenured teachers who request the support? Response: That is how the

contract language reads, yes. All probationary teachers will receive assistance from PAR at some point during their probationary term (in years 1, 2 or 3) and tenured teachers who request assistance from PAR will be provided with that support.

- What about PLC time used for PD? Response: The VisionCards do not report on PLC time. It was not a measure from last year to this year. PLCs are used for PD in the schools.
- You measure prescribed training but is training teachers seek on their own measured? Response: Metrics related to PLC time is shown on the Student Achievement card. PD Express does track both personal and district PD.

B. Human Resource Transactions

The Superintendent announced Mr. Baumann's imminent departure and thanked him for his work on behalf of SPPS. Board members added their individual thanks as well.

MOTION: Ms. Street-Stewart moved that the Board approve the HR Transactions for the period June 1, 2013 through June 30, 2013 as published. Ms. Doran seconded the motion.

A question was raised as to whether the promotions entitled "career progressions" are part of the overall administrative alignment. Are they cost neutral? Response: In general, such "promotions" are viewed as cost neutral or are reviewed as to how they fit within the departmental budget, so yes they are cost neutral. And, yes, they are part of the administrative alignment. As departures and promotions occur, vacancies must be filled either from below or outside. These particular actions reflect what has already been presented to the Board and support alignment. Working in this manner allows staff to grow professionally and provides viable career progression.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Street-Stewart moved the Board approved all Consent Agenda Items with the exception of Items C2 - Playworks Partnership Contract, C3 - Approval to Enter into a Contract with Visions for Learning, Inc. for Special Education Professional Development for the 2013-2014 School Year and F1 - Bid No. A200059-K, Site Marquee Improvements at Various Sites that were pulled for separate consideration. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

A. Gifts – None

B. Grants

BF 29435. 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 \$45,000 from 3M to fund the consultant for the 3M partnership coordination and other partnership activities. There will be no cost to the district.

BF 29436 Request for Permission to Accept a Grant Award from the Capitol Region Watershed District, St. Paul, MN

That the Board of Education authorizes the Superintendent (designee) to accept a grant award from Capitol Region Watershed District and to implement the project as specified in the award documents.

BF 29437 Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Carl D. Perkins Funding

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for approximately \$549,416.06 for FY 2013-2014 from the Carl D. Perkins Vocational and Technology Education Act; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29438 Request for Permission to Submit Grant Application to the Minnesota State Arts Board from Open World Learning

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support an artist residency with In the Heart of the Beast Puppet Theater at Open World Learning; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29439 Request for Permission to Submit Grant Application to the Minnesota State Arts Board from SPPS Community Education SEED Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support artist residencies in support of the mental health needs and lifelong learning of adults with mental illness; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29440 Request for Permission to Submit Grant Application to the Minnesota State Arts Board from SPPS Arts Magnet Schools: Linwood-Monroe Arts Plus, Saint Paul Music Academy and Mississippi Creative Arts

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support artist residencies at each of three SPPS art magnet schools (Linwood Monroe Arts Plus, Mississippi Creative Arts and Saint Paul Music Academy); to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29441 Request for Permission to Accept a Grant from the Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Foundation funds to meet the emergency needs of elementary school students; to accept funds; and to implement the projects as specified in the award documents.

BF 29442 Request for Permission to Accept a Grant from the Saint Paul Public Schools Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Public Schools Foundation to support the YumPower School Challenge at eight elementary schools; to accept funds; and to implement the projects as specified in the award documents.

BF 29443 Request for Permission to Submit a Grant Application to the School Leadership Program, U.S. Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to improve mastery of critical leadership skills and

help build and maintain strong leadership teams that ultimately improve student outcomes; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 29444 Approval to Enter into a Contract with the Amherst H. Wilder Foundation
That the Board of Education enter into a contract with the Amherst H. Wilder Foundation to provide Special Education services for the 2013-2014 school year paid from the 2013-14 adopted budget for Special Education in the General Fund (01-005-408-740-6305-0000).

D. Agreements

BF 29445 Agreement between Saint Paul Independent School District No. 625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities (AGAPE & Harding))

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct childcare services in an amount not to exceed \$662,512 from August 1, 2013, to July 31, 2014.

E. Administrative Items

BF 29446 Approval of District Health and Safety Budget by UFARS Finance Code and Fiscal Year

That the Board of Education adopt and confirm Attachment A, the District's health and safety budget with costs by program per Uniform Financial Accounting and Reporting Standards finance code and fiscal year.

BF 29447 Establishment of the Unclassified Position of Digital Editor 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 Digital Editor job classification effective July 16, 2013; that the Board of Education declare the position of Digital Editor as unclassified; and that the pay rate be Grade 12 of the 2012-2013 Professional Employees Association standard ranges.

BF 29448 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period May 1, 2013 – May 31, 2013.

General Account	#522652-524403	\$60,826,384.88
	#3017736-3017818	
	#7000143-7000206	
(a) Debt Service	-0-	
(b) Construction	-0-	<u>\$2,287,313.77</u>
		<u>\$63,113,698.65</u>

Included in the above disbursements are payrolls in the amount of \$54,542,792.38 and overtime of \$246,765.22 or 0.45% of payroll.

(d) Collateral Changes None

Additions:			
Custodian	Cusip	Security	Maturity
US Bank		FHLB of Cincinnati Letter of Credit No: 513730	5/1/2014

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 October 25, 2013.

F. Bids - Pulled

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 29449. Playworks Partnership Contract

Director Hardy indicated he had pulled this item in order to praise Playworks for their help to students and staff in the schools where they are involved. He asked, since Playworks is in four schools, is SPPS ready to take the model of what Playworks does and transfer to more if not all schools? Response: Staff indicated that four schools would be participating in the coming year, the same as last year. Schools decide how to use their internal dollars to make investment in their students.

Director Hardy indicated he felt SPPS needs to communicate the success of this program and have others move to adopt it. It seems to fall within an area of best practices that needs to move out to a larger group. Response: Staff indicated they are not currently looking to do this and they do not have plans to move Playworks to all schools. They indicated they would explore the options.

MOTION: Ms. Street-Stewart moved, seconded by Ms. Doran, that the Board of Education authorize the Superintendent (designee) to enter into a contract with Playworks to provide each school listed above with one Program Coordinator to improve the health and well-being of children.

The motion was approved with the following roll call vote:

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

BF 29450 Approval to Enter into a Contract with Visions for Learning, Inc. for Special Education Professional Development for the 2013-2014 School Year

Director Hardy asked, through this contact, would this PD get SPPS on the path of helping address the positive and negative concerns raised about co-teaching and mainstreaming Special Ed students into general education classrooms? Response: Vision for Learning has worked within the schools having Learning Centers. As the Learning Centers are being eliminated but the support services are not going away Vision for Learning brings a particular expertise around co-teaching and support for general ed teachers in the implementation of co-teaching strategies. They also have particular Special Ed perspectives. The model for this is on-going support throughout the year. They started the work with the Learning Centers as the most institutionalized and will go on to build conditions of support for the schools from this work. .

MOTION: Mr. Brodrick moved the Board of Education authorizes the Superintendent (designee) to enter into a contractual agreement with Visions for Learning, Inc, to provide Special Education professional development services for the 2013-2014 school year. Paid from the 2013-2014 federal funds out of Special Education Early Intervening Supports. Budget code: 29-005-422-425-6304-1012. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

Ms. Seeba
Mr. Hardy

Yes
Yes

BF 29451

Bid No. A200059-K, Site Marquee Improvements at Various Sites

Director O'Connell stated she had pulled this item because of concerns expressed by Districts 6 and 10. Have or will there be further community meetings planned before installation. Response: Yes, staff has provided flexibility in their plans to deal with build, change or not build options. The reason approval was presented this way was to ensure the District is highly respectful of the concerns expressed. Staff has been discussing these concerns with the groups and has or will provide them with technical clarifications regarding the marquees. The process needs to set conditions so if the issues can be resolved there will be no delay in the work. At this point all options are open; SPPS can delay, redesign or cancel the work.

Will staff speak with the other councils if similar concerns arise? Response: Staff has met with all district councils and they were offered the opportunity to provide feedback and express concerns. Districts 6 and 10 were the only ones to come forward. SPPS takes community concerns seriously and values feedback provided from the community.

If the district councils are not happy with the plans, will it come back to Board? Response: If there is no solution, staff would report to the Superintendent and a Change Order would need to be developed. That would come to Board meeting on the Consent Agenda. The Board will be kept up-to-date on the process.

MOTION: Mr. Hardy moved the Board of Education to authorize an award of Bid No. A-200059-K, site marquee improvements at various sites to Schreiber Mullaney Construction for the lump sum base bid of \$327,890.00. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

BF 29452

Third Reading: Policy 101.00 Racial Equity

Staff stated this new policy would codify work already under way and provide guidelines to deepen the racial equity work. Staff provided an updated version of the policy containing the recommended changes discussed in the just ended COB meeting.

QUESTIONS/DISCUSSION:

- What input did the district get from teachers? Response: Input varied from electronic communication to in-person and involved the action team members and Equity Teams in each building. Students were also involved through the Racial Equity Council. The community was involved through the various advisory groups and through Board interaction with their constituents.
- Staff indicated SPPS would be the first district in the state to have a policy in place and in effect. She noted Hopkins had adopted a policy but it was not currently in effect.

MOTION: Director Brodrick moved to refer the policy back to the board for further discussion. The motion was seconded by Director Seeba.

- The Chair indicated she was not in favor of postponing the policy approval process. Putting approval off further will not substantially change the direction the Board and SPPS want to take on this policy.

- A Board member asked what new comments the Directors would make about the policy and why they did not want to support it. Response: It has not been adequately explained as to what subsequent procedures would be and concern was expressed that without knowing what these procedures might be, it is difficult to support what he considered unresolved issues. The second response was that the current policy varies considerably from what was originally submitted at the first reading and it was felt the community needed to see the new version and provide feedback.
- The directors were asked if they would support the policy if Board action were to approve. Both answered yes.
- It was noted that if the Board approves the policy it does not preclude revising language in the future and does not preclude development of the procedures.
- It was also noted it is very important to have it ready for administration to bring to staff this August.
- Current practices exist from prior to the policy, how will the policy be measured at building level and with staff? And with family & community engagement in particular? Response: Implementation can be measured in a number of ways through performance management measures and quantitative and qualitative metrics.
- What about performance management? Response: SPPS's performance evaluation cycle already contains a racial equity piece. The new teacher evaluation will as well. Quantitative and qualitative measures are already in the achievement and equity measures to some extent. Beyond Diversity has qualitative measures that look at how staff are experiencing the process and practices. Would administration look for best practices and where that is happening in the district? Response: Much of the performance evaluation pieces have early examples of how that would look.
- If the Board approves the motion, how will that play out? How will more input, feedback, etc. be achieved? How do you see this play out if more time is granted? Response: Stakeholders would see the newer policy and it would provide more outreach. Discomfort around where procedures will go, how they will be implemented was again expressed.
- It was noted that once the policy is passed the Board must monitor and evaluate procedures coming from the policy.
- A Board member stated it has been too long a time that SPPS and the community it serves has shifted the conversation away from the issue of the achievement gap and the loss of quality of life and potential earnings for generations of students of color. It is time now to move this forward and actually make a change for the benefit of all students. The work is for the kids, not the adults. It is time to face the uncomfortable facts and do something to correct the situation.

Following further discussion and consideration, the motion was restated and voted upon.

MOTION: Director Brodrick moved to refer the policy back to the board for further discussion. The motion was seconded by Director Seeba.

The motion was defeated with the following roll call vote:

Ms. O'Connell	No
Mr. Brodrick	Yes
Ms. Street-Stewart	No
Ms. Doran	No
Ms. Seeba	Yes
Mr. Hardy	No

MOTION: Ms. Street-Stewart moved the Board of Education substitute the 7/16/13 draft version of Policy 101.00 Racial Equity as recommended by the COB for the originally submitted draft dated 5/17/13. The motion was seconded by Mr. Hardy

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

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

MOTION: Mr. Hardy moved the Board of Education adopt Policy 101.00 Racial Equity as substituted. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	No
Ms. Street-Stewart	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

COMMENTS:

- Director Seeba stated she supported the policy and racial equity but wished more time had been taken to take it back to the stakeholders.
- Director Brodrick stated he would vote no, as he was not comfortable that the policy is ready for implementation.

Thanks were extended to staff for their work on getting the policy ready. Excitement was expressed that the policy ties in with other work already going on. It was stated SPPS cares deeply about equity and how it sends a message to students that the district cares deeply about them and their success

XI. NEW BUSINESS – None

XII. BOARD OF EDUCATION

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

Director Brodrick provided a report on recent EMID actions regarding Crosswinds School.

QUESTIONS/DISCUSSION:

- How will this impact students who opted to return to SPPS and staff returning to SPPS?
Response: It does not affect any of them who have opted to return to SPPS unless they make the personal choice to return to Crosswinds.
- How will the Perpich Center create a viable program in one and one-half months?
Response: Their target student population is 300 with a minimum of 200. They are in the process of aggressive recruitment of staff and contact with the Crosswinds community for attendance. Crosswinds has the full support of its parent community.
- Did SPPS budget with a plan that it would have 200 additional students? Have students from Crosswinds been accepted into SPPS schools? Response: SPPS will go back to those accepted to ensure they are still planning to attend SPPS in order to ensure schools are enrolled properly. SPPS will also check with staff members hired to be sure they plan to stay with SPPS.
- SPPS needs to keep pathways open for kids coming out of Crosswinds 10th grade to offer them a way into SPPS high schools.

Director Hardy offered the Boards' belated thanks to Willie Jett and Tim Caskey for their work for SPPS and wished them well in their new endeavors.

XIII. FUTURE MEETING SCHEDULE

- A. Action to Schedule April 2014 Date for Board Meeting to April 15 & to Reschedule 2/4/14 COB to 2/11/14

The following actions came from recommendations provided during the July 16 COB meeting.

MOTION: Ms. Street-Steward moved the Board of Education schedule its April 2014 Board meeting on April 15, 2014. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

MOTION: Mr. Hardy moved the Board reschedule the February 4, 2014 COB meeting to February 11, 2014. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

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

- July 30 Closed Meeting at 4:00 p.m.
- August 20 Closed Meeting at 4:30 p.m.
- August 20 5:30 p.m. start time begins
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- September 17 .
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.
- October 15
- October 29 Closed Meeting at 4:00 p.m.
- November 12 Closed Meeting at 4:30 p.m.
- November 12 .
- December 3 Closed Meeting at 4:00 p.m.
- December 17 Closed Meeting at 4:30 p.m.
- 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

NOTE: All Closed Meetings scheduled above are in regard to updates on labor negotiations

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

- July 30
- September 10
- October 1
- October 29
- December 3
- January 14
- February 4 – CANCELLED
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- August 9
- September 7
- October 28
- December 2

Administration reminded Board members of the RONDO Days Parade at which the new SPPS float will be debuted.

XIV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:11 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