

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

May 21, 2013

I. CALL TO ORDER

The meeting was called to order at 5:46 p.m.

II. ROLL CALL

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

ABSENT: Ms. O'Connell

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Seeba moved the Order of the Consent Agenda be approved with the exception that items C2 - Authorization for Amendment II to the Contract with Public Consulting Group, Inc. and E10 - Approval of Renewal of Membership in the Minnesota State High School League were pulled for separate consideration. Mr. Hardy seconded the motion.

The motion passed with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Carroll moved the Order of the Main Agenda be approved as published. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of April 23, 2013

MOTION: Ms. Carroll moved approval of the Minutes of the Regular Meeting of the Board of Education for April 23, 2013. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of May 7, 2013

The SPPS Legislative Liaison provided a brief update on the bills currently before the Minnesota Legislature.

Administration presented the Goal 3 VisionCard reporting on Resources and Operational Excellence which will be provided again under the Superintendent's Report.

RECOMMENDED MOTION: That the Board of Education accept the report on the Resources & Operational Excellence VisionCard as presented.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

The Chief Budget Analyst provided details on the second quarter financials for the period ending March 31, 2013. He indicated there had been relatively little change in the General Fund over the past period. The unassigned fund balance was estimated to be \$31.1 million in the General Fund, which represents 5.7% of current year expenditures. This is above the minimum current Board policy of 5%. The projection assumes the use of \$18.2 million assigned fund balance in FY 14. He then reviewed the non-spendable, restricted, committed, assigned and unassigned fund balances.

RECOMMENDED MOTION: That the Board accept the Quarterly Financial Report as presented.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

Board members were then presented with the proposed 2013-14 Budget book and an overview of the book contents was provided.

Under Standing Items, the most current draft of the Racial Equity In Education Policy was discussed.

RECOMMENDED MOTION: That the Board move Policy 101.00 Racial Equity in Education forward for its first reading at the May 21 Board meeting.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes

Street-Stewart	Yes
Carroll	Yes

The work session included a review of the current and FY 13-14 Board Budgets as well as a discussion on the recommendation brought forward on board engagement.

RECOMMENDED MOTION: That the Board implement the new public engagement plan, as revised, on a trial basis beginning in July, 2013 and that it be brought back at the October COB meeting for final action.

Clarification was sought on the approval of this item at this time. It was indicated the process was approved so that procedural items could be developed for the implementation of the recommendations on a trial basis.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

There was a brief discussion on the PEG Summit coming up in October along with a discussion on the status of the Budget & Finance Advisory Committee (BFAC) & Capital Expenditure Advisory Committee (CEAC).

RECOMMENDED MOTION: That BFAC and CEAC remain on hiatus for SY 13-14.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Abstain
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

MOTION: Ms. Seeba moved the Board accept the report on the May 7 Committee of the Board meeting. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

VI. RECOGNITIONS

BF 29389 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

- 1. The SPPS Finance Department** for winning the 2013 School Finance Award from the Minnesota Department of Education. The team is lead by **Marie Schrul**, Controller.
- 2. Lily Ailabouni**, an **EXPO** learning disability teacher, for being named Teacher of the Year by the Minnesota Chapter of the Council for Learning Disabilities (CLD).

3. **Kari Skildum**, teacher from **Washington Technology Magnet School** for being awarded Rotary Teacher of the Year. Each year the Rotary Club of Saint Paul presents a "Teacher of the Year" award to a deserving educator.
4. **Open World Learning** history teacher **Susanne Hollingsworth** was awarded the 2013 Minnesota History Day Senior Division Teacher of Merit and will be a candidate for the 2013 Patricia Behring Senior Division Teacher of the Year at NATIONAL History Day.
5. **Megan Olivia Hall**, a grade 7-12 science teacher at **Open World Learning Community**, has been chosen the 2013 Minnesota Teacher of the Year. She is the 49th winner of the prestigious award, and the third from the St. Paul School District. Hall has taught at Open World Learning Community since 2006 and has been teaching in St. Paul since 2002.
6. **Open World Learning Community** for moving up on the U.S. News & World Report's Best High Schools List Open World Learning Community was honored with a silver medal in the latest *U.S. News and World Report's America's Best High Schools* list, and was ranked #18 among Minnesota High Schools. Open World Learning Community is the only high school in St. Paul Public Schools to receive a medal in the ranking.
7. **Saint Paul Indian Education's Johnson O'Malley (JOM) program** for being awarded the 2013 Exemplary JOM program award for Region 4. JOM is a national program recognizes that American Indian and Alaska Native children in public schools have special needs due to their unique social, economic and cultural environment. SPPS is one of 14 JOM projects within the state of Minnesota. The program in Saint Paul provides tutoring and parental assistance for school supplies and fees, and assists in cultural activities for students and families. The JOM parent committee program includes **Angie Thornhill**, Chair; **Dianne Johnson**, Vice Chair; **Alicia Zetah** and Julie Downwind. **Kathy Denman-Wilke** is the Indian Education Program Supervisor for Saint Paul Public Schools.

8. **Brief introduction of Reading Recovery®:**

Reading Recovery is an internationally recognized reading intervention program, which plays an important role in the comprehensive literacy plans of many schools. Reading Recovery delivers high-quality instruction that is differentiated and responsive to individual student needs, and reduces the cost of long-term remediation for many children. Reading Recovery helps reduce achievement gaps across varying racial and ethnic groups, socioeconomic groups, and English language learners. Internationally, 75% of Reading Recovery students read at grade level after a full series of lessons. Reading Recovery teachers are trained in both the theory and practice of early literacy and participate in ongoing professional development throughout their careers.

Reading Recovery certified teachers must complete a year-long 8-credit graduate course in order to be certified. They must teach four first-grade students in a one-on-one setting in addition to teaching many small intervention groups at various grade levels. Once trained, certified teachers must continue to participate in ongoing professional development as well as teach Reading Recovery students each day.

Marilyn Wojtasiak was the former Reading Recovery Teacher Leader for the district who trained the following teachers in 2008 – 2009.

- **Jill Maxe**
- **Pamela Lindberg**
- **Anna Parvi**
- **Diane Labovitch**
- **Kathy Schones**
- **Maren Wallenberg**

In 2009 – 2010, Maren Wallenberg was trained as a Reading Recovery Teacher Leader and has trained the following teachers beginning in 2010:

- **Kay Kennedy**
- **Nancy Pavek**

- **Lynette Scott**
- **Deborah Lentsch**
- **Licia Robertson**
- **Heather Smith**
- **Heather Perkl**
- **Jan Mitchell**
- **Dawn Vaughn**
- **Nicole Tschohl**

There is currently one certified Reading Recovery teacher who trained many years ago and is still teaching Reading Recovery. Her name is **Julia Fung**.

Reading Recovery Advocates are classroom teachers, ELL teachers, special education teachers and coaches who were interested in further developing their professional expertise and understanding of early literacy. During their training, these individuals met with a child every day on their own time while also attending weekly Reading Recovery training classes.

9. Saint Paul Federation of Teachers has awarded **Denise Rodriguez**, Spanish teacher at **Ramsey Jr. High**, it's annual Mary McGough Distinguished Service Award. The award is the highest honor given by the Federation in recognition of an individual's outstanding contribution to the advancement of education in the Saint Paul Public Schools

MOTION: **Mr. Hardy moved the Board recognize and congratulate all of the individuals, departments, programs and schools recognized above. The motion was seconded by Ms. Carroll.**

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

VII. PUBLIC COMMENT

- Neng Vang - Bridgeview concern re testing for child
- Angela Logwood - Bridgeview Concern re cutting teachers
- Harriet Hernden - Bridgeview Concern re cutting teachers & testing
- Laura Linn - Bridgeview support for the opportunities school provides
- Teri Scott - Bridgeview academic standards and testing of special need students
- Mary Olson - Bridgeview concern re: undermining of special ed for "normal"
- LaToya Lewis - Bridgeview concern re changes in staff for next school year
- Kunnary Thiang - Bridgeview concern re staffing changes at school & impact on students
- Rosa Delgado – Bridgeview concern re staffing changes at school
- Nasro Abjulie - Bridgeview concerns re staffing cuts & testing of special ed students
- Gloria Alverado - Bridgeview opportunities school provides to students
- Janice Collins - Bridgeview uniqueness of school for children with disabilities & staffing reductions
- Joan Duncanson - Bridgeview need tools to do job for special needs students
- Jeff Koon – What does a good Teacher Evaluation System look like
- Anitra Krogman - Farnsworth & EBD students in school & capacity of school
- Michael Wall – Farnsworth support for STEM program in upper grades, space to accommodate all students desiring STEM education
- David Marchetti - Farnsworth – value of schools STEM Program and capacity of school to accommodate interested students
- May Seng Cha – inequities in SPPS - placement of EBD students in school – proper support for all students
- Yolanda David – Climate at Farnsworth – needed support for EBD students but not there

- Priya Mani – Capitol Hill inequality in funding to the school
- Faith Dietz – Capitol Hill staffing levels at the school
- Dayna Kennedy – Capitol Hill inequity of funding to the school
- Kevin Motz – Levy waste of funds, school food and achievement gap
- Katie Sterns – Gifted ed myth – challenging gifted & high ability children through acceleration
- Bev Hanson – Targeting of teachers
- Bob Zick – Nepotism, teacher licensing
- Jeanette Jones – Discipline of children at Vento

VIII. SUPERINTENDENT'S REPORT

A. Legislative Update

Sup praised legislators for recognizing the value of and for providing funding for all day Kindergarten and Pre-K programming. Additionally the change increasing the age for leaving school from 16 to 17 as well as other measures that will benefit education across all of Minnesota.

The SPPS Legislative Liaison presented a brief overview on end-of-session results utilizing the SPPS Legislative Agenda approved in Fall, 2012 as a guide for her summary.

- Full funding of all day Kindergarten
- Pre-K scholarships funded
- Overhaul of special education to address excess costs
- Integration levy adopted
- Discrete bonding authority with no sunset date for SPPS
- Assessment reform with the biggest changes since implementation of NCLB
- Pension bill passed for two years with a study to be done on rolling into State fund

The Interim Chief Academic Officer then provided an overview of the reforms to State Assessments. These changes will strengthen state assessments to eliminate duplication at the district level, provide an assessment instrument to support teaching and learning and reframe secondary assessments from attainment of a minimal score to a multi-year support on the path to college and career readiness.

MCA assessments will become fully adaptive by 2015-16 in Grades 3-7 aligning with Minnesota standards and predictive of college and career readiness. A suite of secondary assessments, anchored in college and career readiness benchmarks and career interests, will be developed. These will align with Minnesota standards, contain a diagnostic component for students not yet on track for college and career readiness benchmarks and culminate in nationally-normed and recognized college entrance exam. The GRAD will be eliminated immediately.

The timelines for these changes show that:

- The GRAD elimination will happen immediately upon signature. The GRAD does not disappear due to legal precedent but remains an option for those in 9th grade currently and older (2015-16 or 2016-17).
- In 2013-14 transitions for Grades 8-12 are: MCA continues in Grades 8, 10 and 11; GRAD writing is discontinued for Grade 9. Use of other assessments (EXPLORE, PLAN and ACT if a contract can be approved in time) under state contract and federal approval of the new system will be sought.
- In 2014-15 a new suite of assessments will be operational for Grades 8-12.
- In 2015-16 fully adaptive, computer administered versions of the MCAs for Grades 3-7.

Immediate impacts are that students in the Class of 2013 may graduate if they have satisfied all other graduation requirements and still have not passed one or more of the GRAD tests. Students in the Class of 2012 and earlier can also benefit from this change. Implications for student older than 21 are unclear and guidance is being sought to clarify this area.

For the Class of 2014 and earlier, to satisfy the state graduation testing requirement, a student must accomplish one of the following:

- Pass the GRAD Reading and Writing, at least meeting the alternative pathway for GRAD math; or
- Have taken the ACT, WorkKeys or Compass or a nationally recognized armed services aptitude test such as the Armed Services Vocational Aptitude Battery (ASVAB) or
- A district may, at their sole discretion, substitute results from a comparable assessment (SAT for ACT; Accuplacer for Compass).

Minnesota will not require a minimum score on the other assessments.

For the Class of 2015 and 2016, to satisfy the state graduation testing requirement, a student must accomplish one of the following:

- Pass the GRAD Writing, Reading and Math or
- Have taken the ACT, WorkKeys or Compass or a nationally recognized armed services aptitude test such as the Armed Services Vocational Aptitude Battery (ASVAB) or
- A district may, at their sole discretion, substitute results from a comparable assessment (SAT for ACT; Accuplacer for Compass).

Minnesota will not require a minimum score on the other assessments. Students may also participated in the new suite of assessments as they become available.

For the Class of 2017 and beyond students must participate in all components of the state's new suite of college and career readiness assessments

- Grade 8 (Spring) – assessment predictive of trajectory toward college and career readiness standards with career interest components
- Grade 10 (Fall) – assessment predictive of trajectory toward college and career readiness standards with career interest components
- Grade 10 (Spring) or Grade 11 (Fall) – students not on track for college and career readiness benchmarks must participate in a diagnostic college placement test to identify areas for intervention.
- Grade 11 (Spring) – Nationally normed, nationally recognized college placement test
- Grade 12 (TBD) – voluntary administration of placement or entrance tests at district expense.

These changes will have far reaching effects and districts will immediately need to:

- Take immediate action to address student graduations in the Class of 2013
- Incorporate the new approach in secondary offerings
- Identify students in the Class of 2012 and earlier who have met all requirements except the GRAD and reach out over the summer to engage them in re-enrolling
- Reach out to students who have not completed all requirements to reconnect with the district, especially those approaching 21 and
- Adjust plans as much as possible for summer school.

QUESTIONS/DISCUSSION

- Will a chart or some other format be developed so the Board and the public can follow the flow of changes. This would be valuable so Board members can share this information. Response: Administration is looking at multiple ways of communicating these changes. Its first priority is to review all 12th graders to ensure they have the credits needed for graduation and then to find all students that these changes will affect.
- Thanks were extended to Mr. Mohs for his work with the Legislative Liaison and with legislators to provide input and understanding of the issues involved and the needs of public education.
- High standards have been set on current assessments, does this now mean there is an absence of targets for graduation? Is there no accountability score necessary? Response: Yes, a student can graduate without reaching any specific score on tests mandated by the state; however, local boards of education can establish expectations that exceed state standards. There are also many standards and requirements expected of students that need to be demonstrated over their 13 years in school, assessments occur multiple time and in multiple ways. The new process negates having

a score as trump card over a student's future. SPPS is about altering the trajectory of students through its SSSC plan.

- It was noted a key accomplishment was the change in the mandatory attendance age up to 17. This was a very contentious point during its movement through the legislature.
- How will SPPS make these test changes work for ELL students or students of color? Can the district choose a test to give the best outcomes for students? Response: During the transition for students currently in high school the list of tests is very flexible for districts. Assessments can be matched with the best path that students want to pursue in future years. In the future (2017 and beyond), as the state rolls out the various components of its college and career readiness suite of assessments, there will not be as much flexibility.

Thanks were extended from the Board to everyone who spent long, hard hours working to get these legislative components passed.

B. SSSC Monitoring:Resources and Operational Excellence VisionCard

The Deputy Superintendent for Schools and Business Operations presented the Goal 3 VisionCard reporting on Resources and Operational Excellence.

1. Budget

- **Maintain 3% Net Favorable Variance** from approved budget. The vision for this area is <3% above budget. 2010-11 results were 2.7% variance below budget and 2011-12 was at 3.9% expenditures below budget (progress level).
- **Maintain Fund Balance** has vision at >5%. 2010-11 fund balance was at 5.7% and 11-12 was at 9.0% (vision level).

2. Staffing

- **Teacher Retention** (annual) has a vision of >90%. 2011-12 was 92% and 2012-13 was 96%.
- **Time & Effort Certifications for Federal Grants** has vision at 100%. 2011-12 was at 100% as is 2012-13.

3. Transportation

- **Students per Bus** (average each day across all runs) has vision level of >90%. 2011-12 was at 103 and 2012-13 is at 98.
- **Number of Runs per bus** has vision at >5.5 runs. 2011-12 was at 6.3 and 2012-13 is at 6.5.
- **Buses at School within 5 minutes** of scheduled arrival shows vision to be >97%. Quarter 3 of 2011-12 showed 99%; Quarter 3 of 2012-13 show 98%.

4. Information Technology

- **Resolution of issues** within 24 Hours has a vision level of >70%. 2011-12 was 68%; 2012-13 shows 64%. In FY 13, SPPS supported 87 applications, had 463 servers in operation, had 5,975 VoIP telephones in service and the SPPS network had 71,843 devices on it.

5. Market Share

- **Percent of Market Share** (SPPS students divided by all school age students in St. Paul).

	<u>Vision Level</u>	<u>2011-12</u>	<u>2012-13</u>
K-12 th	>74.5%	71%	70% (concern)
K-6 th	>76%	72%	71% (baseline)
7 th -12 th	>73%	70%	69% (concern)

5. Retention

- **Percent of students staying in SPPS** has vision at >88%. (i.e., SY 2010-11 pre-Kindergarteners enrolled in SY 2011-12 Kindergarten).

	<u>SY 11-12</u>	<u>SY 12-13</u>
Pre-K to K	82%	85% (baseline)
5 th to 6 th	86%	85% (baseline)
6 th to 7 th	82%	82% (concern)
8 th to 9 th	85%	83% (concern)

6. Meal Participation

- **Breakfast participation** has vision at >58%. 2011-12 showed 64% and 12-13 shows 60% (vision level).
- **Lunch participation** has vision at >78%. 2011-12 was at 77% as is 2012-13 (progress level).

QUESTIONS/DISCUSSION:

- How will you close up some of the areas not meeting vision? Response: All areas are viewed through key performance indicators. This “big picture” is then broken down into smaller areas and each area is looked at and parsed to raise it to meet expectations. Staff looks at what influences the pieces making up each area and how they can be changed to bring them to vision level. Market share is more difficult as it is driven by the population of the city so SPPS has less control over it but SPPS can certainly optimize its efforts for the population in St. Paul schools.
- How will you change the middle school retention rate? Response: The SSSC is into its SY 13-14 phase and SPPS has done work to reorient how middle grades align, how middle grade curriculum and instruction align and also looked at the administrative process in this area. By improving those areas and making sure academic programs for students are properly developed and aligned to middle school, administration believes retention will go up. It is a function of the leadership and the resources that are provided to middle grades.

C. FY 14 Budget

The Deputy Superintendent for Schools and Business Operations stated there are three primary funding sources for SPPS: 11% comes from the Federal level, 64% from the State and 26% from local sources. The legislature has concluded its work and has increased revenue for public education across the state. The structure of these increases shows FY 15 will realize more revenue than FY 14.

The total proposed FY 14 budget is \$680.8. This is broken out into the following funds:

• General Fund (all figures in millions)	\$512.9
• Gen Fund Fully Financed	43.4
• Food Service	25.5
• Community Service	21.1
• Com Serv Fully Financed	2.3
• Building Construction	32.0
• Debt Service	43.6

Overall, the General Fund shows (in millions):

	<u>FY 13 Adopted</u>	<u>FY 14 Proposed</u>	<u>Difference</u>	<u>% Change</u>
Revenue	\$483.7	\$494.8	\$11.1	2.3%
Fund Balance	6.9	18.1*	11.2	162%
Expenditure	490.6	512.9	22.3	4.5%
Balance	0	0	0	

* The projected FY14 unassigned fund balance will be 5.5%.

Factors impacting General Fund revenue include:

• Adopted General Fund Revenue	\$483.7
• Enrollment Increase (364 PU)	3.8
• Loss in Integration Revenue	(7.7)
• OPEB Levy Reduction	(2.9)
• New Referendum Increase	9.0

- Special Education Revenue Trend 5.6
- Third Party Billing Trend 2.2
- Other 1.0
- Estimated FY 14 Revenue \$494.7

Factors impacting General Fund expenditures include:

- Adopted FY 13 Budget \$490.6
- Add Rollover & Adjustment Costs 7.8
- Add New Additional Support for SSSC
 - Cost of Opening New Buildings \$1.3
 - Loss of Prep Time .2
 - Seven Period Day Implementation 4.0
- Add New Referencum 5.5
- Total Proposed FY 14 Budget 9.0 \$512.9

A chart showing the history of adopted fund balance was provided. Unassigned fund balance used has not violated the Board's required 5%.

The FY14 General Fund "big picture" of expenditure allocation (including the new \$9 million referendum monies) shows:

	<u>FY 13</u>	<u>FY 14</u>	<u>Change</u>	<u>% Change</u>
Schools	\$237,132,479	\$242,766,252	\$5,633,774	2.4%
School Service Support	162,923,621	178,475,029	15,551,408	9.5%
District-wide Support	85,071,657	87,483,446	1,411,789	1.6%
Central Administration	<u>4,484,159</u>	<u>4,212,106</u>	<u>(272,053)*</u>	<u>(6.1%)</u>
Total	\$490,611,916	\$512,936,833	\$22,324,918	4.6%

* Reduction results from decrease in interest borrowing cost

Anticipated changes from the legislative session include additional funding in FY 14 in the General Education revenue of approximately \$4.5 million and additional integration revenue in FY 14 of approximately \$5.8 million. These adjustments need to be integrated into the budget plan. Uses of the additional revenue will be school adjustments, replenishing fund balance for FY 15 and additional support for the SSSC plan.

QUESTIONS/DISCUSSION:

- What is the timeline for your providing information on uses of the additional funding from legislation? Response: The initial analysis has been completed and a summary should be completed and to the Superintendent tomorrow.
- What plans are in place to increase revenue in the new year? What revenue generating programs/activities is SPPS pursuing in the district to increase revenue? Response: Administration made a strong strategic effort with its lobbyist during this legislative session. It was successful in gaining increases as has been outlined earlier. SPPS does not have plans for advertising income, etc. It will continue to work with its lobbyist to get funding for its legislative priorities as reviewed and approved by the Board.
- The distribution of allotments to schools varies from year to year, correct? Response: Yes. In any given year Board members may hear from schools surprised by the amount allocated to them. When there are schools that feel they have not received equity in the distribution, what is process to address this? Response: SPPS utilizes a very deliberate and customer service oriented process. Firstly, the budget is determined and formulas are applied based on direction from the Board and Superintendent. These then go to the schools. There can be exceptions that come to light and these are addressed by the budget analyst, the school principal and the assistant superintendent. It is an open process and effective at getting to the root of issues facing schools. Administration has to apply guidance in this process fairly and with compassion. The enrollment of students directly impacts school funding. Schools have a choice, to some degree, on how funds are allocated internally, particularly in staffing. A HR staffing team and a budget analyst

team are available to assist in the budgeting process for all schools as are the assistant superintendents. SPPS's mission is to educate all students and serve all of its schools.

- The process contains many nuances and these have to be understood for each school but the overall process is guided by the SSSC plan.
- If there are staffing changes at school level – is it made at school level? Response: A baseline of required staffing is established for each group of school types which provides a baseline of equity in staffing. Then, within the allocation provided, schools can address their individual issues within the funding that remains beyond this baseline. Staff is sometimes moved based on where a particular expertise is needed however contracts, in the end, govern how staff can be moved. Schools are not losing teachers, they are gaining them but they may be allocated differently than in the past.
- Staff was commended for the work done over the past several years and on the value and format of the information provided to the Board and in addressing pertinent issues.
- Will the Board see where the additional school adjustments are being made prior to the June COB meeting? Response: Yes

B. Human Resource Transactions

MOTION: Ms Carroll moved that the Board approve the HR Transactions for the period April 1, 2013 through April 30, 2013 as published. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

IX. CONSENT AGENDA

MOTION: Ms. Carroll moved the Board approve all items on the Consent Agenda with the exception that items C2 - Authorization for Amendment II to the Contract with Public Consulting Group, Inc. and E10 - Approval of Renewal of Membership in the Minnesota State High School League which were pulled for separate consideration. The motion was seconded by Ms. Seeba.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

A. Gifts

BF 29390 Gift Acceptance from The Jack and Gretchen Norqual Foundation
That the Board of Education authorizes the Superintendent to accept the awarded gift.

B. Grants

BF 29391 Request for Permission to Submit a Grant Application to 3M (Fabrication Lab at Johnson High School)
That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M for funds to purchase equipment, materials, and supplies for a Fabrication Lab as part of the Engineering program at Johnson Aerospace and Engineering High School; to accept funds, if necessary; and to implement the projects as specified in the award documents.

BF 29392 Request for Permission to Submit a Grant Application to 3M (SSEI)

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M for funds to continue or expand upon SPPS efforts to spark student interest in STEM enrichment programs; to accept funds, if necessary; and to implement the project as specified in the award documents.

BF 29393 Permission to Submit and Accept, if Approved, an Adult Basic Education Proposal for 2013-2014 and Distribute Funds to Saint Paul Literacy Consortium Members

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to provide Adult Basic Education services for the 2013-2014 year, to accept funds if awarded, and to disburse funds to Saint Paul Community Literacy Consortium members based on the adult basic education formula.

BF 29394 Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Alternative Delivery of Specialized Instructional Services (ADSIS)

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to provide direct service to students identified by data as in need of additional reading support (grades 1-3) and behavior support (grades K-12); to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29395 Request for Permission to Submit a Grant Application to the Minnesota Department of Education for a Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education and Fresh Fruit and Vegetable Program to introduce fresh fruits and vegetables as healthy snack options to elementary school children during the school day. The project will use fruit and vegetable classroom kits for students to consume, while teachers provide a presentation on or read a book to students about fruits and vegetables; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29396 Request for Permission to Accept a Fund for Teachers Grant from The Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Saint Paul Foundation for funds to support the Fund for Teachers professional travel experiences for SPPS Teachers; to accept funds; and to implement the project as specified in the award documents.

BF 29397 Request for Permission to Submit Grant Application to the Saint Paul and F.R. Bigelow Foundations to Support a Mental Health Initiative at Cherokee Heights and Riverview Elementary Schools

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Paul and Bigelow Foundations for funds to create a comprehensive school success project for Cherokee Heights and Riverview; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29398 Request for Permission to Submit a Grant Application to the Travelers Companies, Inc.

That the Board of Education authorize the Superintendent (designee) to submit an application to the Travelers Companies, Inc. for approximately \$1,499,946 to continue the Travelers/SPPS vision for an aligned AVID/Leadership program to foster dynamic school leadership and high student achievement; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF29399 Request for Permission to Submit a Grant Application to the U.S. Department of Education's Arts in Education Model Development and Dissemination Program

That the Board of Education authorize the Superintendent (designee) to submit an application

to the U.S. Department of Education to advance understanding of effective ways to integrate media arts into core academic curricula in alignment with Common Core standards; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29400 Request for Permission to Submit Grant Applications to the Verizon Foundation from Hamline Elementary

That the Board of Education authorize the Superintendent (designee) to submit an application to the Verizon Foundation from Hamline Elementary that will make the school a Verizon Innovative Learning schools site; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 29401 Request Permission to Enter into a Contract with the Minnesota Literacy Council on Behalf of the Saint Paul Literacy Consortium for 2013-2014

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Minnesota Literacy Council on behalf of the Saint Paul Community Literacy Consortium to provide coordinated delivery of training for volunteer programs and assist with management of member services for the 2013-14 fiscal year to be accounted for in budget 04-005-520-322-6305-8522.

D. Agreements

BF 29402 Agreement with the Goodwill Industries, Inc./Easter Seal Society of Minnesota

That the Board of Education enter into the 2013-14 agreement with Goodwill Industries, Inc./Easter Seal Society of Minnesota to provide work adjustment training/placement of selected special education students using Goodwill facilities for the period September 1, 2013 through June 30, 2014. The agreement amount of \$150,000 will be funded from an existing Special Education General Fund Budget 01-608-380-835-6393-0000.

BF 29403 Request Permission to Participate in Work-Study and Community Service Agreement with the University of Minnesota

That the Board of Education authorize the Superintendent (designee) to participate in a Work-Study and Community Services Agreement with the University of Minnesota.

E. Administrative Items

BF 29404 Approval of an Employment Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, 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 United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

BF 29405 Establishment of the Unclassified Position of Academic & Technology Innovation Director 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 Academic & Technology Innovation Director job classification effective May 21, 2013; that the Board of Education declare the position of Academic & Technology Innovation Director as unclassified; and that the pay rate be Grade 31 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

BF 29406 Monthly Operating Authority

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

(a) General Account	#521223-522651 #3017628-3017735 #7000094-70000142	\$51,811,656.05
(b) Debt Service	-0-	
(c) Construction	-0-	\$2,782,951.92
		\$54,594,607.97

Included in the above disbursements are payrolls in the amount of \$35,399,608.35 and overtime of \$144,871.31 or 0.41% of payroll.

(d) Collateral Changes	None
(e) 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 August 23, 2013.

BF 29407 Permission for Teacher Candidates Employed by a Public School/Self Directed Practicum (Montessori Teacher Candidates in SPPS Schools)
That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreement with the Institution of Higher Education.

BF 29408 Proposed Building Name Change for L'Etoile du Nord French Immersion School
That the Board of Education authorize the Superintendent (designee) to approve Prosperity Heights and Ames Elementary Schools name changes to L'Etoile du Nord French Immersion School Lower and Upper Campus respectively, beginning in the Fall of 2013.

BF 29409 Proposed Name Change for Nokomis Montessori South (Formerly Sheridan Campus)
That the Board of Education authorize the Superintendent (designee) to approve Sheridan School name change to Nokomis Montessori South beginning in the Fall of 2013.

BF 29410 Proposed Building Name Change for Parkway Montessori and Community Middle School
That the Board of Education authorize the Superintendent to approve for L'Etoile du Nord French Immersion School name change to Parkway Montessori and Community School beginning in the Fall of 2013.

BF 29411 Proposed Name Change for Riverview Elementary School (Former Roosevelt Elementary School) beginning in the Fall of 2013.
That the Board of Education authorize the Superintendent (designee) to approve Roosevelt Elementary School name change to Riverview Elementary School beginning in the Fall of 2013.

BF 29412 Purchase of Flight Simulators
That the Board of Education authorizes the Superintendent (designee) to purchase the Flight Simulators for Johnson High School.

BF 29413 Settlement of Uninsured Claim
That the Board of Education approve the settlement of the above referenced claim and authorize School District administration to issue payment.

F. Bids

BF 29414 Bid No. A157040-K Paving Replacement at Saint Paul Music Academy

That the Board of Education authorize award of Bid No. A157040-K for the paving replacement at Saint Paul Music Academy to the lowest responsible bidder, Bituminous Roadways, Inc for the lump sum base bid plus alternate no. 1 of \$200,250.00.

BF 29415 Bid # A157044-E: Cafeteria Serving Equipment
That the Board of Education authorize award of bid No. A157044-E to Hockenbergs Food Service Equipment for furnishing and delivery of Atlas Brand Buffet Style Serving Equipment in the amount of \$110,511.99.

BF 29416 Bid No. A157051-K Paving Replacement at Como Park Elementary School
That the Board of Education to authorize an award of Bid No. A157051-K for the paving replacement at Como Park Elementary School to Peterson Companies Inc for the lump sum base bid plus alternates no. 1 and 2 of \$722,000.00, and unit prices 1, 2 and 3.

BF 29417 Bid No. A157164-K Elevator Replacement and Roof Replacement at Creative Arts High School and Open World Learning Community, 65 East Kellogg Boulevard
That the Board of Education to authorize award of Bid No. A157164-K for the elevator replacement and roof replacement at Creative Arts High School and Open World Learning Community, 65 E. Kellogg Boulevard, to the lowest responsible bidder, JPMI Construction Co. for the lump sum base bid of \$415,800.00.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 29418 Authorization for Amendment II to the Contract with Public Consulting Group. Inc.

How has this contract streamlined the work in Special Education to help increase the proficiency of services supplied to special ed students? Response: This has helped Special Education to systematize the IEP process and provided the data to help streamline, to some extent, the paperwork involved. It does not, however, write reports. It does provide much of the data that goes into the reports that must be provided to MDE. Administration has recognized the amount of time special ed teachers need to complete paperwork for MDE and, in contract negotiations, has provided the opportunity for teachers to have additional time during the year to process this work load. This contract has also helped recapture some funds as well.

MOTION: Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to approve Amendment II to the contract with Public Consulting Group, Inc. for the services in accordance with the terms and conditions of Amendment II. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

BF 29419 Approval of Renewal of Membership in the Minnesota State High School League

Mr. Hardy indicated he had pulled this item in order to recognize and thank the League for encouraging students to become involved in athletics and have a full experience in school as a student athlete. It was noted that athletics and arts are co-curricular and work hand in hand to provide a fuller experience, at all levels, to participating students.

MOTION: Mr. Hardy moved, Ms. Carroll seconded his motion, that the Board of Education adopt the Minnesota State High School League (MSHSL) resolution to renew the School District's membership in the Minnesota State High School League for SY 13-14.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

X. OLD BUSINESS

The representative from Springsted updated the Board on the bond sales. She noted interest rates were beginning to increase and the bond market is beginning to be flooded with refundings thus becoming much more choosy about who they work with. She indicated that Springsted and the district were prepared to pull the issue if absolutely the right conditions were not met to achieve the looked for \$2 million savings for the district. The two refundings (2013B) received input from seven bidders and the winning bid went to Wells Fargo with an interest rate of 2.21% resulting in \$2.7 million in savings to the district. The \$26 million bonding for capital projects (2013A) came in as projected with the winning bid going to City Group. She emphasized the importance of a good credit rating noting SPPS has outstanding ratings along with excellent financial controls.

BF 29420

Resolution Accepting Bid on Sale of \$26,000,000 General Obligation School Building Bonds, series 2013A, Providing for their Issuance and Levying a Tax for the Payment Thereof

MOTION: Ms. Carroll moved the Board approve the Resolution Accepting Bid on Sale of \$26,000,000 General Obligation School Building Bonds, Series 2013A, Providing for their Issuance and Levying a Tax for the Payment Thereof. Ms. Street-Stewart seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

BF 29421

Resolution Accepting Bid on Sale of \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B, Providing for Their Issuance and Levying a Tax for the Payment Thereof

MOTION: Ms. Carroll moved the Board approved the Resolution Accepting Bid on Sale of \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B, Providing for Their Issuance and Levying a Tax for the Payment Thereof. The motion was seconded by Ms. Street-Stewart.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

XI. NEW BUSINESS

A. First Reading: Policy 101.00 Racial Equity in Education

The Board Vice Chair announced the first reading of the new Racial Equity in Education policy.

Staff indicated in their presentation SPPS has a racial “achievement gap” – academic results for students of color has historically been lower than those of white students. This is true regardless of income. SPPS is addressing this through a racial equity transformation effort aimed at improving outcomes by transforming institutional practices and systems and developing, implementing and monitoring District equity plans and policies.

The framework for racial equity transformation has three “pillars”: Engagement, Leadership and Teaching & Learning. The plan has been rolling out on a five-year plan designed to cover all levels of personnel within SPPS.

Actions that have or are occurring include:

- Engagement: Reorganizing the Multicultural Resource Center to align with District racial equity development. This has brought families, students and community members together to engage in activities that both align to standards and bring in multiple perspectives.
- Leadership included the development of a personal and professional “lens” through individual coaching and commitment. Organization capacity has been built through interrupting inequities and development of a Racial Equity policy.
- Teaching & Learning has applied an equity lens to the curriculum cycle with the adoption of science through inquiry and equity that includes the student voice in the classroom along with inquiry-based curriculum. Social Studies has followed this model in its standards and curriculum cycle changing materials under a systemic equity focus and bringing in American Indian perspectives.

The development of a racial equity policy supports the SPPS mission, ends and racial equity pillars. Its purpose is to provide respectful learning environments where races, cultures and languages are indicators of success rather than academic disparity. It aims at eliminating racial predictability and disproportionality by increasing achievement for all students and narrowing the gaps between the highest and lowest-performing students. It also aims at eliminating systemic disparity by interrupting systems that perpetuate those inequities by transforming practices that are racially predictable and disproportionate, creating adaptive solutions to equity issues and monitoring and reporting on implementation and effectiveness.

Engagement to deepen, transform and develop equitable practices for and with SPPS students by seeking out and lifting up students’ perspectives and engaging family and community members in the effort. Leadership will ensure transformation drives actions and lead to improved results by recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent personnel. And, by creating and monitoring conditions for equitable business systems and operational practices. Efforts will be made to increase the capacity to teach a racially and culturally diverse and changing student population and to collaborate with teachers to implement culturally responsive instructional practices and curriculum.

The policy was reviewed in its entirety. The first reading represents a draft that will be taken to various stakeholder groups in order to receive their input into the policy. Recommendations received in this process will be brought to the Board at its June COB meeting for discussion and consideration relative to the policy.

QUESTIONS/DISCUSSION

- Is it planned to bring this back to a work group meeting? Response: Yes, a meeting will be scheduled following the June 11 COB meeting.
- When is the community input session? Response: Monday, June 10 at 5:30 p.m.

- Have invitations been directed to certain groups? Response: Invitations have been issued to members of the SPPS District Action Teams, DPAC, student groups and various parent groups.
- What about staff input? Response: Staff input is to be directed to Ms. Bierman.
- The Board asked that the policy to be incorporated into standing meetings that have been scheduled and that these groups be invited to provide feedback.
- It was noted by Board members that this is a very important policy and that members need to be mindful of each other's recommendations in order to ensure the strongest possible policy that will survive for years.
- What about student groups? Are students from alternative schools, a variety of cultures, etc being sought out for input? Response: Staff has looked at ways to gain student input and indicated the district will gain input from a broad spectrum of students representing the population of St. Paul.
- A board member suggested the opportunity be provided to students to prepare a companion piece to the policy and the student handbook that addresses racial equity and what it means from their perspective noting it is necessary to not only hear student reaction to the policy but for students, with their peers, to interpret how equity is viewed from and in their experience.
- Staff was asked to place all "equity" links/references more prominently on the SPPS Home Page.

BF 29422 2013-16 Integration Plan for Saint Paul Public Schools

The current Integration Plan expires in 2013, the new plan has a term of 2013-2016. SPPS must have an Integration Plan in order to receive yearly funding from MDE. This plan aligns very closely with the SSSC plan and district racial equity work. SPPS integration efforts focus on providing families with school choice options. Plan goals are to accomplish racial equity in schools and improve the achievement of all students. In alignment with the SSSC plan, integration goals are from the Equity VisionCard plus a metric regarding Reflecting St. Paul. Progress on the goals will be tracked annually.

Integration goals included in the plan were taken from the SSSC Equity VisionCard. These measures are:

- MCA – difference between race/ethnic groups in percent proficient
- GRAD – difference between race/ethnic groups in percent passing on first attempt
- Advanced Course – difference between race/ethnic groups in percent passing
- Advanced Placement (AP) Tests – difference between race/ethnic groups in percent of students with scores greater than 3
- International Baccalaureate (IB) Tests – difference between race/ethnic groups in percent of students with a score greater than 4
- Graduation four-year cohort (new NCLB/NGA) Rate – difference between race/ethnic groups in percent graduating in four years
- Absences – disproportionality ratios between race/ethnic groups in percent of students absent 11 plus days
- Reflecting St. Paul (this metric is not from the Equity VisionCard) – set-aside seats filled by students eligible for Reflecting St. Paul.

The plan outlines how the district uses a variety of funding sources to support integration and equity efforts. State integration revenue is specifically used for: transportation, the Student Placement Center, all-day Kindergarten FTE, academic intervention specialists, American Indian programs, EMID programs and the Multicultural Resource Center.

QUESTIONS/DISCUSSION:

- Was input from the DAT team obtained? Response: Yes, the DAT Integration/School Choice recommendations were used in formulating the plan
- It was noted the alignment of the integration plan and the SSSC plan is important especially as related to recent legislative efforts. Urban districts will set the model in this area and efforts may become evidence at legislative session for continuation of integration dollars. Was there anything that should have been considered during the

legislative debates that is not included? Response: Inclusion of school choice is an integral part of achieving integration. SPPS is stressing the seamlessness of the integration plan and the SSSC plan and how much the pieces need to play into each other in order to achieve success. SPPS will need to continue to articulate the interconnectedness of all of the pieces as this all moves forward.

MOTION: Ms Carroll moved the Board approve the SPPS 2013-2016 Integration Plan for submission to the Minnesota Department of Education. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

C. Project Labor Agreement: District-wide Security Panel Improvements

MOTION: Ms. Carroll moved the Board accept administration's recommendation that no PLA be utilized for the district-wide security panel improvements. Mr. Brodrick seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Director Seeba requested a report to the Board on equity across high schools as first requested in a note to the Superintendent.
2. Administration was asked to provide updates on the process/progress relative to student graduation as it is now construed under the new legislation..

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

- Director Carroll reminded the Board that she would not be available from June 22 through July 20th.
- Director Brodrick provided an update on EMID
- Director Hardy reminded Board and staff of the May 30 – Ramsey County League of Local Governments meeting being held at SPPS (Rooms D & E, 360).

XIII. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:45 unless otherwise noted)

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

- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 11 Closed Meeting at 4:00 p.m.
- June 18 Closed Meeting at 4:30 p.m.
- June 18 Regular Meeting 5:45 p.m.
- July 16 Closed Meeting at 4:00 p.m.
- July 16 Regular Meeting 5:45 p.m.
- July 30 Closed Meeting at 4:00 p.m.

- August 20 Closed Meeting at 4:30 p.m.
- August 20 Regular Meeting 5:45 p.m.
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- September 17 Regular Meeting 5:45 p.m.
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.
- October 15 Regular Meeting 5:45 p.m.
- October 29 Closed Meeting at 4:00 p.m.
- November 12 Closed Meeting at 4:30 p.m.
- November 12 Regular Meeting 5:45 p.m.
- December 3 Closed Meeting at 4:00 p.m.
- December 17 Closed Meeting at 4:30 p.m.
- December 17 Regular Meeting 5:45 p.m.

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

- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

Concern was expressed about bringing the Equity policy to the July 16 Board meeting for its third reading. The COB is the same evening and would not allow time for any revisions/changes to be made prior to the Board meeting. It was suggested administration find several July dates what will work for staff for an additional COB meeting, provide them to the Board secretary so she can poll the Board as to availability and schedule the additional meeting date.

XIV. ADJOURNMENT

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

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

The meeting adjourned at 10:18 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