



Saint Paul Public Schools

Regular Meeting

Tuesday, October 18, 2011 5:45 PM

**SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 625**

BOARD OF EDUCATION



Elona Street-Stewart
Chair



Jean O'Connell
Vice Chair



Keith Hardy
Clerk



Anne Carroll
Treasurer



John Brodrick
Director



Kazoua Kong-Thao
Director



Jeff Risberg
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – John Brodrick, Chair

SPPS VISION STATEMENT

Imagine every student
Inspired, challenged, and cared for by exceptional educators
Imagine your family
Welcomed, respected, and valued by exceptional schools
Imagine our community
United, strengthened, and prepared for an exceptional future
Saint Paul Public Schools: Where imagination meets destination

MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

**Learners will understand the relationship between their lives and the lives of others,
And the relevance of their educational experiences to their roles in society.**

MEANINGFUL CONNECTIONS

**Learners will understand the relationship between their lives and the lives of others,
and the relevance of their educational experiences to their roles in society.**

RESPECTFUL ENVIRONMENT

The learning environment will be safe, nurturing and equitable for our diverse learners.

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street

October 18, 2011
5:45 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE AGENDA**
 - A. Order of the Consent Agenda
 - B. Order of the Main Agenda
- IV. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of September 20, 2011 6
- V. SPECIAL RECOGNITION**
 - A. Recognition by the Minnesota School Boards Association of "Outstanding Legislators for 2011"
- VI. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of October 4, 2011 (Recognition of CEAC Members) 25
- VII. RECOGNITIONS** (Time Certain 6:30 p.m.)
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments 40
- VIII. PUBLIC COMMENT** (Time Certain 7:00 p.m.)
 - A. Deb Rosenthal - F1 Area Boundaries
 - B. Eric Wahlberg - F1 Area Boundaries
 - C. Molly Noble - F1 Area Boundaries
 - D. Lisa Arnet - F1 Area Boundaries
 - E. Jim Rosenthal - F1 Area Boundaries
 - F. Brent Bauer - F1 Area Boundaries

G. Rose Wahlberg - F1 Area Boundaries

H. Bob Zick - Various

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X. CONSENT AGENDA

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.

A. Gifts

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B. Grants

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C. Contracts

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2. Request for Approval of Initial Contracts with State-Approved Providers of Supplemental Education Services (SES) as Required by the No Child Left Behind Act of 2001 (NCLB)	87

D. Agreements - None

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XV. ADJOURNMENT	

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
September 20, 2011

I. CALL TO ORDER

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

II. ROLL CALL

PRESENT: Directors O'Connell, Brodrick, Street-Stewart, Carroll, Risberg, Hardy, Kong-Thao, Ms. Kelly, Chief of Staff, Mr. Lalla, General Counsel and Ms. Polsfuss, Assistant Clerk

ABSENT: Superintendent Silva

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Kong-Thao moved, seconded by Ms. Carroll, that the Board of Education approved the Order of the Consent Agenda as published with the exception of Items C1 - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Computer Adaptive Tests (RATIFICATION); C2 - Playworks Partnership Contract and E2 - Establishment of the Classified Position of Business Intelligence Dashboards/Reports Developer for ISD No. 625 and Relevant Terms and Conditions of Employment which were pulled for separate consideration.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

B. Order of the Main Agenda

MOTION: Mr. Brodrick moved, seconded by Ms. Carroll, that the Board of Education approved the Main Agenda as published.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of August 16, 2011

MOTION: Ms. Carroll moved, seconded by Mr. Brodrick, that the Board of Education approved the Minutes of the Regular Meeting of the Board of Education for August 16, 2011 as published.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of August 23, 2011

1. Impact of State Legislation on SPPS FY 12 Budget

The Chief Business Officer provided a recap of the State Legislature Education Budget Settlement and how it affected SPPS. He also provided a comparison of major revenues under current law and the legislative bills.

The State has made a budget shift from 70/30 payment to 60/40 payment which adversely affects SPPS cash flow. Staff is monitoring the cash flow bi-weekly. The shift will probably necessitate additional mid-year borrowing by the District.

He went on to outline how administration recommends the additional \$2.8 million (general fund dollars) be distributed with a split of 70% to schools, 20% district-wide and 10% for school service supports.

The recommended motion was that the Board accept the report/update. The Chair indicated there was no need for action on this item.

2. Standing Item: Strong Schools, Strong Community Update/Program Changes

Administration indicated they would provide a full report at the September 13 COB on the proposal for monitoring of the SSSC plan with monthly reports to the Board on the various areas. The Action Teams will continue to meet through December. Administration is looking to schedule updates for the Board in October and November. In January, administration will bring forward all recommendations from the various action teams.

3. Standing Item: Policy Update - Presentation of Minor Revisions to the Student Rights and Responsibilities Handbook

The Administrator of Policy, Planning and Intergovernmental Relations indicated the Rights and Responsibilities Handbook would be sent to the families soon. A reprint is being done and minor changes to update it are being proposed including the new SSSC goals, a new Superintendent's letter introducing the Handbook and an updated listing of Board members.

4. Work Session

- Schedule Board Meeting Dates through August 2012

The proposed dates were:

- February 21 Board of Education Meeting (Ex Team)
- March 6 COB Meeting
- March 20 Board of Education Meeting (Ex Team)
- April 3 COB Meeting
- April 17 Board of Education Meeting (Ex Team)
- May 1 COB Meeting
- May 15 Board of Education Meeting (Ex Team)

- June 5 Special Board of Education Meeting on Non-Renewals
- June 12 COB Meeting
- June 19 Board of Education Meeting (Ex Team)
- July 17 COB Meeting
- July 17 Board of Education Meeting (Ex Team)
- July 31 COB Meeting
- August 21 Board of Education Meeting (Ex Team)

RECOMMENDED MOTION: **That the Board approve the dates as listed.**

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

- Appointments to CEAC

RECOMMENDED MOTION: **That the Board appoint to CEAC the six individuals who were reapplying (Jemal Bedaso, John Decker, Edward Driscoll, Amy Filice, Phillip Peterson and Richard Streeper).**

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

RECOMMENDED MOTION: **That the Board appoint Jennifer Ampulski and Michael Roehr to the 2011-12 Capital Expenditure Advisory Committee.**

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

The consensus following additional discussion was to decline to make any additional appointments to CEAC at this time and to reopen the application process for additional applications with an emphasis on expertise and diversity. The deadline for new applications is September 27.

The Board Secretary was instructed to (as applications come in) notify the applicants of the date of COB when the applications will be addressed and of the Board meeting when the decision will be finalized along with the date for the first CEAC meeting. If the CEAC meeting should occur prior to the Board meeting, approved applicants will be able to attend as guests so that they receive any information presented at the initial meeting along with already appointed members.

B. Committee of the Board Meeting of September 13, 2011

1. SSSC Monitoring & Reporting System

The Chief Accountability Officer (CAO) provided an overview of the SSSC Monitoring and Reporting System outlining the process and the timeline. The Policy Review Cycle will be timed to align with the Vision Card cycle. Two alternatives were presented. Option A: Quarter 1 (Policies 100-300 District, Board and Superintendent); Quarter 2 (Policies 500-600 Students, Educational Programs); Quarter 3 (Policies 400 Staff) and Quarter 4 (Policies 700-900 Non-instructional, Buildings and Sites, Community Relations). Option B would identify and review key selected policies, adopt new/revised policies and develop procedures relative to them. The initial focus will be on policies directly affected by the new Strategic Plan and those involving achievement and equity.

RECOMMENDED MOTION: **That the Board of Education approve Policy Review Option B with adjustments to be made as necessary along the way.**

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

Administration was asked to put explanations of VisionCards and information from the updates on the SPPS website. Staff indicated the first cycle of vision card reports would begin in October at both the COB and the regular board meeting. The Board was assured information for the public would be put onto the website.

RECOMMENDED MOTION: **That the Board of Education approve the timeline for presentation of the VisionCards with adjustments to be made as necessary along the way.**

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

2. Administrative Response to Latino Consent Decree

Staff indicated the purpose of the response was to inform the LCD Parent Committee of administration's response to the eight recommendations made by the parents to improve learning outcomes for Latino students and strengthen partnerships with parents. Responses included:

- Identification/Assessment/Placement -- Develop and implement a comprehensive communication plan that informs LCD families about their child's placement in the LCD program. Administration will:
 - Provide a list of eligible LCD students to LCD contacts at each site
 - Schools without bilingual Education Assistants (EAs) will receive assistance and support from the ELL Department and Office of Family and Community Engagement
- Academic Support – Collaboration between home-school and bilingual liaisons
 - LCD Parent Advisory Committee and LCD parents will meet three times a year (October, November and March) with school and District administration, in

addition to LCD EAs. These meetings would be coordinated by ELL, schools and the Office of Family and Community Engagement.

- Bilingual Content Support – Schools must ensure multiple opportunities for LCD families to engage in specific school curriculum activities that lead to support education at home. They will:
 - Offer Spanish specific sessions for LCD families in areas of Math, Social Studies, Science, Reading and Writing.
 - Schools without bilingual Education Assistants (EAs) will receive assistance and support from the ELL Department and Office of Family and Community Engagement.
- Middle (6-8) and Secondary (9-12) Grades – Increase parental knowledge on required and elective courses for graduation and advanced placement classes valid for post secondary education. Actions include:
 - Improving communication with parents, counselors, LCD EAs on appropriate placement of students.
 - Secondary school will implement fall planning meetings to cover high school requirements, advanced placement.
 - Providing Professional Development for all secondary counselors on the LCD Stipulation.
 - Developing and implementing strategies for LCD students to participate in advanced placement courses.
 - Adding a Spanish component to the 2012 SPPS Thinking College Early Fair.
- Latino Culture – Provide the Latino students with a solid knowledge and understanding of their cultural heritage and ethnic backgrounds. Actions will be:
 - Promoting multicultural school nights in every school.
 - Holding at least one Latino Leaders in the Community event at three schools.
 - Increasing awareness of Hispanic heritage month and other Latino origin celebrations.
 - Infusing Latino Cultural studies at the secondary level.
- Spanish Materials - Increase the awareness of Spanish materials distributed to schools by:
 - Informing staff and families of materials at open houses, school academic nights, and parent-teacher conferences.
 - Schools without bilingual EAs receive support and assistance from the Office of Family and Community Engagement.
 - Publishing and promoting a catalog of materials to schools on parental resources.
 - Annually publishing catalog with addendums as materials are added.
- Parental Involvement - Inclusion of parents of Latino students or community members on all hiring committees for bilingual teacher or LCD Education Assistant. Admin will:
 - Connect members of LCD Advisory Committee with HR.
 - Recruit parents of Latino students to advise on hiring staff.
 - Assist and educate school administrators and PTOs in the hiring process of LCD bilingual staff.
- Collaboration with Organizations & Community Programs - Continue strong support from the District for the LCD Parent Advisory Committee. Administration will:
 - Continue collaboration with Latino based organizations.
 - Expand collaboration with Dr. C. Garcia to broaden access for more students.

RECOMMENDED MOTION: That the Board of Education accept the Administrative Response to the Latino Consent Decree Report with the recommendation Administration support the list of items in the report and establish a timeline for implementation with specific target dates

for follow-up and that opportunities for continued discussion be provided throughout the school year as they can be scheduled.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

Director Hardy asked that stronger language be incorporated into the motion to ensure both a timeline and follow-up were implemented. The motion was modified with the following language: "with specific target dates for follow-up".

Administration indicated staff meets with the LCD monthly and will work to provide a timeline and follow-up process. The Board will be updated based on the timeline.

3. Initial Discussion on Pay 2012 Property Tax Levy

The Chief Business Officer stated the State sets all levy authority for schools. Schools can only levy for what is authorized by law. The Pay 2012 Levy is for school year 2012-13 and will be paid by taxpayers in May and October of 2012. Several levies have an aid penalty, which means if the District does not levy for the required amount, they will lose the correlating State aid.

Changes to the levy are due to several factors:

- The State increased authorization for OPEB (Other Post Employment Benefits) for districts that sunset or limit retiree health insurance programs.
- Re-employment insurance increased due to more layoffs and extension of those costs.
- TRA (Teacher Retirement Association) increased due to 2010 pension legislation to address the health of their retirement fund.
- Health and Safety increases made to address environmental, air quality and safety issues
- Adjustments made for new and existing debt, debt excess adjustments and refinancing.

Administration was proposing the following ceiling for the Payable 2012 Property Tax Levy for SPPS at the COB meeting:

- General Fund Levy - 9.2%
- Community Service Levy - a decrease 4.2%
- Debt Service Levy -a decrease of 6.0%
- For a net increase of 3.6% or \$4,328,038 over last year or a total levy of \$126,072,576.

At this point, the Chief Business Officer was asked to provide an update on the 2012 Payable Property Tax Levy information. He stated the purpose of the update was to inform the Board on the 2012 Payable Property Tax Levy relative to figures received from the Minnesota Department of Education (MDE) and to propose the ceiling for the Pay12 Levy that must be certified by the Board by October 7, 2011.

The MDE required numbers came in higher than the proposed amount submitted by administration at the September 13 COB meeting.

- General Fund Levy – \$84,503,412
- Community Service Fund - \$3,447,465
- Debt Service Fund – \$39,934,121
- For total of \$127,884,998 or 5% over last year's levy.

The MDE calculation to SPPS was a 5.0% increase; administration's proposal is a 3.6% increase. The ceiling figure (the figure included in the TNT mailing to taxpayers in November) must be adopted at this meeting of the Board with final certification in December. This levy would be payable in May and October, 2012 by the taxpayers with the money recognized in SPPS Fiscal Year 13.

Administration recommended the SPPS ceiling remain at \$126,072,576 through an adjustment to the MDE General Fund portion of levy along with the utilization of the MDE figures for the Community Service Fund and the Debt Service Fund. This would keep the increase at the 3.6% recommended earlier.

RECOMMENDED MOTION: That the Board of Education accept the report on the 2012 Payable Property Tax Levy and the recommendation that the ceiling for the Pay 12 Levy be set at \$126,072,576.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

QUESTIONS/DISCUSSION:

- The Board acknowledged administration had the potential to readjust the recommendation up to the 5% recommended by MDE and thanked staff for recognizing the Board's desire to keep the figure as low as possible. Response: Administration again recommended staying with the original recommendation from the COB meeting. They noted there would be additional opportunities for further discussion regarding the ceiling as well as a public hearing on the levy in November with final certification in December.
- What changes do the MDE figures represent? Why the difference? Response: There are several factors that come into play. During the initial levy process, SPPS does not have all of the adjustment data that MDE has so what was originally suggested was administration's best estimate, which was not too far off. When MDE begins the process for all categories subject to adjustments, several items are based on how the levy was collected in the previous timing cycle. The State authority for this levy is MDE who also has the responsibility to establish the maximum allowable. SPPS can adjust their figures based on the overall financial situation of the district. Enrollment numbers also have a bearing on the levy amounts. In calculating enrollment numbers SPPS uses a projection process; MDE also uses a projection process with both processes having a built in inflation factor. The data will be reconciled in a process of exchange of data between MDE and SPPS over time until a final figure is realized.
- What are the implications of not doing the 3.6% increase? Response: The impact would be on the General Fund. In looking forward to FY 13, the bottom line impact, if the levy is reduced below the 3.6%, is that money will be taken out of the General Fund and this would change the District's ability to finance parts of the SSSC plan. The District does not need to go as high as 5% and can still finance the SSSC plan at the 3.6%.
- What about timeline issues – why do the levy now and the budget discussion in the spring? Response: SPPS, the City and the County are required by law to address their levies within the same time period. However, each works under a different fiscal year configuration so the levy becomes a challenge with three disparate timelines. The timing of the levy was set to accommodate the three entities in as reasonable a timeline as possible.

- Administration was asked to provide an over view of the changes so the public could understand them. Response: (1) OPEB – Over the last three cycles the levy has gone up due to legislation which authorizes the districts to levy more to meet their obligations. SPPS has gone up because more employees became eligible so the needed funding has grown. Pay 10 was approximately \$4 million, '11 approximately \$8 million and it is now in the \$13 million range. SPPS should plateau around that figure as all employee groups are now included. (2) Re-employment – the more layoffs the more re-employment costs are required. (3) TRA represents an increase because of 2010 pension legislation that created a calculation increase to provide additional monies to offset issues within the TRA fund. (4) Health and Safety increased from \$3.5 to \$6 million. This varies from year to year due to needs in environment, air quality safety, etc. (5) Debt service is based on existing debt; SPPS is reducing its debt. This represents refinancing requirements within debt service when considered across all obligations.
- Are these reasons that MDE had in mind when they allowed the increase of 5%? Yes.
- A Board member commented that the Board is open for input from the community regarding the Pay 12 levy. He also noted that MDE knows what is happening and how the changes in State payments to 60/40 will affect SPPS and other districts.
- Administration noted again that there will be opportunities to receive input from the community.
- A Board member stated it would be helpful if some background information was put up on the website about the changes and how the changes noted will impact SPPS as well as what the various levies are used for within the District.

4. Standing Item: Policy Update -- Policy 716.00 - Advertising in the Schools

The Policy Work Group had met for basic discussion on the policy on advertising in the school. They looked at examples of policies from other districts and were provided with a summary of areas touched by the policies which included the areas of ads, sales and properties. The Administrator of Policy, Planning and Intergovernmental Relations provided the Board with an overview of the Work Group discussion and materials.

5. Work Session

- Standardization of Language Regarding Schools, Buildings & Programs
It was noted there are areas of confusion in how buildings/programs are referred to throughout the district. This needs to be addressed so that there is consistency in the application of names/locations across the system. Support was expressed in bringing this to the Board and it was recommended that administration gather the variables and that recommendations be brought to the Board.
- Additional Board of Education Meeting Dates Needing Action

RECOMMENDED MOTION: That the Board of Education approve the following dates as additional meetings for the Board: **October 18, 2011 Special Closed Board of Education Meeting Labor Negotiations (4:30 – 5:30 p.m.); November 15, 2011 Special Closed Board of Education Meeting Labor Negotiations (4:30 – 5:30 p.m.); November 29, 2011 COB Meeting (4:30 p.m.); November 29 Special Board of Education Meeting – Levy Hearing (6:00 p.m.); December 7, 2011 Special Closed Board of Education Meeting Superintendent Evaluation (3:00 – 5:30 p.m.) and December 7, 2011 Special Closed Board of Education Meeting Labor Negotiations (5:30 – 6:30 p.m.).**

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

- Meeting times with CGCS Special Education Audit Group were assigned.
- EMID - Director Brodrick asked that EMID be added to the agenda of the October 4 COB.

MOTION: **Ms. O'Connell moved acceptance of the minutes of the two Committee of the Board meetings as reported. Motion seconded by Ms. Carroll.**

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

VI. RECOGNITIONS

BF 28772 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Heather Alden Pope**, School Social Worker at EXPO, has been selected as the 2011 School Social Worker of the Year by the Minnesota School Social Workers Association.
2. **Rebecca Tennison**, 4th grade teacher at Paul and Sheila Wellstone Elementary School, received the first place award in the elementary level division of the Thrivent Financial Foundation sponsored, 2011 Personal Finance Educator Award.
3. **Kate Alexander**, teacher at Phalen Lake Hmong Studies Magnet; **Diane Johnston**, teacher at Groveland Park Elementary; **Sharon Overlien**, teacher at The Heights Community School received the 2nd place award in the elementary level division of the 3M sponsored, Innovative Economic Educator Awards.
4. **Jamin McKenzie**, science teacher at Battle Creek Middle School, has been selected as a 2011 Minnesota Finalist for secondary teachers of science by the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program.

BF 28773 Acknowledgement of Accomplishments of SPPS Students

1. **Selena Erstad**, student from Highland Park Senior High School, won first place at the State History Day competition in the senior individual documentary category. Selena represented Highland Park and the state of Minnesota at the Nationals competition in Washington D.C. this June for her project titled, "The Hetch Hetchy Controversy: A Debate of Conservation vs. Exploitation."
2. **Jennifer Lor and Evie Harper-Godderz**, students at Open World Learning Community (OWL), won first place at the State History Day competition in the senior group documentary category. Their documentary The Role of Eugenacists in the 1924 Debate on Immigration restriction also won the prize for the best project on the history of immigration sponsored by the University of Minnesota. They competed in nationals this past June.
3. **Eleanor Lieder and Rose Wimberley**, Ramsey Junior High School students, won two awards at the State History Day competition. They won first place in the Junior Performance category for their performance of "Setting the Table for War, "a discussion between an abolitionist and a confederate from the South. They also won the Civil War History award.
4. **Michaela Yarosh**, Central Senior High School, competed in the St. Paul Science Fair of the Twin Cities Regional Science Fairs last year as a student at Murray Junior High School. She

was named as Middle School Semifinalist in the First Broadcom MASTERS™- Math, Applied Science, Technology and Engineering (STEM) competition. The Broadcom MASTERS is the national STEM competition for sixth, seventh and eighth graders nominated to compete by their local SSP affiliated science and engineering fair.

MOTION: **Mr. Hardy moved the Board of Education recognize and congratulate the district employees, departments and students recognized for their contributions and outstanding work. Motion seconded by Mr. Brodrick.**

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

VII. PUBLIC COMMENT

- Kevin Huepenbecker – commented on the Superintendent's relocation expenses and how the money could be better spent.
- Greg Copeland – asked the Board to rescind their amendment to the Superintendent's contract
- Bob Zick - spoke to several issues: the tax levy, archiving of board meetings, the Superintendent's moving expenses, The Center for Professional Development, MCA scores in math and reading and theft from the district.
- Georgia Dietz – spoke to the Superintendent's moving allocation and better uses for the money

VIII. SUPERINTENDENT'S REPORT

A. Opening of School Report

1. Update on 2011 Summer School Program

Programming was offered at 26 sites and at special residential sites and Special Education sites. Overall attendance decreased from last year. Staff is assessing the reasons for this but some factors were increased recruitment at high schools for evening high school and extended day for learning (EDL) for credit recovery. Other factors may be community-based programs and camps offered at the same time as summer school. Work has already begun to collaborate with Parks and Recreation and other non-profits for out-of-school time including the summer of 2012..

222 on-line courses were taken. The on-line credit recovery program was revised to increase completion rate this year. Students met with teachers at least once per week, some two times per week which provided more face-to-face support. There was a 46% credit completion in 2010 which increased to 70% this year. 132 students were retested in GRAD reading and math before the State shutdown.

The Director of Alternative Learning Programs was called upon to provide additional information on summer school 2011. She stated the primary purpose of summer school was to provide programs and classes to increase proficiency and for credit recovery leading to graduation.

Eligibility and registration for secondary (6-12) was handled by letters from ALC asking students to attend summer school. The letters were based on MCA 2010 test data. At the elementary level, teachers invited students based on student assessment data. All ELL students were invited to attend. Final letters for all K-12 were sent out in June after CAMPUS flagging; 16,729 letters were mailed.

Session 1 was three weeks in length (5/27-7/19/11). The program ran six hours per day for a total of 96 membership hours (the same number as previous years). High school students could earn up to six-quarter credits in this session.

Session 2, held at Gordon Parks High School, concentrated on high school credit recovery. This offered an additional three weeks during which high school students could earn six-quarter credits. Students attending both sessions could earn up to 12-quarter credits.

GRAD Retesting was offered to seniors who were credit-ready to graduate. 124 re-tested for GRAD reading; 13 passed. Six retested for GRAD math with no one passing. These tests were offered June 29 and 30. SPPS had only two days to set up for the tests because of the State shutdown. In August 41, students re-tested for GRAD writing, 13 passed. In all 85 students qualified to graduate and 57 participated in the graduation ceremony.

Secondary ELL levels 1 and 2 remained at their secondary schools (Como Sr., Harding, Humboldt and Washington). This seemed to be preferred to moving to other sites by the students.

74 students enrolled in on-line courses offered in Session I with 46 credits earned. In Session 2, 148 enrolled with 109 credits earned. The completion rate was 70%.

Summer school reduced direct and indirect costs to the District without decreasing enrollment by using fewer buildings. 26 this years as compared to 47 in 2008.

Average daily enrollment in elementary was 5,095, in secondary 7,496 for a total average daily enrollment of 13,498. This was down from the high in 2010 of 13,853.

QUESTIONS/COMMENTS

- GRAD testing, why are numbers low? Response: For the retesting of students SPPS had only two days to get the tests up and running because of the State shutdown. Only seniors who could graduate in August were re-tested. 158 letters were sent out, 130 retested.
- Approximately 16,000 letters were sent out, around 14,000 participated. What happens to those who do not attend and overall what is being seen in improved outcomes in evaluations during summer or the subsequent year? Response: Students do not attend for various reasons (jobs, other commitments, community programs, etc). There was 81% attendance. SPPS does follow assessments during the summer. Pre and post-tests in math plus other assessments are done which align with the curriculum. Students work toward credit completion for high school, elementary and middle school. The District makes sure students have reading, math and writing with the hope they will have retention of those abilities that will show up in fall assessments.
- When will the Board see results of summer school impact on student achievement? Response: SPPS has done internal analysis at the request of individuals. The District does have better information now so it is working on bringing that information together and will report it out to the Board in the future.
- Graduation information – how does the number of students graduated affect overall graduation rates? Response: The graduation rate will be forwarded to Board members in a report. The numbers would be affected by those graduating in August. Those who graduated in June were counted in normal graduation counts. 85 additional students would now be included in the graduation rate. Additional information will be supplied through the Superintendent's report.
- What is the benefit of summer school for proficiency and graduation. With the numbers who attended summer school in the last four summers, why are there still low proficiency scores and graduation rates? What impact does summer school have on student performance and achievement? Response: Information will be supplied as it becomes available in October. Staff believes, as educators that any

additional time students have practicing and attempting mastery of reading, writing and math skills is time well spent. SPPS is looking at summer learning loss that occurs because of lack of daily interaction with learning. The District is exploring how to create opportunities for students to engage in additional learning from June through the end of August. As a District it is believed there is value to access to learning throughout the summer. Students are achieving gains through the experience.

- When will science be added? Staff will get back on that.
- Students eligible to attend summer school, what are the State guidelines for ALC eligibility? Response: One factor is not being on track for graduation (credits) and the another is proficiency. There could also be students who have passed the GRAD tests but who may be lacking in credits. The June letters included students flagged for credits. Elementary students fall under targeted services so there is more flexibility on how students are invited and this can include teacher or parent referrals.
- How do elementary students benefit? Response: They receive reading and math programs plus financial literacy program for 5th-6th graders. All curriculums are written through the Center for Professional Development so they align with learning taking place during the school year. In summer school SPPS wants to make sure children are engaged in school, that they are reading and that school is providing enjoyment (both social and emotional) for them.
- When students finished the day in summer school were they connected with other programs? Response: There are a number of different options: Discovery Club, Park and Rec programs, community education, all offer other learning options for students.

2. First Week of School

District preparation paid off with a successful start to the school year. New this year, the Mayor and other elected officials joined staff at bus stops around the city. Everyone seemed to enjoy the experience making it an excellent kick-off for the school year.

With the exception of four positions, all teachers were in place at school opening. 1,757 classroom teachers were in place in their classrooms. All licensed staff were hired and in place.

Of the 136 construction projects scheduled for the summer, 126 were essentially complete by school opening. The remainder did not interfere with school start. The white board installation should be completed by end of September with the delay being beyond the control of SPPS.

Breakfast to Go had an 18% increase in breakfasts served during the first week of school as compared to last year (57,482 last year compared to this year at 67,936).

Transportation experienced no significant problems. They serve 83 public and nonpublic schools and 12 special programs outside of St. Paul. They ran 17,592 route trips with only 2% of trips reported as arriving late. All late runs related to significant road construction in the city. The City provided solutions to make the construction areas safer for students. A handout on bus safety was provided for parents.

Administration recognized the contributions of SPPS business partners during school opening week.

QUESTIONS/DISCUSSION:

- Is there a formal feedback system at school/district level for students and parents to provide input on start time changes – what is working, what is not. Response: There is no formal mechanism other than e-mails. As the District moves forward with the school year, timing of start time changes is being looked at. As school choice season comes closer there will be public engagement regarding changes in start times for secondary levels.

B. MCA Test Results

The State released results of the 2011 Minnesota Comprehensive Assessments to positive news coverage. SPPS broke a four-year trend with a 4% increase in students reading at grade level. This means there are 700 more students reading at proficiency. This is breaking a pattern on incremental change. Staff have been focused around this as a goal. Reading gains also surpassed those of the State. The 2011 math assessment was changed significantly from last year. Results declined as is typical with a new assessment instrument. The achievement gap remains an issue. There has been a consistent but modest reduction in the reading area. The October 18 meeting will include in-depth discussion on achievement results through the VisionCards. The District is awaiting final information on how the State will handle sanctions relative to its waiver request from NCLB.

Thanks were extended to staff for their hard work over the past year. The District is looking for greater results in the coming year.

QUESTIONS/DISCUSSION:

- It would be helpful as staff reports in October to be prepared to discuss the challenges SPPS faces as an urban district in addressing proficiency disparities. On the surface, it is challenging for the public to understand the amount of money put into programs and other services and how that increases proficiency for students. To help understand why the gains are single digit not double. A report out on social and other factors affecting achievement.
- It would also be helpful to differentiate clearly between explanations and excuses. In addition to absolute numbers, look at growth and that the District continues to focus on closing gaps while also raising all student achievement. Why it takes longer for some kids to learn, why extended day and year learning opportunities provide additional opportunities for learning that is so critical to some students.
- Remind everyone about where SPPS is moving with the SSSC plan and how that will improve achievement and reduce the gap – connect the dots from where the District is and where it is going over the next few years.

C. Human Resource Transactions

MOTION: Ms. Carroll moved the Board of Education approve the Human Resource Transactions, as published, for the period July 28 through August 30, 2011. Motion seconded by Ms. O'Connell.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

IX. CONSENT AGENDA ITEMS

MOTION: Ms. Carroll moved the Board of Education approve all Consent Agenda Items as published with the exception of Items C1 - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Computer Adaptive Tests (RATIFICATION); C2 - Playworks Partnership Contract and E2 - Establishment of the Classified Position of Business Intelligence Dashboards/Reports Developer for ISD No. 625 and Relevant Terms and Conditions of Employment which were pulled for separate consideration.. The motion was seconded by Ms. Kong-Thao.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes

Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

A. Gifts - None

B. Grants

BF 28774 Approval to Enter into a Collaborative Grant Agreement with the Amherst H. Wilder Foundation

That the Board of Education enter into a collaborative grant agreement with the Amherst H. Wilder Foundation to provide Special Education services for the 2011-2012 school year. And, that a fully financed budget be established in the amount of \$504,231 for purposes of this agreement. The funding is made up of an Amherst H. Wilder Foundation grant of \$276,272 and \$227,959 earned in Special Education reimbursement, subject to state funding pattern pursuant to this agreement.

BF 28775 Request for Permission to Submit a Grant Application to the Richard M. Schulze Family Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the Richard M. Schulze Family Foundation, to export the key elements of Achievement Plus into six additional schools beyond the existing three. The project will increase student achievement through academic rigor and learning supports that include stability and wellness outcomes for students, their families and the community. SPPS will partner with the Amherst H. Wilder Foundation for the project; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts – Both items were pulled for separate consideration.

D. Agreements - None

E. Administrative Items

BF 28776 Proposed Discharge of Tenured Teacher

That the Board of Education (1) Accept the filing of the Charges proposing to discharge Tenured Teacher for the grounds alleged in the Charges. (2) Suspend Tenured Teacher without pay, beginning September 21, 2011, pending the conclusion of teacher termination proceedings. (3) Direct the Assistant Clerk of the Board of Education to serve Tenured Teacher with a copy of the Charges filed with the Clerk on September 9, 2011, and give notice to Tenured Teacher of the teacher's rights to a hearing or arbitration under the Teacher Tenure Act. (4) Authorize the District's legal counsel to select a hearing officer or an arbitrator, as applicable, if Tenured Teacher requests a hearing.

BF 28777 Establishment of the Unclassified Position of Print Copy Mail Center Supervisor 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 Print Copy Mail Center Supervisor classification effective September 20, 2011; that the Board of Education declare the position of Print Copy Mail Center Supervisor as unclassified; and that the pay rate be Grade 9 of the Saint Paul Supervisors' Organization standard ranges.

BF 28778 Employee Dental Insurance Annual Renewal

That the Board of Education approve the contract for employee dental insurance coverage with Delta Dental Plan of Minnesota effective January 1, 2012, at the proposed renewal rates.

BF 28779 Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners for plan years 2012 through 2014, effective January 1, 2012, at the proposed premium renewal rates.

BF 28780 Employee Life Insurance Renewal

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

BF 28781 Employee Long-Term Disability Insurance

That the Board of Education continue the District's employee long-term disability contract with Hartford for calendar year 2012 at a monthly cost of \$.415 per \$100 of annual salary. The estimated cost of this contract for the calendar year of 2012 is \$1,108,000.

BF 28782 Employee Short-Term Disability Insurance Annual Renewal

That the Board of Education approve the contract for employee short-term disability coverage with Assurant with no change in premium renewal rates.

BF 28783 Establishing Rates of Pay for Temporary Language Interpreters

That the Board of Education approve increasing the hourly salary rates of pay effective September 20, 2011 for individuals employed on a temporary basis as Temporary Hourly Language Interpreters:

High Incident Languages	\$22.00 Per Hour
Low Incident Languages	\$27.00 Per Hour
Special Education (All Languages)	\$27.00 Per Hour

F. Bids - None

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION:

BF 28784 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Computer Adaptive Tests (RATIFICATION)

MOTION: Ms. Carroll moved the Board of Education ratify the Administration's action of authorizing an order to Northwest Evaluation Association for licensing and assessment costs not to exceed \$280,250.00 for fiscal year 2011-2012. Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

Director Hardy indicated he had pulled this for praise and amplification purposes. He extended the Board's thanks to everyone involved in MAP testing, in defining student needs and assisting in enhancing their learning.

QUESTIONS/DISCUSSION:

- He then asked, considering the math testing results, what plans does administration have in the current year to help students achieve proficiency? Response: Within the Division of Curriculum, Instruction and Professional Development, staff has been hired to address math. A Pre-K-12 review of mathematics has been taken on and has helped to minimize the division between how math is approached in elementary grades and at the secondary level. It has shown where the gaps are, what is working and work is being done now on how to get high-level implementation of the new whole math curriculum.
- Can you give specifics? At the secondary level particularly. Response: Information will be gathered on what is in place and this will be reported back to the Board.

- What community partners could provide additional support and opportunities to keep kids engaged in math skills? If there have not been commitments from community partners to provide support at the high school level what can be done? Response: Administration is conferring with partners who are working with SPROCKETS to assess potential and will report back to the Board.
- A Board member noted that when this is reported out they were particularly interested in the area of integrated math. Tutors may not be available to tutor on integrated math and how will SPPS find tutors who can? What are the implications?
- The District talks about the community helping students more. Students have workbooks they can take home, but in most schools, students are not allowed to take books home so parent can learn how to help with math. The District needs to look at ways to better support parents as changes are made to curriculum.
- What training is provided to tutors? We need more information on that. Response: Kudos to staff at the Center who provided training to the churches who wanted to offer support to help students with GRAD tutoring last year. The District is trying to do more community outreach. The Office of Family & Community Engagement is working with The Parent Academy and PACs on how to address the issue of parents who were not successful on school themselves and finding tools and language to help support them.

BF 28785

Playworks Partnership Contract

MOTION: Ms. O'Connell moved, seconded by Mr. Brodrick, that the Board of Education authorizes 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.

Director Hardy indicated he had pulled this for praise and amplification purposes. Ms. Carroll indicated that she would like to be excused from voting as a family member worked for the firm.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Recused
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

QUESTIONS/DISCUSSION:

- Staff was asked to speak to the District's philosophy on physical education relative to what Playworks offers, do they supplement or supplant. How do principals look at staffing for physical education and is Playworks used in place of licensed staff? Response: The Assistant Superintendent for Elementary (Collins) stated Playworks is completely supplementary to things happening at building level. The focus of Playworks is around cooperative play and opportunities for additional physical activity especially during transition times. Transitions can be an awkward time so there is great value in having that time organized and structured for all students with a high degree of engagement and success. The scope of Playworks position is very defined, they add value and supplement a time in the school day with activities designed to reduce opportunities that lead to conflicts needing resolution.
- The Division of Curriculum, Instruction and Professional Development (Osario) responded that the relationship between physical education and Playworks are quite separate. It does not supplant physical education instruction. Playworks also makes it clear in their programming in schools that their work cannot even supplant supervision on the playgrounds. The role of a Playworks coach is (1) to increase physical activity during recess time and (2) to help create safe spaces on playgrounds by teaching students how to engage in games and how to interact in the games. There are leadership pieces built into Playworks efforts. The Playworks coach trains 5th & 6th grade students as leader-coaches in leading games for younger students. The Playworks coaches are also involved in after school programs to add

organized physical activity in after school programs. The coaches also work on the Intramural part providing learning in how to be part of a team and learn the fundamental game skills along with being a team player. This supplements the SPPS PBIS plan by providing problem-solving and reinforcement of proper interaction and behaviors.

BF 28786

Establishment of the Classified Position of Business Intelligence Dashboards/Reports Developer for ISD No. 625 and Relevant Terms and Conditions of Employment

Director Hardy stated he would vote no as there is no Information Technology Strategic Plan in place which addresses what happens in classrooms, with equipment, overall direction of the group, staffing and use of staff, etc. He stated he was not comfortable in approving new hires in IT without a strategic plan.

Ms. Carroll stated she would support the position as it addresses the issue of reporting out that the Board is demanding. It is essential to the work of reporting out on the SSSC plan and how IT supports student learning and district operations.

MOTION: Ms. Carroll moved, seconded by Mr. Brodrick, that the Board of Education of Independent School District No. 625 approve the establishment of the Business Intelligence Dashboards/Reports Developer job title effective September 20, 2011; that the Board of Education declare the position of Business Intelligence Dashboards/Reports Developer as classified; and that the pay rate be Grade 25 of the Professional Employees Association standard ranges.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	No
Kong-Thao	Yes

QUESTIONS/DISCUSSION:

- Will the strategic plan be released on November 29? Response: There will be an update on IT Governance and the IT Plan at the November 29 COB.
- The Chief Business Officer stated that IT as a line of operation cannot move forward as purely a support function in light of the SSSC Plan. While there is not a fully developed strategic plan, a key reason is the challenge faced logistically with reorienting and moving to where a shift needs to occur. IT does have guidance through the SSSC Plan and most of IT changes are driven by that plan. Over time, IT has worked to develop several key things: (1) get the support service foundation properly oriented with business intelligence software to provide analytics, (2) IT is now moving into operational use of that analytics product which requires in-house capability to do the analytics in order to assist administration in making decisions. (3) There has been a support services shift from direct to a general support model, the use of standardized systems with minimum requirements that are defined across the district. There is a highly qualified certified staff. IT is enterprise supported for IT work across all technology. (4) IT is customer-service-oriented to get to the base of where problems reside for more efficient use of dollars and time and (5) development of an IT governance system with internal processes and procedures to do change management in a dynamic fashion. The guiding principals around that are vitally important to stay on the right track. On November 29, the IT piece has to be the lead to make the shifts needed. The shift away from support into instructional technology takes time and effort through change management. This position is a logistical condition setter to make that transition successful.
- What are the consequences of delaying approval until after November 29? Response: The position is a key internal piece to the continued development of dashboards focused on school performance and analytics and to begin rolling out systems for testing and implementation. Not approving it would delay the District's capacity to get off ground and running.

- When would it be filled? Response: It would be posted ASAP with hiring ASAP, so within the month.
- Would this involve pieces of information that would be shared by VisionCards over the next several months? Response Yes, the first part of the Business Intelligence Suite for school programming would be to put REA data into dashboard form in a more dynamic and live form for school administration use. It would also be a vehicle to put VisionCard information out for reporting at district level. All reports will utilize the dashboard work. This position is integral to that dashboard development.

X. OLD BUSINESS

- A. Second Reading: Revision to Policy 903.00 Dangerous Weapons Policy
The Chair noted that this was the second reading for the policy and that no additional revisions had been received at this point.

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 Kong-Thao reminded everyone of the 10th annual Hmong Resource Fair and invited the community to attend.

XIII. FUTURE MEETING SCHEDULE

- A. Board of Education Meetings (5:45 unless otherwise noted)
- October 18 – Special Closed Meeting – Labor Negotiations (4:30 p.m.)
 - October 18
 - November 15 – Special Closed Meeting – Labor Negotiations (4:30 p.m.)
 - November 15
 - November 29 – Special (Levy Hearing) (6:00 p.m.)
 - December 7 – Special Closed Meeting – Superintendent Evaluation (3:00 p.m.)
 - December 7 – Special Closed Meeting – Labor Negotiations (5:30 p.m.)
 - December 13
 - January 10, 2012 -- SPPS Annual Meeting (4:30 p.m.)
 - January 17
 - February 21
 - March 20
 - April 17
 - May 15
 - June 5 – Special (Non-Renewals) 4:00 p.m.
 - June 19
 - July 17
 - August 21
- B. Committee of the Board Meetings (4:30 unless otherwise noted)
- October 4
 - November 1
 - November 29
 - December 6
 - January 10, 2012 -- 5:00 p.m.
 - January 31
 - March 6
 - April 3
 - May 1

- June 12
- July 17
- July 31

XIV. **ADJOURNMENT**

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

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

The meeting adjourned at 8:34 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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 4, 2011**

PRESENT: Board of Education: Kazoua Kong-Thao, Anne Carroll, Elona Street-Stewart, Jean O'Connell, John Brodrick, Jeff Risberg, Keith Hardy

Staff: Superintendent Silva, Suzanne Kelly, Michael Baumann, Michelle Walker, Jaber Alsiddiqui, Ivar Nelson, Andrew Collins, Willie Jett, Julie Schulz-Brown, Tim Caskey, Kate Wilcox-Harris, Liz Keenan, Tracy Gauer, Sharon Freeman, Christine Osorio, Michelle Bierman, Kristine Halling, Matt Mohs, Joe Munnich, Denise Quinlan, Toya Stewart-Downey, Patty Hanley, Jackie Turner, Sara Guyette, Kathy Denman-Wilkie

Others: J. Robicheau, Jeanette Gudgel, Denise Dzik, Geri Cook, Nate White, Mary Hess, Eric Celeste, Bev Danielson Sellie, Mila Koumpilova, Kathy Griebel, Daarel Burnette, Felicia Widi, Angie Thornhill, David Cournoyer, Nicole Martin-Rogers, Julie Donovan, Alicia Zetah, Janet Pinney, Diana Johnson, Naomi Sky Berglund, Donna Stein, John Albers, Ed Driscoll, Phillip Peterson

I. CALL TO ORDER

The meeting was called to order at 4:35 p.m.

II. AGENDA

A. Final 2010-2011 Budget Revisions

The Chief Budget Analyst provided an overview of the final revisions that were made to the 2010-11 budget. He indicated the current revisions are in the fully financed funds (grant adjustments) for Community Service and the General Fund. With those revisions, the total revenue for FY 11 was \$656,752,734 and the total expenditures were \$656,106,142. A copy of the revision sheet is attached (Attachment A).

QUESTIONS/DISCUSSION:

- Are there any large grants in this figure? Response: These are adjustments on current grants of which there are approximately 230 within the fully financed budgets.

MOTION: Ms. Carroll moved, seconded by Mr. Brodrick, that the Committee of the Board recommend the Board of Education approve the final 2010-11 budget revisions as presented.

Motion Passed.

B. Budget Guidelines for FY 2013

The Chief Business Officer (CBO) indicated the format for the Guidelines had been revised to reflect the three key areas involved in development of the budget: preparing the calculations, creating the budget and compiling and presenting the budget. He also noted that the term “unassigned” is a change in terminology due to changes called for under GASB rules.

The CBO then reviewed the FY 2013 Budget Guidelines (Attachment B) which included:

1. The philosophy it was supporting (SSSC Plan)
2. How the budget calculations would be prepared in the areas of revenue projection, inflation, enrollment, average salary and benefits calculation data and fund balances.
3. Creating the budget for schools and non-school programs
4. Compilation and presentation of the FY 13 budget

QUESTIONS/DISCUSSION:

- Please define assigned and unassigned. Response: The fund balance is equity on the balance sheet. It used to be called reserve; it is now called restricted, committed, assigned or unassigned. Those are the levels of restriction on the money available. Restricted, usually restricted by law, is money that must be used for a defined purpose. Committed are funds that have been committed by Board action. Assigned funds do not require board authorization for the money to be set aside (i.e., school carryover). Unassigned (formerly undesignated, unreserved) funds are the funds maintained under Board policy at 5%.
- The class size range, what standard is used? What has been done to determine what ranges will be for high school, middle and elementary? Response: In FY 13, a “by grade” assessment will be done for the high school, middle and elementary component. What was utilized for FY 12 has been published in the SSSC Plan (PreK – 20 or less; K-3 22-28; 4-8 25-30; 7-8 29-35* and 9-12 30-39* [*for core classes only]). These may be changed after the analysis for next year is complete. When the SSSC Plan was done, class size ranges were made very clear. On a positive note, this is the first year in which SPPS has had an enrollment increase in over 10 years. If that trend continues, SPPS will look at reevaluating class sizes. In response to the question, SPPS follows the standard established in SSSC Plan. If enrollment increases, the District will work toward diminishing the number of students in the classrooms.
- Zero based budgeting, what is the thinking beyond next fiscal year? Response: Zero-based budgeting will continue through all administrative levels particularly in those areas with new directors and those who were not involved last year.
- The comment was made that one opportunity zero based budgeting gives, as the District moves forward, is the deep rethinking within departments about structure, commitments, etc. Is there any thought about going beyond centrally administrated funds? Response: Yes, as administration assesses what areas would be appropriate.
- In looking ahead to budget season, a question was raised about the general understanding around funds available to schools and how dollars are applied to programs, staffing, etc. As administration, looks at describing the compiling and presenting “resources allocated to schools” hope was expressed that (1) the format would be such that comparisons will be the same (apples to apples). This would help people interpret the information they have. (2) Around the disparities across the district (Special Ed services, etc) is there a way to format that so people understand why a particular school has other resources that are based on actual student population. Response: The new website has been launched and that would be a good place to put this information. Parents and community members need to become more familiar with how schools are funded and how different funds are allocated due to children’s needs. Administration stated it was looking forward to providing more information to the public in this area.
- Under “prepare budget calculations”, why are average salary and benefits used rather than actual? Response: Averages are used for the school budgets for simplicity and to make the budgeting process more user-friendly for schools. It allows them to focus on staffing needs without becoming bogged down in determining each individual salary amount for each staff person needed. The program and department budgets use actual salaries.

- Under “compile & present other resources allocated”, does this include specific donations to individual schools; funds raised the PTA/PTOs, etc.? Response: This does include fully financed and grants. Other resources is usually above and beyond what school receives over the average budget such things as light, heat, custodians, ELL, Special Ed, etc.
- Therefore, if schools do a particularly good job in fund raising that is extra money for their budget. Response: Yes.
- Where does the tax levy fit in? Response: That falls under the “revenue projection” and falls under current law.
- The inflation calculator or 2%, if there are contracts the District will use the ongoing contractual figures, but does the 2% include health care? Response: The 2% would not include health care; that is based on contract. It usually includes such things as supplies and those kind of line items.
- If there is no contract, what will be used in the following years? Response: Based on practice what exists is required to be carried forward.

MOTION: Ms Street-Stewart moved, seconded by Ms. Carroll, that the Committee of the Board recommend the Board of Education approve the FY 2013 Budget Guidelines as presented.

Motion Passed.

REQUEST: It was requested that the Board have a discussion on fund balance at a future meeting.

C. Update on District Action Teams

The Chief Accountability Officer provided a brief update on the District Action Teams (DATs) indicating the DATs continue to meet regularly and are moving along productively. All are past the norming stage and in the early stages of drafting or moving toward drafting recommendations. Several teams have broken into sub-committees to provide recommendations on pieces of the work. The final recommendations are due by December 19. Administration continues to meet with district co-chairs for check-in updates on work and to look for overlaps, redundancies or inconsistencies in the development of recommendations. Updates for each DAT are being provided on the Accountability website.

The Site Action Teams (SATs) are looking at areas specific to site changes that are being undertaken this year. The Board had asked how schools are approaching changes and what types of support they looking for. A “timeline” was provided for the 2011-12 school year outlining what is being undertaken as the various sites.

Each group has an overall strategy for communication with families. All are using Connect Ed for periodic updates on meetings and announcements and using personal connection via family dinners, meetings, etc. to communicate about more in-depth detail on the changes. Community involvement is advanced through attendance at community meetings, invitations for community members to participate in certain aspects of the changes, etc.

The timeline was broken into three major areas with one additional sub-area: adding programs or grades, relocations and full-service schools. The sub-area is those schools going through multiple changes (moving sites and changes in grade levels as an example). Some things happening within these areas include:

- Staff development of teams to address/coordinate changes
- Identification of needs to adapt how services are provided within a new space
- Community building around the schools
- Communicating changes in transportation for the full service schools
- Logistics around more students
- Logistics around extended day offerings

Overall transitions have been smooth and issues raised are being addressed. There is an on-going need to communicate the changes and the benefits of the changes. The District needs to be sure everyone is aware of what is happening, why and how it fits with the SSSC Plan

QUESTIONS/DISCUSSION:

- There has been some non-attendance for some of the DATs, what is the process to add applicants in? Response: In some cases if a participant misses three or more meetings, the chair will reach out to see why the meetings were missed. For other DATs, additional participants were asked to join for their expertise. For the most part, however, at this time no additional people are being added to the process because of the difficulty of bringing them up-to-date on knowledge bases and the process. Co-chairs are all satisfied with the size of their groups.
- It has been heard that site-specific committees are lacking clarity on what their role is as site council members, PTO members vs. district expectations, what is being done? Response: Administration is providing support to meet the concerns expressed to try to move the processes forward.

D. East Metro Integration District (EMID)

The Superintendent indicated that this presentation was an informational update for the Board. She reminded everyone that EMID is a separate entity from SPPS and has its own Board to guide its future.

Dr. Robicheau, Superintendent for EMID, provided a brief history of EMID, a review of changes to EMID and its use of integration revenue. He outlined the issues surrounding the funding of programs and services within EMID. He noted future legislation will also have a bearing on the re-purposing of integration revenue which will impact EMID.

He also reviewed the strategic planning process and the timeline for the process.

He indicated his report would cover recommendations concerning the future of EMID and the possible utilization of Harambee and Crosswinds buildings. Three options have been considered at this point:

1. Strengthen the schools under the current structure to become models of integration and high student achievement. (May require additional time and investment).
2. Transfer governance of the schools to a different operator with a refocus of EMID's overall purpose and core competencies away from operating the schools.
3. Merge students back into home district schools (another way of reprioritizing EMID's focus).

The options concerning the outreach programs showed there is an opportunity to shift from mostly direct services to a focus on strengthening and coordinating member district programs. The potential for EMID to serve as a coordinator of member district programming by leveraging current offerings to increase overall participation without dramatically increasing costs and that of EMID becoming a technical assistant to member districts by delivering its knowledge base of best practices to strengthen and develop member district programs.

He indicated 400 students from St. Paul attend Harambee (185) and Crosswinds (215) which represents approximately 45% of the total enrollments (880) in the two schools. St. Paul is currently or will be participating in shared services supported by integration dollars in the areas of AVID, curriculum mapping/planning, principal networks, innovation and on-line learning.

He closed his presentation by again outlining the issues facing the EMID Board:

- How to address the future of the two magnet schools
- How to be proactive given the political environment surrounding the use of integration revenue, and
- How to address the educational needs of the 10 district collaborative.

QUESTIONS/DISCUSSION:

- Are other integration districts facing similar situations? Response: There are a couple of differences with the other two districts: the first has magnet schools within the individual districts. The other has two schools supported by levy and foundation dollars not integration dollars. Both are involved in the discussion on integration dollars but EMID is the most heavily impacted by integration dollar issues.
- What is the timeline for the EMID decision? Response: A white paper is being formulated that will be considered in a work session on October 12 followed by a Board meeting October 19 where the Board will consider again the options out there. If the Board recommends discontinuance of the schools, there will be a public hearing between the October and November Board meetings and at the November Board meeting, the Board will make a final decision on what will be done. The direction will be known in October.
- What was the trigger for the discussion on this issue? Response: Discussion began in July with the new Superintendent coming on board. There had been discussions previously around what EMID should look like, its vision and mission. Comprehensive discussions begin after the data from the strategic plan study became available.
- Have you planned out funding and what will happen when you lose integration funding? How were the three options formed, who was involved? Response: Under current legislation, integration dollars are available through next year and an additional amount has been appropriated; this is under consideration in the legislature and may or may not actually be there. The District Management Council who was hired to do the strategic plan offered the three options. There was also input from parents, staff, board members, superintendents and other stakeholders. Once the three options were identified, discussions have occurred with the Board, Superintendents, the community and with stakeholders. Those discussions started in January 2011.
- Is there currently an ongoing discussion on integration best practices and the student achievement gap? Response: There has been no extensive discussion, policy vs. implementation has been looked at and how to address the achievement gap. EMID is looking at what the future will be and how to address it based on type of funding available. Integration is a statewide issue. The discussion needs to be around how to collaborate with other integration districts and school districts to provide opportunities for students. There is a regional opportunity to provide program options for member districts and with other districts to address these issues.
- What are the demographics of the EMID schools? Response: About 50% students of color. What the demographics of the member districts are can be addressed in further information. There are 10 districts with approximately 120,000 students of which 880 attend the EMID schools.
- What is the student achievement at the two schools? Response: Neither school meets AYP but do meet requirements in attendance (number of students taking the tests). MAP tests are showing significant improvement in achievement of students at the sites. The kids are doing very well in demonstrated project learning.
- From SPPS are monies being passed through to EMID? Response: There are two integration revenues SPPS does not contribute integration dollars to EMID. The students do get integration dollars but it is not through SPPS; it is revenue that follows the students to EMID. There are 400 students who attend EMID who live in St. Paul; there is no way of knowing what school they came from (charter, church, public).
- If the EMID Board were to decide there was a need to close the schools at the end of 2011-12 school year, is that what is pushing the talk? If they decided they did not have to do that, the urgency becomes less. Response: Yes.
- Request for SPPS staff – depending on how the EMID proceeds it may be useful to see some student performance data on the St. Paul students and the EMID population as a whole. St. Paul has the data and it can be supplied by the Superintendent.

- Is there a risk involved if the schools closed, could this affect integration funding that comes to St. Paul and how does that play out with literacy funding? Response: If the decision is to close the schools that does not disband EMID. EMID will continue to provide outreach, shared services and will influence students in that manner. EMID is not just the two schools. Other EMID services will still be available to SPPS as part of the consortium.
- The literacy funding formula, will that be the same as integration funding, separate, what? Response: The original discussion held before current legislation passed was that the current integration dollars would be subsumed by early literacy funding which would directly address the achievement gap.
- If the decision is made to close either school, will there be a equitable process for families? Response: 84% of the monies follow the students (which includes integration and foundation dollars). The Board is committed to having an open process and to seek input from stakeholders as they deliberate on the direction to go and what is best for students.
- What is the Board hearing from stakeholders who are not using EMID schools? Response: Each of the 10 districts is represented by one person on the EMID Board. What needs to be considered is what the new EMID looks like and how students are impacted not only within EMID but also across the collaborative districts. EMID is engaged in outreach through their Office of Equity and Integration and districts have integration specialists. There is a network looking at the needs in member districts and how that can be addressed through the consortium.

Thanks were extended for the complex work done by the EMID Superintendent and the ten Superintendent group.

E. American Indian Parent Committee Resolution of Concurrence

The Resolution and Recommendations of the Parent Committee of the SPPS American Indian Education Program is required as part of the Minnesota American Indian Education Act of 1988 (Statute 126.51, § 1a). The resolution allows the Board to view the district from a parent perspective and assists in monitoring/creating District policies. The committee then reviewed their recommendations and requests.

1. American Indian Studies

The group stated they were pleased with the expansion of the American Indian Magnet School (AIMS) from Pre-K-6 to PreK-8. They then outlined some areas of concern:

- School Name – the District was asked to make the commitment to retain the name of the American Indian Magnet School.
 - Administration stated that in the 11-12 school year there are still an Indian Magnet and the World Cultures Magnet school sharing a facility. The programs are co-located but are two separate schools. In SY 12-13, World Cultures is discontinued with the American Indian Magnet becoming the only school at that site. World Culture students will be given the option to enroll in the American Indian Magnet school and will have preference for that school.
- The District was asked to work with the St. Paul Federation of Teachers (SPFT) to create a specialty status for staffing positions within the American Indian Studies program which would include, in addition to a Teaching License, an Eminence Credential of American Indian Language and Culture, or its equivalent.
 - The Parent Committee stressed the need for cultural competency in their teachers and the value of someone who understands the cultural background and the life and norms of the community. They also stressed the time involved in bringing new teachers up to speed on culture and background. They stressed the need for a minimum level of competency for their teachers. Administration stated they were currently in negotiations with the Federation and that discussion

around certain licensures is part of that discussion in working out qualification, rights, etc. They indicated the negotiations are an open meeting and public and teachers can observe the negotiations that are held on Thursdays from 5-7 p.m. at the Federation headquarters.

- Administration went on to say that, as a district, when a position is posted certain requirements can be stipulated within the posting. When HR is looking at requirements for a particular position, it can amend those requirements to look for a specific individual. They asked the Parent Committee to assist in defining those requirements.
- AIMS Principal Vacancy – the group asked to work with the District to create a list of essential criteria for the next principal and to be involved in the recruitment, interviewing and hiring process.
 - The Parent Committee acknowledged the process for hiring principals had changed from their being a partner in the hiring process. They asked for clarification on what the groups' role is in the process now. Administration indicated hiring used to be a site based decision with input into hiring of applicants and recommendations to the Superintendent. In the last three years, the Superintendent now recommends principals to sites.
 - HR indicated that one of their reasons for meeting with the Parent Group was to receive input on principal requirements and what they should be looking for, what the criteria would be. They outlined the efforts that are underway to find a principal for the American Indian Magnet and the difficulties being encountered. The Parent Group asked how they could help and where they could disseminate information to assist in the process.
- The Parent Committee recommended the American Indian Studies Program remain intact and that city-wide busing remain a priority for both AIMS and American Indian Studies at Harding Senior High.
 - The Parent Committee stressed the importance of busing to them. Administration responded busing for AIM is part of the SSSC Plan. They stated all busing is paid out of integration funding and if integration funding is lost, then the entire matter of busing in St. .Paul will need to be revisited. .

2. Follow Up On Previous Administrative Agreements

Committee members indicated they recognized the District is in transition and understand some of the specific programs in previous agreements may have changed due to the adoption of the SSSC strategic plan, the State shutdown and the budget crisis. With this in mind, they made requests in six areas addressed in previous Resolutions.

- In the area of Attendance, that there be a continuation and monitoring of the Attendance/GPA letter; that an update be provided on the District's work surrounding attendance and TIP/FTIP goals, especially pertaining to American Indian students and how the SSSC and the State budget issues impact this.
- Under Academic Achievement that a status update be provided on the implementation of Response to Intervention; that details be provided on the District's efforts in professional learning around cultural proficiency as it relates to instruction and details on how the SSSC and State budget crisis impact this issue.
- In the area of Student Suspensions they asked for a status update on the Positive School-wide Behavior Model (PSBM); details on the District's efforts around cultural proficiency and how this relates to the reduction of student suspensions and details on how the SSSC and State budget crisis impact this issue.
- Under the Inclusion of American Indian History, Language, People and Culture into District Curriculum they asked for a status update on the development of the social studies common end-of-course assessments; a status update on the work of the Multicultural Center Outreach Coordinator and for a copy of one of the learning kits that goes out to the classrooms. They also asked for details on the District's efforts

around cultural proficiency specifically as it relates to the inclusion of American Indian curriculum and details on how the SSSC and State budget crisis impact this issue.

- In the Special Education area they asked for a status update on the efforts of the Department of Special Education to address Parent Committee concerns; details on the District's efforts around cultural proficiency specifically as it relates to the inclusion of American Indian curriculum and details on how the SSSC and State budget crisis impact this issue.
- In the area of Building Deeper Relationships through Inclusion, the committee asked for continued inclusion of the American Indian community on the DPAC. They indicated they would like to see expansion of the Parent Academy to AIMS during the 2011-12 school year. They asked the District to consider moving Indian Education from the Division of Academic Services to the Department of Family Engagement and Community Partnerships, given that the majority of the services provided by Indian Education are supplementary. They also asked for details on how the SSSC and State budget crisis would affect this.
 - The Parent Committee spoke of the value of their being part of the District Parent Advisory Council and its value in providing a voice for parents and community members. They felt it was a partnership allowing them to become stronger advocates for all kids because of the broad range of perspective at the meetings.
 - The group stressed their desire to have a Parent Academy at the American Indian Magnet. Administration indicated they had modified a budget to offer a Parent Academy at AIM, potentially in the spring. They stated the curriculum needed to be modified to make it culturally relevant and that they would work with the parent group to assure cultural relevancy.
 - There was extensive discussion around the idea of moving the program to the Community and Family Engagement area from Academics. The group was reminded that academic achievement and the quality of education for Indian students is a core charge the parent committee under law. They were advised to give this recommendation additional consideration.
 - The question was asked about how many times the various "follow-up items" had appeared in the Resolution of Concurrence. Administration was asked to review this in order to see how well and how quickly the District is responding to some of these issues. It was suggested the Parent Committee should ask for more urgency in addressing these requests in order to increase graduation rates for American Indian students. This led to additional in-depth discussion and a review of the cultural proficiency training being done at SPPS. It also led to a discussion of parent involvement and the need to educate the parents through outreach.

Thanks were extended to the Parent Committee for their diligence, involvement and recommendations.

MOTION: Ms Carroll moved, seconded by Ms. Kong-Thao, that the Committee of the Board recommend the Board of Education accept the Indian Education Act Resolution of Concurrent 2010-2011 as submitted by the Parent Committee of the SPPS Indian Education Program pending the Administrative Response.

Motion passed.

F. Recommendations from the Capital Expenditure Advisory Committee (CEAC) on Capital Bonding Projects

CEAC is a Board of Education appointed committee that advises the Board on expenditures of capital bond funds; including building acquisition, construction and remodeling. It is allowed up to 21 members who serve a one-year term with a limit of up to three consecutive terms. The staff liaison is the Facilities Director.

The 2010-11 CEAC had 11 members (three were returning members). The group met 11 times beginning in November 2010. The committee:

- Helped define project selection criteria
- Surveyed building administrators
- Reviewed the communication process and looked for better ways to engage the sites/programs in the capital bond process and
- Reviewed the applications for projects submitted by the sites/programs.

During the months of July and August, CEAC and the Academic Operations Committee (AOC) ran parallel paths to make a recommendation of projects.

The CEAC Chair then reviewed committee highlights and provided the recommendations from the committee.

Highlights:

- Conducted a survey of building administrators for feedback on the previous year's process
- Refined the criteria for the selection of capital bonding projects
- Made recommendations to staff on capital bonding communications issued to programs/sites
- Attended public meetings and reviewed information on the SSSC Strategic Plan
- Reviewed and discussed all proposals (ranked projects and single proposals) submitted by programs/sites
- Prepared project recommendations to the Board for the 2012 capital bonds.

Criteria developed to assist the committee in determining which projects to forward to the Board were given to the sites/programs as part of the capital bonding application. Project costs were not given to programs/sites as part of the application process. This allowed sites to prioritize projects based on overall needs and not costs.

Projects which were favored met one or more of the following criteria:

- Those that aligned with and supported the goals of the strategic plan
- Those identified on the FCA/EAA list of capital improvements
- Those that aligned with unique site-identified priorities
- Those that resulted in long-term efficiencies and/or reductions in energy and/or operating costs
- Those that had an impact on daily use
- Those that positively impacted the greatest number of students
- Those that had a discernable total cost of ownership and a superior return on investment.

Projects that took less priority were those that resulted in building additions/increased square footage, those that focused on athletic or staff-only needs and those that resulted in increased energy/operating costs.

The allocation recommended by the committee was:

• Site requested single proposals & ranked improvement projects	\$4,432,700
• Infrastructure upgrades to support the Technology Integration Plan	3,162,300
• Strategic plan implementation	2,600,000
• Security infrastructure upgrades	1,000,000
• Energy efficiency improvements	805,000
• Miscellaneous projects	600,000
• Project management (salaries)	900,000
• Contingency @ 10%	<u>1,500,000</u>
Total	\$15,000,000

Site requested single proposals and ranked improvement projects (\$4,432,700) included such things as:

- 19 single project proposals for \$2,141,000 the largest of which was the installation of an elevator at Randolph Heights (\$420,000). The median project costs was \$72,000.
- 62 ranked improvement projects (\$2,291,700) which included:
 - Acoustical improvements (\$270,000)
 - Auditorium improvements (\$257,000)
 - Classroom interactive white boards (\$195,000)
 - Classroom marker and tack boards (\$408,000)
 - Electrical and lighting improvements (\$565,000)
 - Safety and security improvements (\$350,000)

Infrastructure upgrades to support the Technology Integration Plan included a 4-year, \$12 million total, district-wide implementation for schools along with infrastructure to support independent learning and individual devices.

The strategic plan implementation included construction and remodeling costs for Roosevelt, Hazel Park Academy and Johnson Senior High, exterior signage changes and large program moves.

Security infrastructure upgrades includes a one year, one-time, district-wide implementation that unifies the security and card access system at all sites.

Energy efficiency improvements included pool covers for eight schools and conversion from T12 to T8 florescent lighting encouraged through a U.S. government phase-out with 50% back in rebates for projects completed by March, 2012.

Miscellaneous projects involved planning and installation of equipment purchased by Nutrition Services and resources to provide for efficient responses to small program changes, emergencies and unplanned items.

QUESTIONS/DISCUSSION:

- Regarding the Randolph Heights elevator, are there other projects where increasing accessibility is critical, shouldn't those be priorities as well? Response: Administration indicated this was the only pure accessibility project presented. They indicated there were also alternative bond funds available to address other smaller accessibility projects.
- It appears there are no major projects that align with SSSC plan, is that correct? Response: The CEAC Chair indicated they had looked at a range of needs and necessities and felt they had provided equity across district. There had been large projects that served a small population of students but it was felt these did not meet the criteria and also there were so many needs to be met that it was felt the monies could be used more wisely over a larger group of projects. The big project could be considered the IT work.
- Will there be one major project each year? Response: There was nothing that appeared to be an unavoidable priority.
- There is the standard 10% contingency but also other contingencies built into individual projects. Why and what happens to those contingency funds if not used? What is the plan for those excess funds? Response: The 10% contingency is always there to maintain the District's good standing in bond ratings. When projects are estimated, the estimate is usually 18 months out so funds are put into contingency to cover cost increases. Additionally, when project estimates are done there may not be knowledge of the full scope that might come into play so the contingency also allows for unforeseen issues. Contingency reserves range from 5% to 20% depending on the building and what is involved.
- What is done with excess funds at the end of a project, if there are any? Response: The monies stay in the capital bond project fund and are used for other projects.
- What happened to the multi-year process? Response: Facilities is working toward taking the process out to two years next year, then out three years and eventually to five years.

- Was there equity across various buildings and services, how has the process reached out to all sites? Response: CEAC made a concerted effort to involve all sites in the process through the initial survey, materials provided and follow-up. In addition to making project coordinators available on an as needed basis for sites, two meetings were held for building administrators to walk them through the process and assist with any questions or concerns they might have. Flexibility was required this year as there were also sites that needed to be reopened.
- How many buildings participated in the process? Response: Most of the buildings.
- Energy efficiency projects, those will be money back to the District, correct? Response: Yes, if they are complete by March, \$170,000 in rebates will go back into the general fund plus savings through energy efficiencies.
- What about other energy saving projects? Response: The department is currently doing a master plan for energy improvements.
- The Strategic Plan projects, specifically related to changes needed in buildings for the SSSC plan, what is happening? Response: Facilities has aligned building changes, recommissionings, furniture changes etc. directly related to the Strategic Plan.
- The District is aligning a number of things, the strategic plan, facility management, to support the goals of the plan. How is it ensuring that buildings will be prepared for increased traffic, after hours usage, etc. As leadership in the schools, evolve who keeps the history of the building and is there a plan in place to address higher traffic, greater needs and usage? Response: The work CEAC has done to align with the Strategic Plan is excellent. Facilities Management is working to align other funding sources (health and safety, alternative bonds) to address other areas such as windows, roof and floor replacements, etc. As schools evolve, there is an effort to balance between a multi-year process and a single year process. Principals are looking at usage of their buildings very differently from a few years ago; they are seeing they are there to serve the community.
- Who maintains the history of the building – why it is used in a particular manner now, what repairs are done, what is equipment usage, usage of rooms, etc. As the District makes improvements, the history should be there so the occupants can appreciate the efforts made to maximize the use of the buildings.
- This current process is built around a study of what is needed in the buildings. Therefore, when they discuss the ranked projects that is the base from which the process starts. The single proposals on top of that add to equity and there is a need to keep reminding everyone about the equity piece built into the process. Is this recommendation presented as a joint CEAC/AOC proposal or are there different priorities? When CEAC looked at AOC and their alignment with CEAC, were the recommendations very similar or were there some differences? Response: They were very aligned and Administration is ready to go forward with these recommendations.
- The Project Management Salary, has that always been part of this? Response: Yes, it has been part of the project lists. It does not represent new staff, it is existing staff (planning staff, accounting staff, etc.) needed to carry projects forward

The Board recognized the work of the CEAC group and complimented the diversity of the committee.

CONTINUATION OF QUESTIONS/DISCUSSION:

- The committee members were asked if they had any recommendations as the Board finalizes their appointment work. What made this committee work so well? Response: The range of life experiences, the requirement that the person be committed to the success of SPPS, a commitment to attend the meetings and a commitment to carry their expertise into following years. The structure was perfect and the CEAC recommended the Board favorably consider all reapplications.
- The question was asked about student participation in the group. CEAC responded the benefit for the student would be exposure to internal working of the school system.
- What was average attendance at given meeting? Response: 8-9
- Why is the Direct Digital Control project not on the list? Response: It is not off the list, just sidelined temporarily. Due to other commitments, the projects got behind and since

they cannot be done during cold weather season, the decision was made to take them off the agenda and bring them back after completion of the projects now in line.

MOTION: Ms Carroll moved, seconded by Mr. Hardy, that the Committee of the Board recommend the Board of Education approve the Recommendations from the Capital Expenditure Advisory Committee on Capital Bonding Projects as presented.

Motion Passed.

G. Standing Item: Policy Update

The Office of Policy, Planning and Intergovernmental Relations Administrator provided a brief report on the work group meeting which occurred on September 26. The group is moving forward and staff will provide draft language at the next work group meeting.

The Chair noted the final reading the Dangerous Weapons Policy at the next Board meeting.

H. Work Session

1. **CEAC Appointments**

Two applications were submitted to the Board for consideration.

MOTION: Ms. Carroll moved the Committee of the Board recommend to the Board of Education that the minutes reflect the final list of appointments to the Capital Expenditure Advisory Committee. Motion seconded by Ms. Kong-Thao.

Motion Passed.

The appointments to the 2011-12 Capital Expenditure Advisory Committee are:

- Jennifer Ampulski
- Jemal Bedaso,
- John Decker
- Edward Driscoll
- Amy Filice
- Phillip Peterson
- Michael Roehr
- Richard Streeper
- Zachary Wilson

2. **Board Listening Sessions**

Dates and locations for previous listening sessions were provided to Board members who were asked to provide a recommendation for dates for the 11-12 Listening Sessions along with preferred locations. Following some discussion, the following motion was made:

MOTION: Ms. Street-Stewart moved, seconded by Mr. Risberg, that the Chair initiate a meeting with the District Parent Advisory Committee and use that meeting to get input on how to make the listening sessions better attended, along with suggestions for dates and locations.

Motion Passed.

III. ADJOURNMENT

MOTION: Ms. Kong-Thao moved the meeting adjourn. Motion seconded by Mr. RIsberg.

Motion Passed.

The meeting adjourned at 9:32 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk

**SAINT PAUL PUBLIC SCHOOLS
FINAL BUDGET REVISIONS
FISCAL YEAR 2010-2011**

	Adopted Budget	Previous Revisions	Current/Final Revision	Revised Budget
<u>Revenue</u>				
General Fund	\$455,358,457	\$6,617,385	\$0	\$461,975,842
General Fully-Financed	57,627,905	19,116,076	3,880,704	80,624,685
Food Service	22,900,000	\$0	\$0	22,900,000
Community Service	18,933,617	469,068	\$0	19,402,685
Community Service Fully-Financed	2,814,563	3,189,435	87,562	6,091,560
Building Construction	26,015,000	\$0	\$0	26,015,000
Debt Service	<u>39,742,962</u>	<u>\$0</u>	<u>\$0</u>	<u>39,742,962</u>
	<u>\$623,392,504</u>	<u>\$29,391,964</u>	<u>\$3,968,266</u>	<u>\$656,752,734</u>
<u>Expenditures</u>				
General Fund	\$455,858,457	\$5,527,537	\$0	\$461,385,994
General Fully-Financed	57,627,905	19,116,076	3,880,704	80,624,685
Food Service	22,749,700	\$0	\$0	22,749,700
Community Service	19,433,617	496,539	\$0	19,930,156
Community Service Fully-Financed	2,814,563	3,189,435	87,562	6,091,560
Building Construction	26,000,000	\$0	\$0	26,000,000
Debt Service	<u>39,324,047</u>	<u>\$0</u>	<u>\$0</u>	<u>39,324,047</u>
	<u>\$623,808,289</u>	<u>\$28,329,587</u>	<u>\$3,968,266</u>	<u>\$656,106,142</u>

Budget Guideline for 2012-2013 Budget

Philosophy:

The proposed budget will reflect the District's Vision 2014 Strong Schools Strong Communities (SSSC) as adopted by the Board of Education (BOE).

Preparing budget calculations:

Revenue Projection. Revenue will be calculated using current law.

Inflation. The Budget Office and the Office of Human Relations will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.

Enrollment. The Office of Research, Evaluation, and Assessment (REA) and the Budget Office will prepare overall enrollment projections.

Average Salary and Benefits Calculation Data. A table detailing the average salary and benefits will be provided for budget preparations.

Fund Balance. The budget should maintain an unassigned fund balance of five percent (5%) of the general fund expenditures in accordance with the BOE policy.

Creating the budget

Schools:

- Continuation of refined blended Site-Based and Centralized funding method will be used for schools in FY13.
- Class size range will determine teacher FTEs.
- Office staffing (Principal, AP, clerk) and other staffing determined by enrollment and type of school.
- Intervention staff determined by enrollment and differentiation.

Non school programs:

- Non-school programs will be reported into three (3) categories: School Service Support, District-wide Support, and Central Administration.
- Zero-based budgeting will be utilized.

Compiling and Presenting the FY13 Budget

Presentation format. Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs

Fully Financed Budgets. Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2012-13 school year will be included in the adopted budget.

Other Resources Allocated to Schools. The adopted budget document will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.

The Adopted Budget. Administration will present a balanced budget to the BOE. The budget for 2012-13 is expected to be approved by the Board of Education by June 30, 2012. The adopted budget will be published on the Budget Office website (businessoffice.spps.org).

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 7, 2011

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees and Departments.

A. PERTINENT FACTS:

1. **Renee Combs**, Health Teacher at **Farnsworth Aerospace 5-8**, for being named American Association of Health, Physical Education, Recreation and Dance (AAPERD) Health Teacher of the Year.
2. **Dr. Fatima Lawson**, principal at **L'Etoile du Nord French Immersion**, on being awarded the American Council for International Education (ACIE) Exchange Scholar Award to Brazil 2011-12. As a result of the award, the school will be visited by Brazilian school administrators in the future.
3. This item is submitted by Suzanne P. Kelly, Chief of Staff.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the staff and departments acknowledged above for their contributions and outstanding work.



2011-12 Achievement VisionCard

Michelle Walker
Chief of Accountability,
Planning and Policy

Kate Wilcox-Harris
Chief Academic Officer

October 18, 2011

1



Objectives




- Review VisionCard Background
- Walk Through 2011 Achievement Results and Analysis
 - Proficiency and Growth (MCA, MAP, Mondo Bookshop Assessment)
 - Capstone (GRAD, ACT, Graduation)
- Take Action on Results: Goal 1

2

VISIONCARD BACKGROUND REVIEW

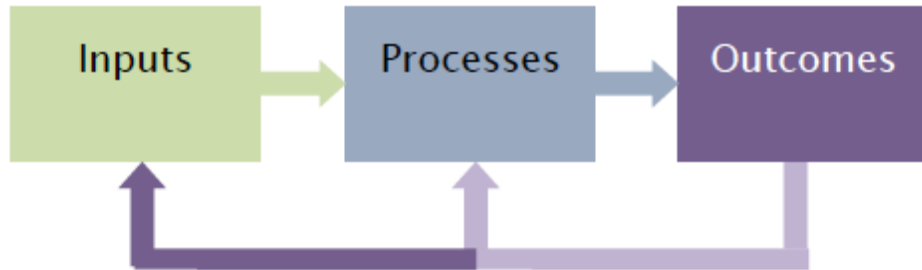
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Planning, Monitoring, Reporting Tools DRAFT Revised: August 26, 2011

Level	Planning	Monitoring	Reporting
STRATEGIC	<p><i>Strong Schools, Strong Communities</i></p> 	<p>District Vision Cards (8)</p> <ul style="list-style-type: none"> Achievement Equity Student Data + Work Partnerships Professional Devt Leadership Resources Operational Excellence 	<p>VisionCards: One per month*</p> <p>October: Achievement November: Equity December: Student Data + Work</p> <p>January: Partnerships February: Professional Development March: Leadership</p> <p>April: Resources May: Operational Excellence June: Resources</p>
OPERATIONAL	<p>Department Plans</p> <p>School/Program Plans (SCIP)</p>	<p>Key Performance Indicators (KPIs)</p> <p>Data Walls, Data Digs</p> 	<p>Quarterly Business Reviews</p> <p>School Profiles</p> 
TACTICAL	<p>Job description and/or performance plan</p>	<p>Formative Reviews</p>	<p>Summative Annual Performance Evaluation</p>

4

Continuous Improvement (TeamWorks model)



- To improve, we need to focus on:
 - Outcomes (Achievement and Equity)
 - Processes (Rest of VisionCards)

5

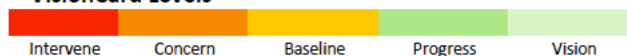
What's a VisionCard?

Summary of districtwide indicators of progress on SSSC strategic plan, grouped by theme

- Clear, concise – visual if possible
- Results scaled on 5 Levels:
 - Intervene
 - Concern
 - Baseline
 - Progress
 - Vision



VisionCard Levels



6



2011 ACHIEVEMENT VISIONCARD

7



Achievement - Growth and Proficiency



Measure	Level 5 Vision
MAP Growth: % of students made growth	> 70%
MCA Growth: % of students medium or high growth	> 90%
Mondo Assessment Proficiency: K-2 (Milestone 1)	> 75%
MCA 3rd Grade (Milestone 2)	> 75%
MCA 5th Grade (Milestone 3)	> 75%
MCA 7th Grade (Milestone 4)	> 75%
MCA 8th Grade: Ready for High School (Milestone 5)	> 75%
MCA-M 2% Alt. Assessment [Baseline Spring 2011]	N/A
MTAS Participation (% of identified MTAS eligible)	> 95%

Achievement - Capstone

Measure	Level 5 Vision
GRAD Math - pass on first time (Milestone 6)	> 75%
GRAD Reading - pass on first time (Milestone 6)	> 75%
GRAD Writing - pass on first time (Milestone 6)	> 90%
ACT Participation	> 75%
ACT Composite Score of 21 or higher (Milestone 7)	> 75%
AP Score 3 / IB Score 4 or higher (Milestone 7)	> 75%
Graduation Rate 9-12 (Milestone 7)	> 98%

What's Changed

- MCA – 2011 growth data not yet released
- MTAS – Measure proficiency instead of participation
- Mondo - Revise Vision level
- Graduation Rate – Use four-year cohort completion rate, revise Vision level accordingly; 2010 data
- AP/IB – 2011 data not yet available

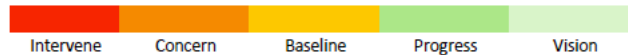
2011 ACHIEVEMENT VISIONCARD: PROFICIENCY AND GROWTH

11

MCA: Proficiency/Growth

KEY	★ ALL DISTRICT		
	AI American Indian	3 GRADE 3*	8 GRADE 8
	AS Asian American	4 GRADE 4	10 GRADE 10
	L Latino	5 GRADE 5	11 GRADE 11
	AF African American	6 GRADE 6	
	C Caucasian	7 GRADE 7	

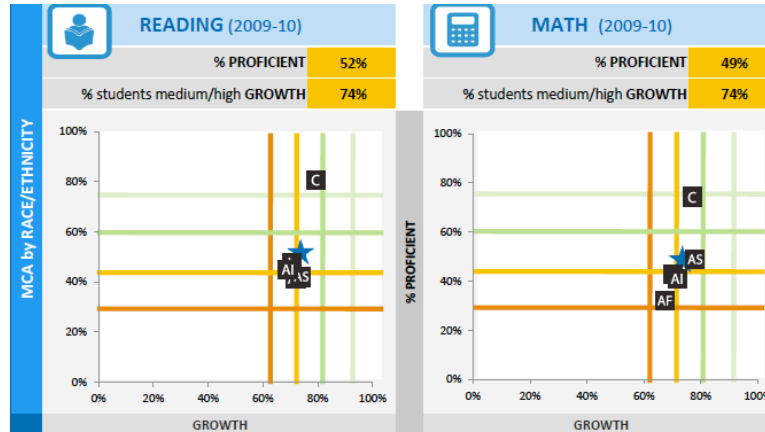
VisionCard Levels



- MCA Growth was available for the first time in 2010
- No growth available for 3rd grade or Science
- Individual growth measured in three categories:
Low, Medium and High
- 2011 Growth not yet available; grids use 2010 data

12

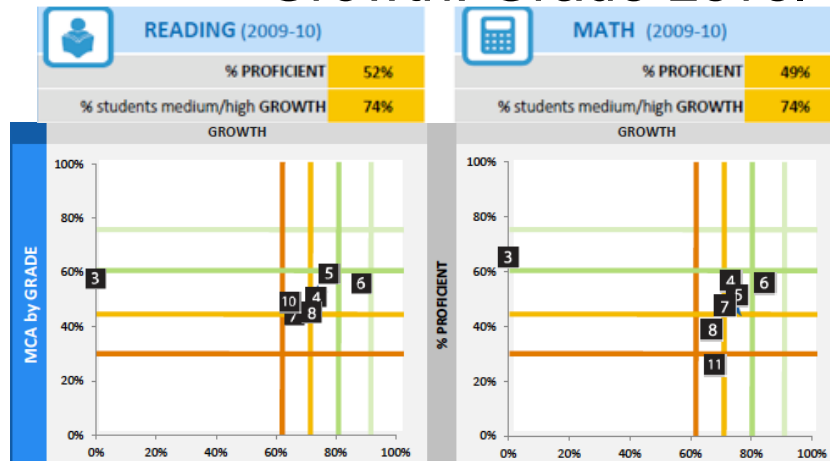
2010 MCA Proficiency and Growth: Race/Ethnicity



- Caucasian students are higher in percent proficient (at or above Vision), and are more likely to be making medium or high growth.
- Need to make more growth with more students of color to close the gaps.

13

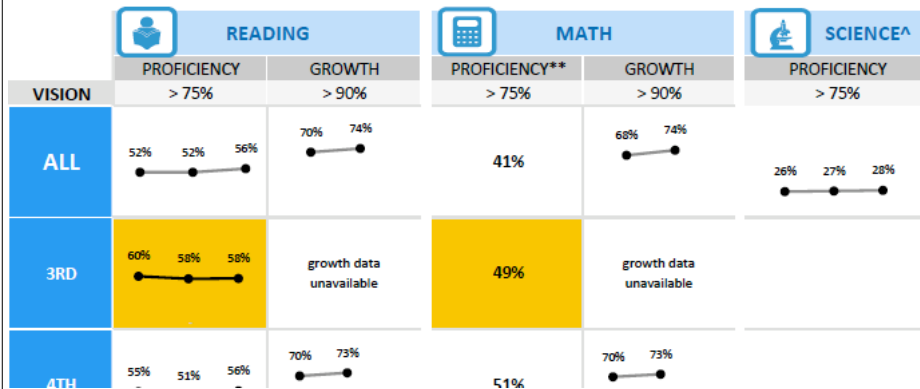
2010 MCA Proficiency and Growth: Grade Level



Proficiency and growth increase to peaks in grade 6 (the only grade at Progress level), then decrease in higher grades

14

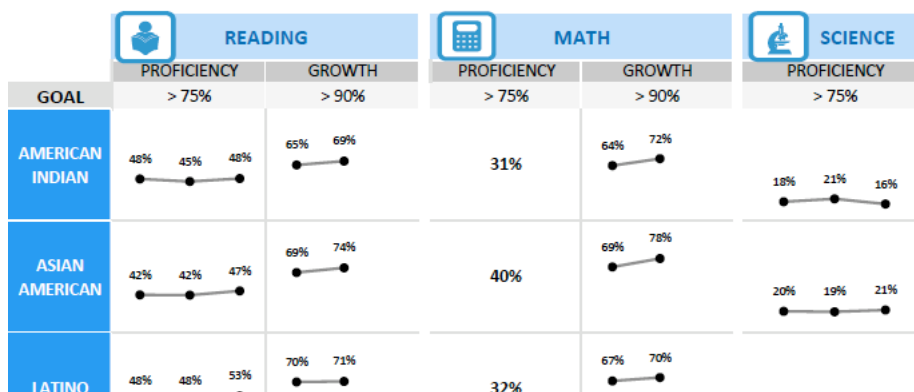
2010-11 MCA Proficiency Results with Trend: Grade Levels



- Detailed results include 2011 proficiency; SSSC Milestones shaded with corresponding VisionCard level
- Math trends not reported because MCA-III was a new test for grades 3-8

15

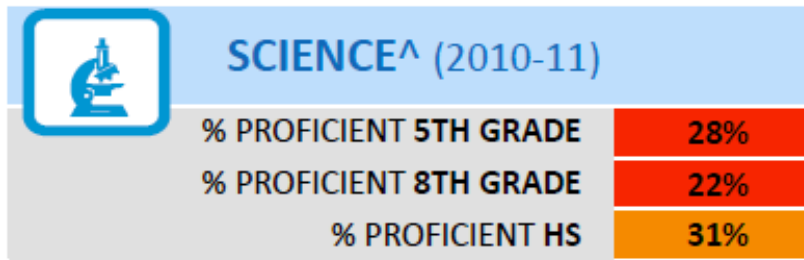
2010-11 MCA Proficiency Results with Trend: Race/Ethnic Groups



All race/ethnic groups increased in percent proficient on 2011 MCA Reading

16

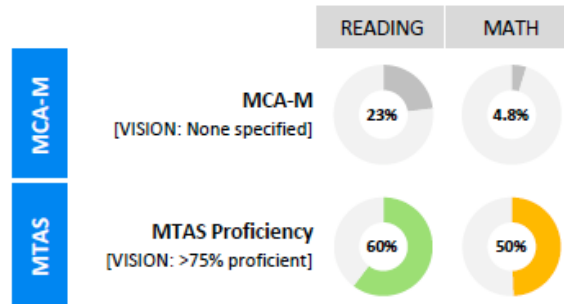
MCA: Science



- Science MCA results are at the Intervene level for grades 5 and 8, at the Concern level for HS
- No growth data calculated for Science (^ footnote)

17

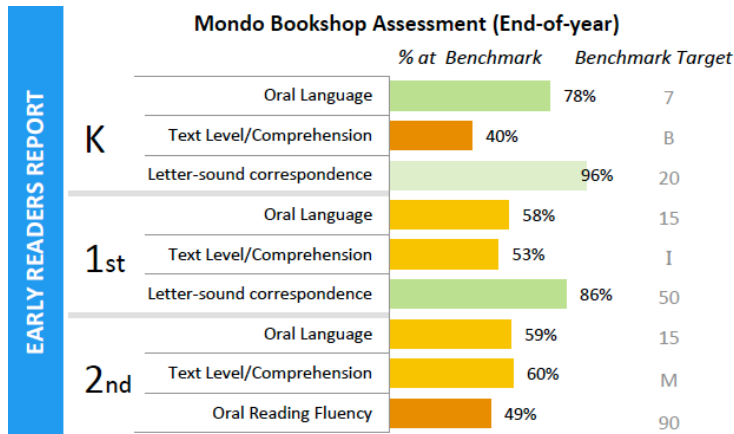
Modified and Alternative Assessments



- MCA-Modified (MCA-M) is a new assessment for students whose disability precludes them from achieving grade-level proficiency. As a new test, no Vision has been set
- MTAS is the state alternative assessment for students with the most significant cognitive disabilities
- MTAS is at Progress in Reading and Baseline in Math

18

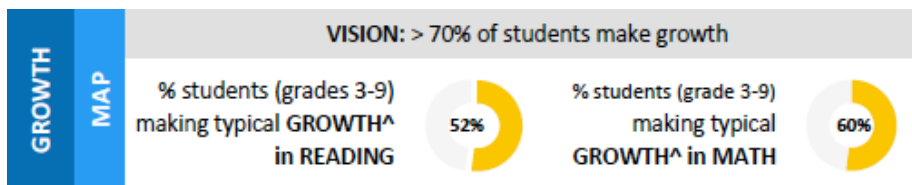
Mondo Bookshop Assessment: Early Readers Report



This is the first time SPPS has set targets for Mondo Bookshop Assessment; will continue to monitor and adjust as needed.

19

MAP Growth



- Students are either making typical growth or not, unlike MCA
- Typical growth is defined by NWEA, the creators of MAP
- MAP Growth is at Baseline level

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Summary: Proficiency and Growth

- **MCA Reading and Math:**
 - Caucasian students are higher in percent proficient (at or above Vision), and are more likely to be making medium or high growth
 - Proficiency and growth increase to peaks in grade 6 (the only grade at Progress level), then decrease in higher grades
 - All race/ethnic groups increased in percent proficient on 2011 MCA Reading
- **MCA Growth**
 - MDE has not yet released 2011 Growth data; 2010 data show 74% of students making medium or high growth in both reading and math
 - Need to make more growth with more students of color to close the gaps
- **Science MCA:** Intervene for grades 5 and 8; Concern for HS
- **MCA-M:** New test; no vision level set
- **MTAS:** Progress in Reading and Concern in Math
- **Mondo:** First time SPPS has set targets for Mondo Bookshop Assessment; will continue to monitor and adjust as needed
- **MAP:** Baseline in reading and math

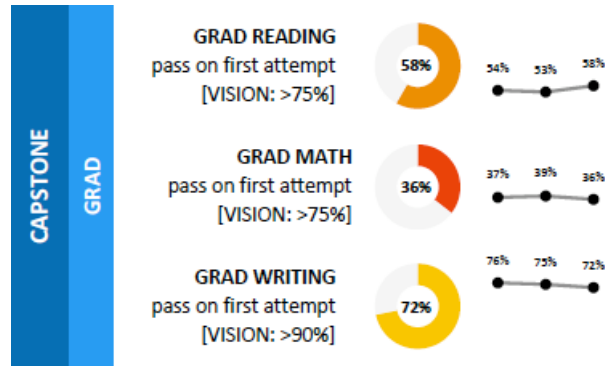
21



2011 ACHIEVEMENT VISIONCARD: CAPSTONE

22

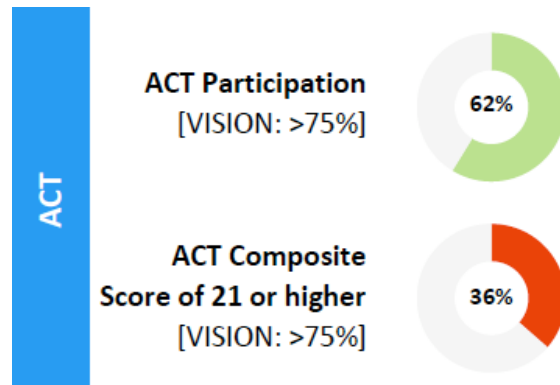
GRAD Pass on First Attempt



- Math is at the Intervene level
- Writing has a higher threshold for Vision level (90%) because results were already near 75%

23

ACT



- ACT Participation has increased to Progress Level
- ACT composite scores have held steady and are at Intervene level

24



Four-year Cohort Completion Rate: Definition

The **SPPS Four-Year Cohort Completion Rate** is calculated by following a cohort of students who started 9th grade in an SPPS school. Four years later this cohort is divided into three groups:

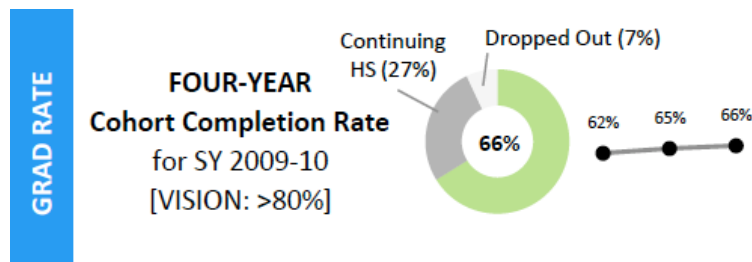
- Graduated in four years
- Continued in SPPS
- Dropped out and did not re-enroll in SPPS by the following fall

Note: Students who transferred into or out of the district are not included in this calculation.

25



Four-year Cohort Completion Rate: Results



- Board-approved Vision Level was 98%; this was set based on the NCLB graduation rate
- The four-year cohort completion rate is a more complete picture of student outcomes

26



NCLB Graduation Rate: Definition

The ***NCLB Cumulative Graduation Rate***, defined and used by the state for NCLB purposes, counts the total number of students graduating divided by the total number of graduates and dropouts (i.e., students who were not found as re-enrolled in any other school in the state by the following fall) multiplied by 100.

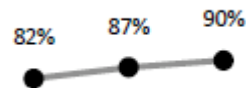
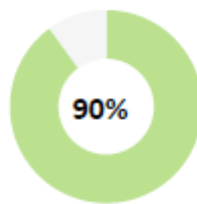
Note: Students who transferred into the district are included in this calculation.

27



NCLB Graduation Rate: Results

**NCLB
Graduation Rate**
for SY 2009-10
[VISION: >98%]



- NCLB Graduation Rate has increased steadily, now at Progress level.
- This calculation will be changing after this year.

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Summary: Capstone

- **GRAD:**
 - Math is at the Intervene level.
 - Writing has a higher Vision level (90%) because results were already near Vision level for Math and Reading (75%).
- **ACT:**
 - ACT Participation has increased and composite scores have held steady; however, these are both at Intervene on the Board-approved levels.
- **AP/IB:** These data are still being compiled from SY 2010-11
- **Graduation Rate (4-year Cohort Completion)**
 - Board-approved Vision Level was 98%; this was set based on the NCLB graduation rate
 - The four-year cohort completion rate is a more complete picture of student outcomes, which results in a lower overall percent graduating
 - 2010 four-year cohort completion rate is at the Progress level

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TAKING ACTION ON GOAL 1: ACHIEVEMENT

30



Strong Schools, Strong Communities



2010	By 2014 Expect
Well-rounded curriculum	Guaranteed delivery of curriculum
Pockets of excellence	Better achievement across the school system
Principal as building administrator	Principal as instructional leader
Site decisions made in isolation	Shared leadership and accountability
Data used at the end of the year to tell us how we did	Data used throughout the year to inform and improve instruction

31



Guaranteed Delivery of Curriculum

- Staying the course on adopted curriculum
- Ensuring vertical alignment throughout our organization
- Prioritizing standards/skill expectations to maximize student learning (e.g., infusing algebra throughout the year)
- Deepening implementation of instructional practices
 - Using data to determine areas of focus through Professional Learning Community/Data Teams (PLC/DTs)
 - Doubling Peer Assistance and Review (PAR) coaches to mentor new teachers

Theory of action: Aligned Learning (formerly Managed Instruction)

32



Better Achievement Across the School System

- Engaging in racial equity work at all levels
 - Administrators completing DELT and LEADs
 - Beacon Schools and Equity Teams
- Increasing classroom management and student engagement to decrease removal from instruction for behavior
- Expanding out-of-school time opportunities

Racial equity focus: access and engagement

33



Principal as Instructional Leader

- Emphasizing instructional leadership with feedback to teachers
- Monitoring principal and assistant principal leadership through new evaluation system
 - Formative reviews 3 times per year
 - Summative (year-end) review linked to outcomes
- Administration modeling instructional leadership
 - Assistant Superintendents in schools
 - Leadership Development Office providing support for principals in years 1 and 2
- Maximizing principals' time in classrooms by:
 - Reducing operational duties
 - Minimizing time away from schools

Creating system-wide supports for site leadership

34



Shared Leadership and Accountability

- Engaging multiple perspectives through Districtwide Action Teams and aligned Parent Advisory Committee (DPAC and PACs) structure
- Convening PLC/DTs of Principals and Assistant Principals
- Collaborating across departmental teams
 - Academics-Schools-Accountability
 - ELL, Special Education and General Education

Building support for school system, instead of a system of schools

35



Data Used Throughout the Year to Inform and Improve

- Analyzing quarterly data (e.g., MAP, DataZone, GRAD, Credits) and taking action:
 - Data Digs and School Profiles updated in August, November, February, and June
 - Consistent display and use of Data Walls
 - Vision Cards to focus on Districtwide priorities
 - All district departments have consistent plans, key performance indicators (KPIs) and participate in Quarterly Business Reviews

Implementing new monitoring and reporting system for SSSC

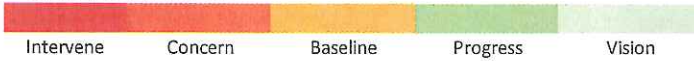
36

GOAL 1: Achievement Vision Card

DISTRICTWIDE DATA



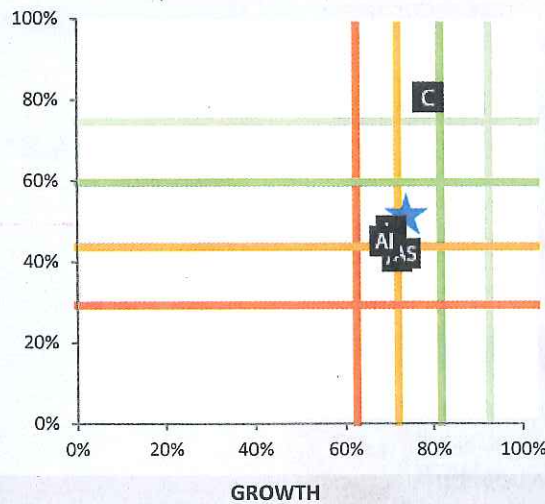
VisionCard Levels



READING (2009-10)

% PROFICIENT **52%**

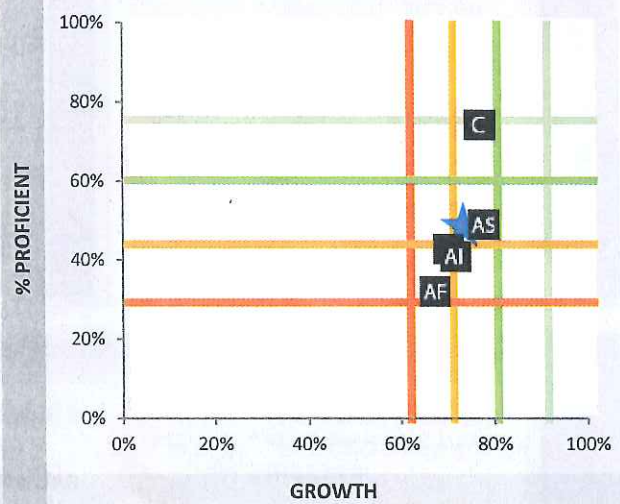
% students medium/high GROWTH **74%**



MATH (2009-10)

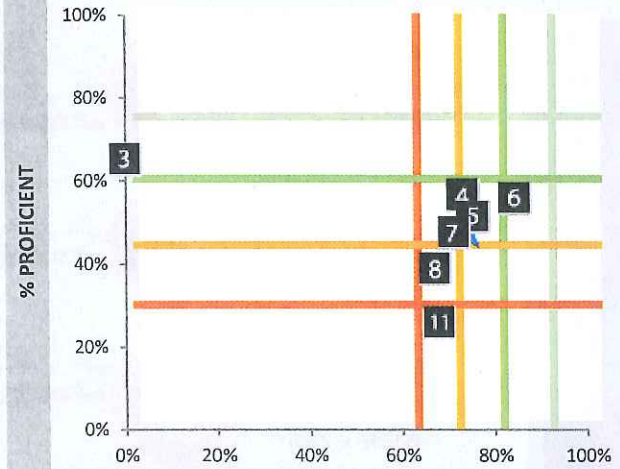
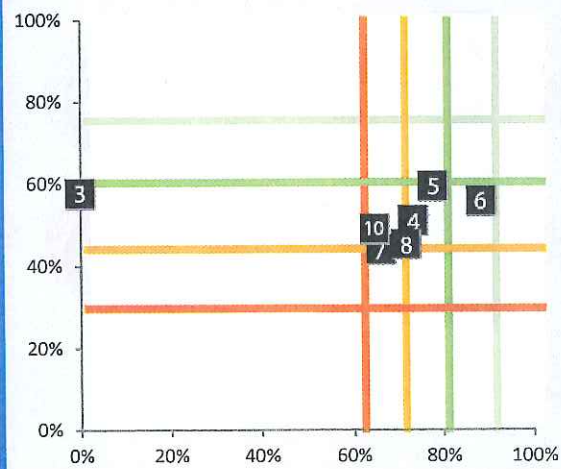
% PROFICIENT **49%**

% students medium/high GROWTH **74%**



PROFICIENCY & GROWTH
MCA by RACE/ETHNICITY

MCA by GRADE



ALL DISTRICT

AI American Indian	3 GRADE 3^	8 GRADE 8
AS Asian American	4 GRADE 4	10 GRADE 10
L Latino	5 GRADE 5	11 GRADE 11
AF African American	6 GRADE 6	
C Caucasian	7 GRADE 7	



SCIENCE^ (2010-11)

% PROFICIENT 5TH GRADE **28%**

% PROFICIENT 8TH GRADE **22%**

% PROFICIENT HS **31%**

^ Growth data unavailable for 3rd grade and science.

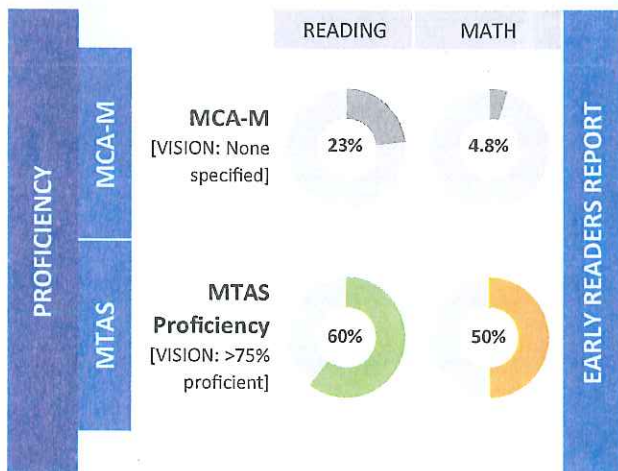
KEY

GOAL 1: Achievement Vision Card

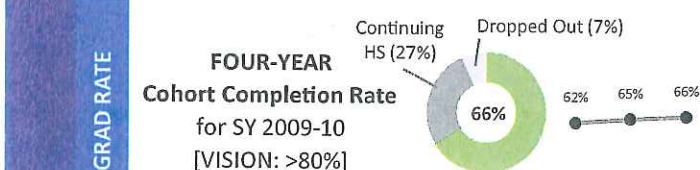
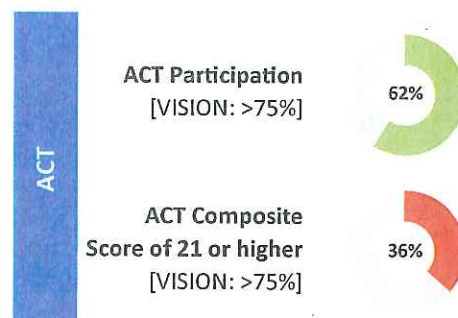
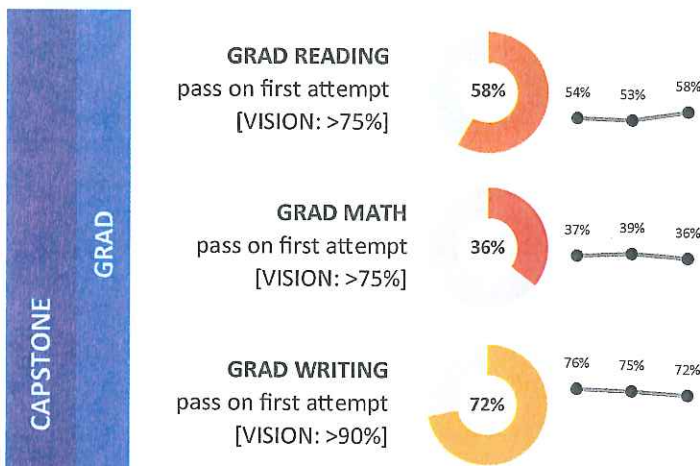
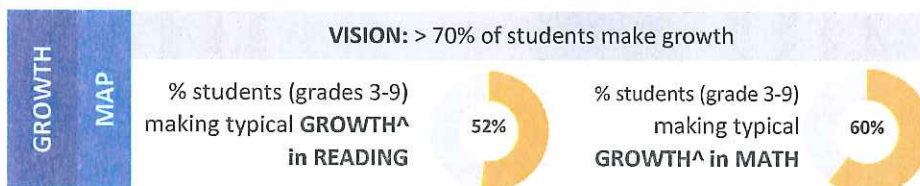
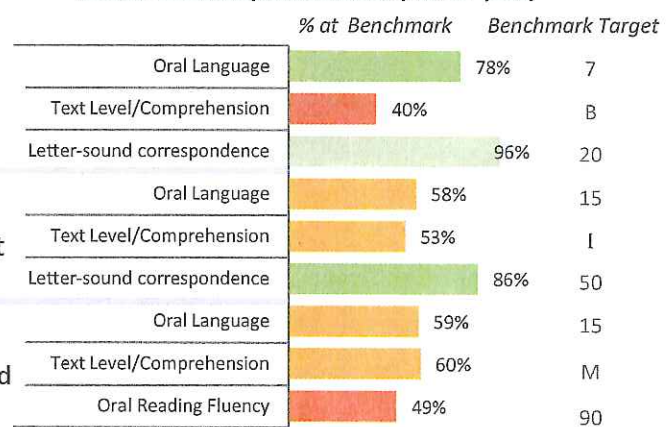
DISTRICTWIDE DATA (SY 2010-11)



VisionCard Levels



Mondo Bookshop Assessment (End-of-year)

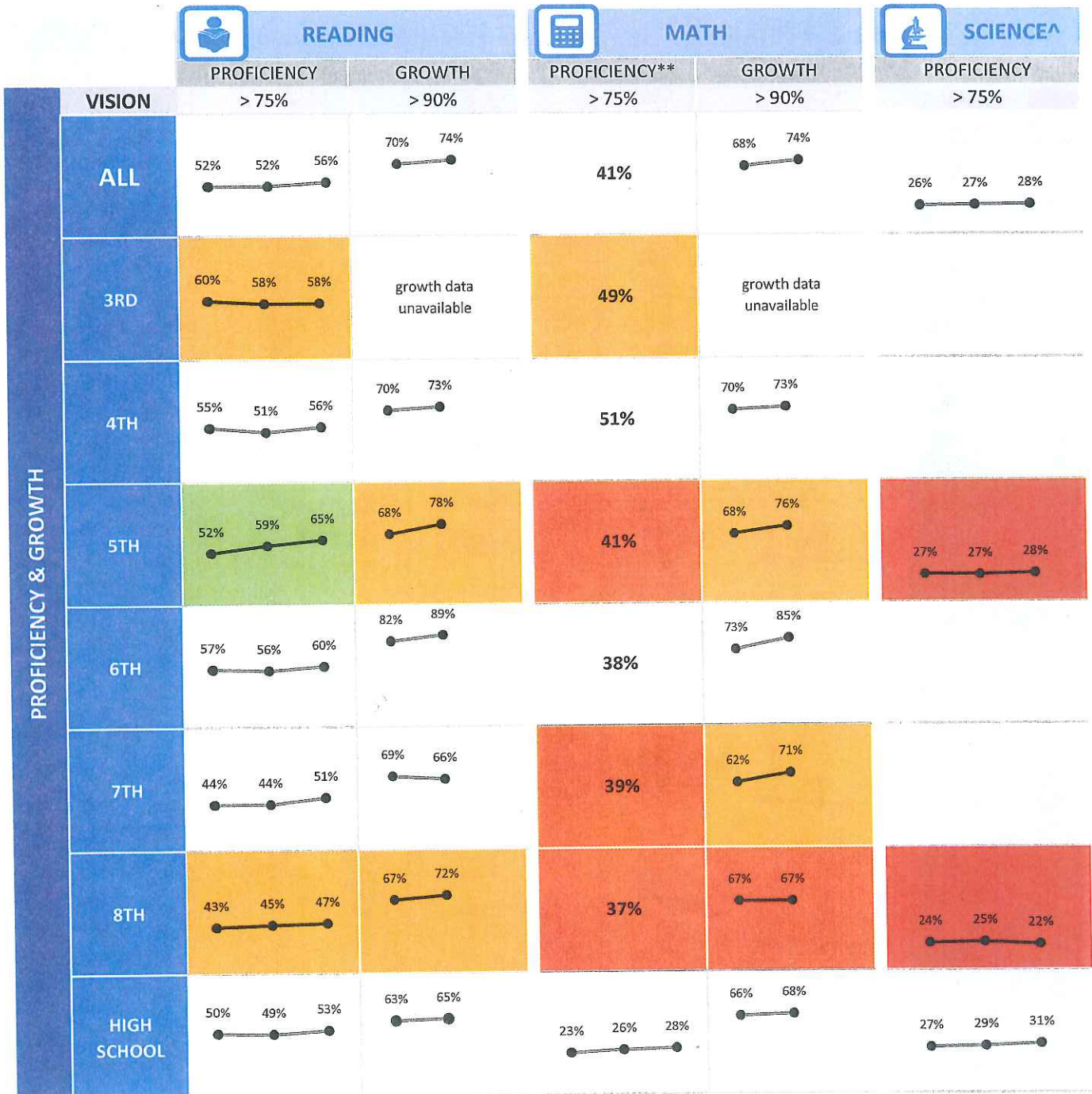
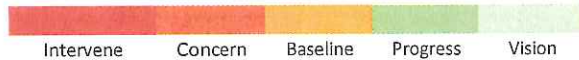


Note: All data reflect SY 2010-11 school year unless otherwise noted. ^Typical growth based on NWEA 2008 National Norms Study

GOAL 1: Achievement Vision Card

DISTRICTWIDE DATA FOR SY 2008-09 TO SY 2010-11

VisionCard Levels

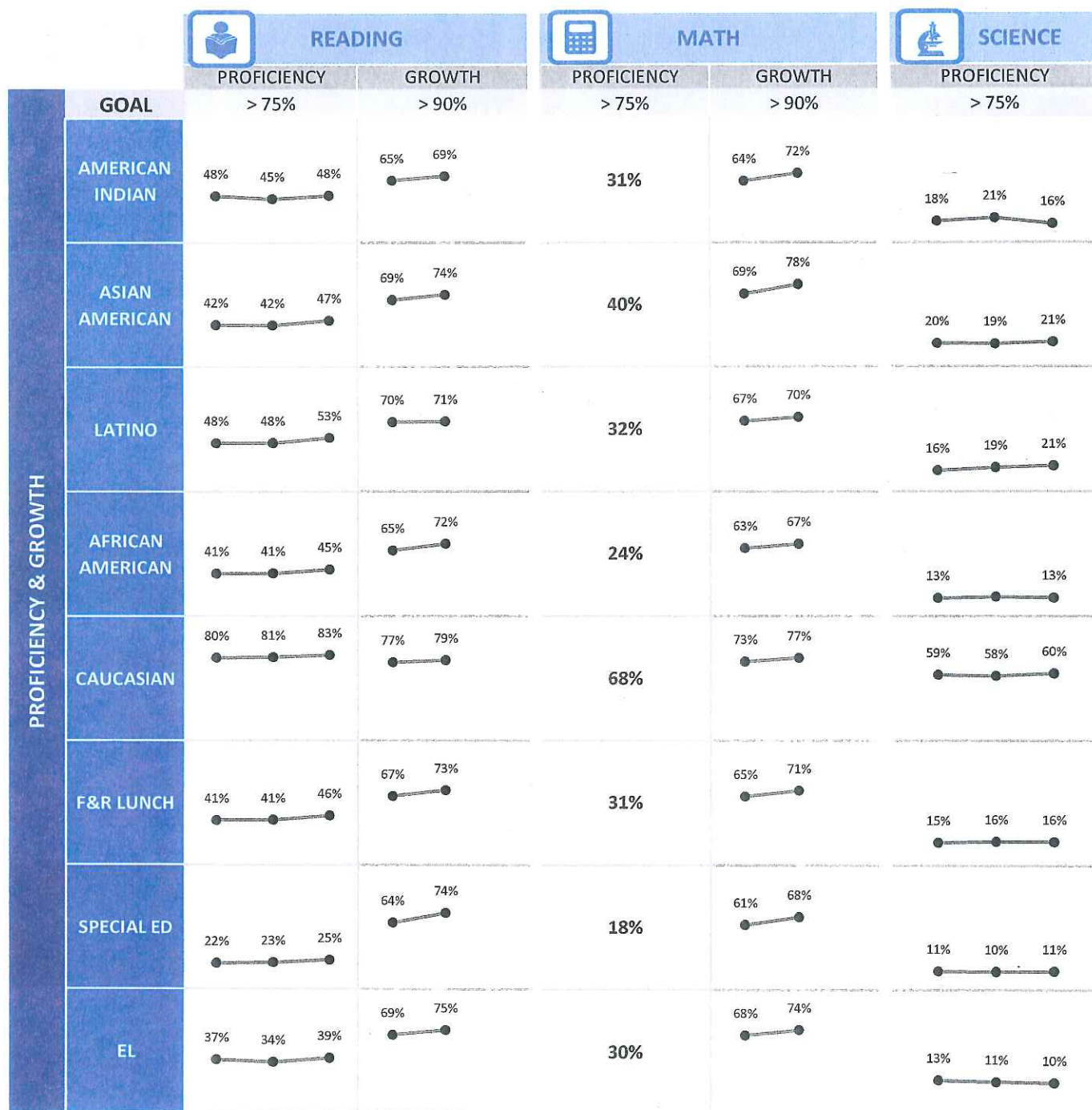
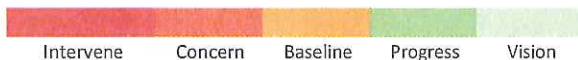


[^] Growth data unavailable for 3rd grade and science. **MCA Math Proficiency data for SY 2010-2011. Trend data unavailable.

GOAL 1: Achievement Vision Card

DISTRICTWIDE DATA FOR SY 2008-09 TO SY 2010-11

VisionCard Levels



^ Growth data unavailable for 3rd grade and science. **MCA Math Proficiency data for SY 2010-2011. Trend data unavailable.

Page 4 of 4

HUMAN RESOURCE TRANSACTIONS
(August 31, 2011 through September 28, 2011)
October 18, 2011

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Aeilts, J.	Classroom Teacher	09/01/2011	\$37.51	Como Park Senior
Anderson, T. R.	Classroom Teacher	08/29/2011	\$29.25	Como Park Elementary
Arneson, S. K.	Classroom Teacher	09/01/2011	\$24.98	Central Senior
Barnett, A. J.	Classroom Teacher	08/29/2011	\$32.39	International Academy - LEAP
Beard Sr, K.	Classroom Teacher	09/27/2011	\$33.12	Humboldt Secondary
Borgen, E. A.	Classroom Teacher	09/06/2011	\$24.61	Riverview School
Charboneau, E. D.	Classroom Teacher	08/29/2011	\$29.18	Ramsey Junior High
Chavez-Rios, C. G.	Classroom Teacher	09/15/2011	\$26.18	Harding Senior High
Cohen, H. A.	Classroom Teacher	09/06/2011	\$26.37	Frost Lake Magnet
Cullen, S.	Classroom Teacher	09/06/2011	\$24.61	Bruce F Vento Elementary
Diemer, E. M.	Classroom Teacher	08/31/2011	\$26.18	Farnsworth Aerospace (K-4)
Dooley, J. L.	Classroom Teacher	08/29/2011	\$26.18	Battle Creek Middle
Egbert Olmstead, A.	Classroom Teacher	09/02/2011	\$41.75	Highland Park Middle
Esso, K. A.	Classroom Teacher	08/22/2011	\$30.50	Open World Learning
Evenson, J. G.	Classroom Teacher	09/06/2011	\$26.61	Farnsworth Aerospace (5-8)
Famodu, B. S.	Classroom Teacher	08/29/2011	\$34.45	Washington Tech Secondary
Greenwaldt, C. R.	Classroom Teacher	08/29/2011	\$25.45	Farnsworth Aerospace (5-8)
Guthrie, J. K.	Classroom Teacher	08/29/2011	\$24.61	The Heights Community
Hartzell, A.	Classroom Teacher	08/29/2011	\$27.57	Highwood Hills
Heidemann, L. D.	Classroom Teacher	09/02/2011	\$23.55	Crossroads Montessori
Jacobson, B. H.	Classroom Teacher	08/29/2011	\$29.18	Open World Learning
Jensen, T. A.	Classroom Teacher	08/29/2011	\$44.88	International Academy-LEAP
Kang, S. M.	Classroom Teacher	08/29/2011	\$32.75	Highland Park Senior
Knutson, A. L.	Classroom Teacher	09/07/2011	\$25.53	Washington Tech Secondary

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kohanek, J. L.	Classroom Teacher	08/29/2011	\$19.41	Crossroads Montessori
Krings, N.	Classroom Teacher	08/29/2011	\$31.08	Open World Learning
Kupka, C. M.	Classroom Teacher	08/29/2011	\$26.18	Obama Service Learning
Lamm, M. K.	Classroom Teacher	08/29/2011	\$19.41	Crossroads Arts & Science
Mackereth, A. C.	Classroom Teacher	08/29/2011	\$32.82	Ramsey Junior
Martini, M.	Classroom Teacher	08/29/2011	\$32.82	Humboldt Secondary
Matthews, K. A.	Classroom Teacher	08/30/2011	\$26.37	Hazel Park Preparatory
Mohamed, W.	Classroom Teacher	08/29/2011	\$26.18	Humboldt Secondary
Morrow, E. C.	Classroom Teacher	08/29/2011	\$26.97	Capitol Hill Magnet
Nasca, W. R.	Classroom Teacher	08/29/2011	\$24.61	Daytons Bluff
Nehring, E. M.	Classroom Teacher	08/29/2011	\$24.61	Daytons Bluff
Nelson, C. L.	Classroom Teacher	08/29/2011	\$24.61	Johnson Senior
Ritten, A. M.	Classroom Teacher	08/29/2011	\$24.61	Johnson Achievement Plus
Romando, J. R.	Classroom Teacher	08/29/2011	\$34.45	Humboldt Secondary
Rutmanis, R. R.	Classroom Teacher	08/29/2011	\$24.98	Ronald M Hubbs Center
Sannes, S. M.	Classroom Teacher	08/29/2011	\$28.53	Obama Service Learning
Schoenecker, R. M.	Classroom Teacher	09/01/2011	\$26.37	Wellstone Elementary
Smith, D. D.	Classroom Teacher	09/02/2011	\$27.57	Benjamin Mays/Museum
Solomon, D. S.	Classroom Teacher	08/29/2011	\$32.39	Highland Park Middle
Sparks, J. L.	Classroom Teacher	08/29/2011	\$26.61	Ronald M Hubbs Center
Thomas, S. J.	Classroom Teacher	08/29/2011	\$30.46	Cherokee Heights
Tinsley, D. H.	Classroom Teacher	08/30/2011	\$32.75	Galtier Magnet
Toivola, E. E.	Classroom Teacher	08/31/2011	\$24.61	World Cultures Magnet
Vanhala, L. E.	Classroom Teacher	08/29/2011	\$26.37	Mississippi Creative Arts
Walker, L. R.	Classroom Teacher	08/29/2011	\$46.07	Ramsey Junior

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Wingert, J. I.	Classroom Teacher	08/29/2011	\$25.53	Adams Spanish Immersion
Wylie, T. R.	Classroom Teacher	08/29/2011	\$34.45	Bruce F Vento Elementary
Hidalgo, J. L.	ELL Teacher	08/29/2011	\$46.99	Johnson Achievement Plus
Morphew, N.	ELL Teacher	08/30/2011	\$39.14	Battle Creek Middle
Politsch, S. B.	Nurse	08/29/2011	\$29.86	Ramsey Junior High
Smith, D. T.	Psychologist	08/29/2011	\$33.46	Journey's Secondary
Schwark, J. V.	Social Worker	08/29/2011	\$33.72	Highland Park Senior
Thao, M. B.	Social Worker	08/29/2011	\$26.58	Crossroads Montessori
Bangs, S. L.	Special Education Teacher	08/29/2011	\$35.87	Bridge View
Bloom, S. D.	Special Education Teacher	09/08/2011	\$25.53	Battle Creek Middle
Burgio, M. R.	Special Education Teacher	08/29/2011	\$32.39	Bruce F Vento Elementary
Dunnigan, R. D.	Special Education Teacher	08/29/2011	\$24.61	Adams Spanish Immersion
Edson, J. C.	Special Education Teacher	08/29/2011	\$30.46	Bruce F Vento Elementary
Shasky, T.	Special Education Teacher	08/29/2011	\$25.53	Journey's Secondary
Williams, A. A.	Special Education Teacher	08/29/2011	\$27.57	Journey's Secondary
Yang, B.	Special Education Teacher	08/29/2011	\$30.10	Johnson Senior High
Lane, T. J.	Specialist	09/12/2011	\$27.57	Washington Tech Secondary
Bresette, J. M.	School/Community Professional	08/31/2011	\$18.21	American Indian Magnet
Courey, P. T.	School/Community Professional	09/19/2011	\$21.24	Rondo Education Center
Fordyce Macon, J.	School/Community Professional	09/12/2011	\$21.24	Battle Creek Middle

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Zan, K.	School/Community Professional	10/10/2011	\$21.72	Colborne Admin Offices
Bielenberg, M. W.	Education Assistant	08/22/2011	\$13.86	St Anthony Park
Cash, H. M.	Education Assistant	08/22/2011	\$16.30	Expo for Excellence
Clark, V. L.	Education Assistant	08/29/2011	\$13.86	Bridge View
Costello, N.	Education Assistant	08/22/2011	\$13.86	Student Placement Center
DeMeglio, M. J.	Education Assistant	08/29/2011	\$13.30	Bridge View
Dodge, N.	Education Assistant	09/02/2011	\$14.37	Expo for Excellence
Elansary, I. R.	Education Assistant	08/22/2011	\$15.54	Horace Mann School
Logan, M. R.	Education Assistant	08/22/2011	\$13.86	Randolph Heights
McCabe, A.	Education Assistant	08/22/2011	\$22.46	St Anthony Park
McGuire, R. A.	Education Assistant	08/22/2011	\$13.86	Expo for Excellence
Mehr, E. A.	Education Assistant	08/22/2011	\$14.98	Expo for Excellence
Neeley, K. L.	Education Assistant	08/22/2011	\$14.98	Student Placement Center
Peterson, R. L.	Education Assistant	08/22/2011	\$14.37	St Anthony Park
See, A.	Education Assistant	08/29/2011	\$16.62	Como Park Senior High
Seifert, K. C.	Education Assistant	08/22/2011	\$14.98	Student Placement Center
Smith, A. C.	Education Assistant	09/12/2011	\$19.00	Rondo Education Center
Truso, M. C.	Education Assistant	08/22/2011	\$13.86	Horace Mann School
Vue, M. H.	Education Assistant	08/22/2011	\$14.37	Student Placement Center
White, K. A.	Education Assistant	08/22/2011	\$15.54	Expo for Excellence
Win, E.	Education Assistant	08/29/2011	\$16.62	Como Park Elementary
Brown-Moore, M.	Teaching Assistant	08/29/2011	\$14.51	Journey's Secondary
Comodore, T. L.	Teaching Assistant	09/06/2011	\$12.74	Bridge View
Foster, I. J.	Teaching Assistant	09/12/2011	\$14.51	RiverEast Elem/Secondary
Goerges, K. K.	Teaching Assistant	08/29/2011	\$14.51	Journey's Secondary

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Howard, E.	Teaching Assistant	09/06/2011	\$13.51	Humboldt Secondary
Johnson Jr, D.	Teaching Assistant	09/20/2011	\$13.83	Museum Magnet Elementary
Johnson, G.	Teaching Assistant	09/06/2011	\$13.83	Murray Junior High
Lee, M. N.	Teaching Assistant	09/26/2011	\$14.51	Obama Service Learning
Moua, T.	Teaching Assistant	09/06/2011	\$13.00	Linwood Monroe Arts (K-3)
Ogitchida, M.	Teaching Assistant	09/06/2011	\$14.51	Bridge View
Roberts, A. T.	Teaching Assistant	09/06/2011	\$14.51	Washington Tech Secondary
Ross, C. A.	Teaching Assistant	10/03/2011	\$13.83	RiverEast Elem/Secondary
Santoro, A. M.	Teaching Assistant	09/12/2011	\$12.74	Bridge View
Schumacher, J. B.	Teaching Assistant	09/06/2011	\$12.88	L'Etoile du Nord French Immersion
Scott, L. A.	Teaching Assistant	09/06/2011	\$13.51	Highland Park Middle
Simeon, H.	Teaching Assistant	08/29/2011	\$11.78	Phalen Lake Hmong Studies
Smith, R. M.	Teaching Assistant	09/26/2011	\$14.00	Obama Service Learning
Tyler, E. L.	Teaching Assistant	09/19/2011	\$13.83	RiverEast Elem/Secondary
Tyson, A. A.	Teaching Assistant	09/06/2011	\$14.51	Journey's Secondary
Van Hoy, S.	Teaching Assistant	09/06/2011	\$12.83	Adams Spanish Immersion
Veldhouse, S.	Teaching Assistant	09/06/2011	\$19.74	Journey's Secondary
Yang, K.	Teaching Assistant	09/26/2011	\$11.78	Jackson Preparatory
Davis, D. E.	School Bus Driver	09/01/2011	\$22.63	Colborne Admin Offices
Fuentes, L. P.	School Bus Driver	09/01/2011	\$22.63	1780 W 7th St
Anderson, N. E.	Custodian	08/29/2011	\$14.31	Humboldt Secondary
Fredericks, D. S.	Custodian	09/06/2011	\$14.31	Como Service Center
Langevin, S. E.	Custodian	10/03/2011	\$22.23	Como Service Center
Larkin, L. K.	Custodian	09/12/2011	\$14.31	Como Service Center
Olson, M. C.	Custodian	08/29/2011	\$14.31	Expo for Excellence

HUMAN RESOURCE TRANSACTIONS
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Apaloo, R. J.	Professional Employee	09/12/2011	\$22.39	Title I Funded Programs
Ison, W. R.	Professional Employee	09/20/2011	\$30.36	Colborne Admin Offices
Larson, T. M.	Professional Employee	09/27/2011	\$28.07	Como Service Center
Prottas, J. M.	School/Community Professional	10/03/2011	\$33.63	Colborne Admin Offices
Ryan, K. A.	School/Community Professional	09/12/2011	\$24.00	Colborne Admin Offices
Stewart Downey, T.	School/Community Professional	10/03/2011	\$41.15	Colborne Admin Offices
van der Steur, L.	School/Community Professional	09/06/2011	\$33.63	Colborne Admin Offices
Enquist, J. E.	Technical	09/14/2011	\$17.65	Como Service Center
Hoerth, M. N.	Technical	09/21/2011	\$21.68	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Scott, H. H.	Central Administrator From: Teacher on Special Assignment	09/07/2011	\$47.69	Plato Admin Offices
Swanson, J.	Central Administrator From: Teacher on Special Assignment	09/01/2011	\$45.44	Como Service Center
Boman, T. M.	Classroom Teacher From: Teaching Assistant	08/29/2011	\$24.61	Maxfield Magnet
Vernier, B. A.	Classroom Teacher From: Teaching Assistant	09/06/2011	\$24.98	Highland Park Middle
Weiss-Dunlap, E.	Classroom Teacher From: School/Community Professional	09/02/2011	\$29.27	World Cultures Magnet
Clark, A. M.	Special Education Teacher From: Teaching Assistant	08/29/2011	\$26.18	Homecroft Building
Fleischhacker, B.	Special Education Teacher From: School/Community Professional	08/29/2011	\$27.57	RiverEast
Mims, A. L.	Special Education Teacher From: Teaching Assistant	09/01/2011	\$24.61	Bridge View
Baker, W. E.	School/Community Professional From: Teaching Assistant	08/29/2011	\$20.38	Benjamin Mays/Museum

HUMAN RESOURCE TRANSACTIONS
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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lee, Z. L.	School/Community Professional From: Education Assistant	09/30/2011	\$27.93	Journey's Secondary
Galvez Nery, G.	Education Assistant From: Teaching Assistant	08/29/2011	\$18.73	Highland Park Elementary
Bouissieres, B. A.	Teaching Assistant Career Progression	09/06/2011	\$12.83	L'Etoile du Nord French Immersion
Johnson, M. R.	Custodian Career Progression	08/30/2011	\$23.00	Daytons Bluff
Ruiz, T. J.	Custodian Career Progression	08/22/2011	\$22.23	The Heights Community
Roeser, D. W.	Maintenance Supervisor From: Custodian	08/31/2011	\$27.88	Como Service Center
Krammer, R. L.	Nutrition Services Personnel Career Progression	08/29/2011	\$14.46	Highwood Hills
Chinn, R. D.	Supervisory From: Operations	09/21/2011	\$28.01	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Brown, P.	Classroom Teacher From: School/Community Professional	08/29/2011	\$26.01	Highland Park Senior
Defiel, A. C.	Classroom Teacher	08/29/2011	\$25.45	L'Etoile du Nord French Immersion
Keeler, L. L.	Classroom Teacher	09/06/2011	\$34.71	Washington Tech Secondary
Melo, G. L.	Classroom Teacher	09/01/2011	\$24.61	Cherokee Heights

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Parker, L. G.	Assistant Principal	08/22/2011	Farnsworth Aerospace (K-4)
Beaulieu, L. L.	Classroom Teacher	09/10/2011	Battle Creek Middle
Boyd, N. R.	Classroom Teacher	09/17/2011	Expo for Excellence
Dorle, D.	Classroom Teacher	09/08/2011	Crossroads Montessori
Eidem, W. C.	Classroom Teacher	09/06/2011	Como Service Center
George, H. C.	Classroom Teacher	09/21/2011	Obama Service Learning

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Holmgren, R. R.	Classroom Teacher	08/26/2011	St. Anthony Park
Jax, S. M.	Classroom Teacher	09/10/2011	Battle Creek Environmental
Lundy, N. A.	Classroom Teacher	09/17/2011	Crossroads Montessori
Nelson, P. J.	Classroom Teacher	09/13/2011	Focus Beyond (Gr 7- Adult)
Ramirez, W. S.	Classroom Teacher	09/19/2011	Wellstone Elementary
Schmidt, T. J.	Classroom Teacher	08/29/2011	JJ Hill Montessori
Schmitz, R. L.	Classroom Teacher	09/13/2011	Obama Service Learning
Stuart, K. L.	Classroom Teacher	08/29/2011	Washington Tech Secondary
Vincent, J. L.	Classroom Teacher	09/13/2011	Obama Service Learning
Other Medicine, N.	Social Worker	09/14/2011	Journey's Secondary
Kieffer, A.	Special Education Teacher	09/21/2011	Battle Creek Middle
Canadeo, L. A.	Speech Pathologist	08/29/2011	Crossroads Montessori
Anderson, K.	Teaching Assistant	09/07/2011	Highland Park Senior
Norstedt, A.	Teaching Assistant	01/04/2012	St. Paul Music Academy
Ross, S. K.	Teaching Assistant	09/09/2011	Bridge View
Yang, L.	Teaching Assistant	09/24/2011	Bridge View
Wahlin, J. M.	Clerical	09/09/2011	Adams Spanish Immersion

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., S. J.	Classroom Teacher	09/23/2011
F., H. J.	ELL Teacher Teacher	09/08/2011
C., D. J.	Special Education Teacher	09/09/2011
G., B. R.	Education Assistant	09/28/2011

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Farinacci, P.	School/Community Professional	09/19/2011	\$26.31	Highland Park Senior

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Flowers, A.	School/Community Professional	08/29/2011	\$26.00	Bruce F Vento Elementary
Enriquez, C. L.	Education Assistant	08/29/2011	\$14.95	Journey's Secondary
Hammond, P.	Education Assistant	08/22/2011	\$22.46	Adams Spanish Immersion
Mohamud, S. Y.	Education Assistant	08/29/2011	\$20.55	Central Senior High
Moua, J. T.	Education Assistant	09/23/2011	\$27.23	Como Park Senior High
Olson, B. G.	Education Assistant	09/02/2011	\$21.48	Battle Creek Middle
Olson, C.	Education Assistant	08/30/2011	\$20.01	Harding Senior High
Perez, N.	Education Assistant	08/29/2011	\$29.22	Homecroft Building
Perry, D. S.	Education Assistant	08/29/2011	\$23.41	Farnsworth Aerospace (5-8)
Stramer, C.	Education Assistant	09/06/2011	\$22.30	Nokomis Montessori
Vitale, D. C.	Education Assistant	08/30/2011	\$20.01	Museum Magnet Elementary
Vue, B.	Education Assistant	09/19/2011	\$26.28	World Cultures Magnet
Christofore, S. S.	Clerical	08/22/2011	\$17.09	Maxfield Magnet
Heeschen, L.	Clerical	08/22/2011	\$19.99	Como Park Senior High
Mullaney, S. V.	Operations	08/17/2011	\$22.27	Como Service Center

REHIRE AFTER RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Alsleben, S. T.	Classroom Teacher	08/29/2011	\$25.53	Hazel Park Preparatory
Berg, E. S.	Classroom Teacher	08/29/2011	\$24.61	Farnsworth Aerospace (5-8)
Criswell, M. K.	Classroom Teacher	08/29/2011	\$37.51	Nokomis Montessori
Englund, C. T.	Classroom Teacher	09/01/2011	\$44.88	Central Senior High
Her, D.	Classroom Teacher	08/29/2011	\$24.61	Ramsey Junior High
Jackson, A.	Classroom Teacher	08/29/2011	\$25.53	The Heights Community
Lawson, N. J.	Classroom Teacher	08/29/2011	\$43.96	Benjamin Mays/Museum
Michaelson, C. R.	Classroom Teacher	08/29/2011	\$46.99	Humboldt Secondary
Moir-Perkl, H. A.	Classroom Teacher	09/06/2011	\$29.86	Bruce F Vento Elementary

HUMAN RESOURCE TRANSACTIONS
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REHIRE AFTER RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Murphy, M. K.	Classroom Teacher	09/06/2011	\$28.72	Eastern Heights
White, R. A.	Classroom Teacher	08/29/2011	\$29.86	World Cultures Magnet
Loge, D. A.	ELL Teacher	08/29/2011	\$32.39	Washington Tech Secondary
Niz, S.	ELL Teacher	08/29/2011	\$35.38	Como Park Elementary
Ranweiler, K. A.	ELL Teacher	08/29/2011	\$26.18	Highwood Hills
Garcia, C. M.	Special Education Teacher	08/29/2011	\$26.81	Humboldt Secondary
Voeller, C.	Special Education Teacher	08/29/2011	\$32.75	Boys Totem Town
DeNardo, C.	School/Community Professional	09/12/2011	\$27.93	RiverEast Elem/Secondary
Walker, J. E.	School/Community Professional	08/29/2011	\$26.66	Obama Service Learning
Yang, X.	School/Community Professional	09/12/2011	\$23.24	Plato Admin Offices
Lieberman, H. I.	Education Assistant	08/22/2011	\$14.98	Expo for Excellence
Barta, L. M.	Teaching Assistant	09/01/2011	\$12.83	JJ Hill Montessori
Brown, E. A.	Teaching Assistant	09/12/2011	\$13.51	Obama Service Learning
Casebeer, S.	Teaching Assistant	09/07/2011	\$13.51	Riverview School
Green, W.	Teaching Assistant	09/28/2011	\$14.51	Journey's Secondary
Gutierrez, M. E.	Teaching Assistant	09/06/2011	\$12.39	Wellstone Elementary
Jacobs, J. A.	Teaching Assistant	09/08/2011	\$13.51	Central Senior High
Lehmann, M.	Teaching Assistant	09/12/2011	\$14.00	Bridge View
Sevick, C. N.	Teaching Assistant	09/06/2011	\$19.74	Cherokee Heights
Singleton, M. B.	Teaching Assistant	09/06/2011	\$12.20	Wellstone Elementary
Synhavsky, J. A.	Teaching Assistant	09/06/2011	\$12.83	Eastern Heights
Thao, G. G.	Teaching Assistant	09/06/2011	\$11.78	Jackson Preparatory
Thompson, M. M.	Teaching Assistant	09/06/2011	\$13.51	Daytons Bluff

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

REHIRE AFTER RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Thompson-McGuire, M.	Teaching Assistant	09/12/2011	\$12.20	Eastern Heights
Wathum-Ocama, D.	Teaching Assistant	09/06/2011	\$19.74	RiverEast Elem/Secondary
Williams, K. K.	Teaching Assistant	09/06/2011	\$14.00	Bridge View

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Benson, N. G.	Classroom Teacher	08/29/2011	Journey's Secondary
Eidem, W. C.	Classroom Teacher	09/19/2011	Como Service Center
Eisele, J.	Classroom Teacher	08/29/2011	Phalen Lake Hmong Studies
Hakseth, A.	Classroom Teacher	08/29/2011	Farnsworth Aerospace (K-4)
Janski, C.	Classroom Teacher	08/29/2011	Rondo Education Center
Leek, S. F.	Classroom Teacher	08/29/2011	St. Paul Music Academy
Moran-Emerson, M.	Classroom Teacher	08/29/2011	The Heights Community
Neymark, M. A.	Classroom Teacher	08/29/2011	Creative Arts High - ALC
Myers, P. J.	ELL Teacher	08/29/2011	St. Paul Music Academy
Carson, H.	Social Worker	08/29/2011	St. Paul Music Academy
Lundgren, N. J.	Special Education Teacher	08/30/2011	Bridge View
Mukasa, V. J.	Special Education Teacher	08/29/2011	Highland Park Senior
Retka, J. A.	Special Education Teacher	08/29/2011	Washington Tech Sec
Bannie, C. M.	Education Assistant	08/29/2011	Focus Beyond (Gr 7-Adult)
Bifulk, M. N.	Teaching Assistant	09/06/2011	Harding Senior High
Grant, J. V.	Teaching Assistant	08/29/2011	Bridge View
Kampmeier, H.	Teaching Assistant	09/06/2011	RiverEast
Seidel, L.	Teaching Assistant	08/29/2011	Battle Creek Environmental
Tolbert, B.	Teaching Assistant	09/06/2011	Daytons Bluff
Kelly, P. A.	Clerical	09/06/2011	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Soika, T. M.	Clerical	08/30/2011	Journey's Secondary
Miller Jr, A.	Custodian	08/31/2011	Highland Park Senior
Hicks, R. E.	Nutrition Services Personnel	09/01/2011	Bruce F Vento Elementary
Thomas, F.	Nutrition Services Personnel	08/29/2011	Como Service Center
Zamarripa, B. J.	Technical	09/19/2011	Colborne Admin Offices

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yang, J. Y.	Specialist From: Classroom Teacher	08/15/2011	\$44.46	Washington Tech Secondary

REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Enriquez, C. L.	Teaching Assistant	08/29/2011	\$14.51	Journey's Secondary
Stramer, C.	Teaching Assistant	09/06/2011	\$18.55	Nokomis Montessori

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., J.	Classroom Teacher	Thirty Days
L., J.	Education Assistant	Ten Days
P., K. M.	Teaching Assistant	09/12/2011
B., K	Custodian	Thirty Days
S., N. D.	School Bus Driver	Five Days

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Dunnigan, B.	Teaching Assistant	01/01/2012	Bridge View

CHANGE IN RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Courneya, D.	Special Education Teacher	06/12/2012	Washington Tech Secondary

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Becvar, B. R.	Classroom Teacher	10/01/2011	Murray Junior High
Holmgren, R. R.	Classroom Teacher	08/26/2016	St. Anthony Park

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Pang, A. N.	Classroom Teacher	06/16/2011	Cherokee Heights
Peterson, J.	Classroom Teacher	09/30/2011	Benjamin Mays/Museum
Tinsley, D. H.	Classroom Teacher	11/22/2011	Galtier Magnet
Mauer, J.	Special Education Teacher	09/16/2011	Ramsey Junior High
Nichols, J. N.	Speech Pathologist	06/16/2011	Capitol Hill Magnet
Goers, L. S.	Superintendency	09/10/2011	Colborne Admin Offices
Carlson, E. A.	Education Assistant	09/15/2011	St. Paul Music Academy
Hetue, T. J.	Education Assistant	09/26/2011	Murray Junior High
Kowski, K. L.	Education Assistant	09/26/2011	Bruce F Vento Elementary
Mansfield, R.	Education Assistant	06/15/2011	Highland Park Middle
Mortenson, T.	Education Assistant	06/15/2011	Central Senior High
Brandt, S. D.	Teaching Assistant	06/15/2011	Como Park Special/Hartzell
Crump, R. M.	Teaching Assistant	06/15/2011	Obama Service Learning
Gallagher, M.	Teaching Assistant	06/15/2011	Daytons Bluff
Hamre, E. M.	Teaching Assistant	06/15/2011	Obama Service Learning
Martin, D. G.	Teaching Assistant	09/30/2011	Johnson Achievement Plus
McCully, M. A.	Teaching Assistant	06/15/2011	Obama Service Learning
Ouchakof, P. V.	Teaching Assistant	06/15/2011	Humboldt Secondary
Phelps, N. G.	Teaching Assistant	06/15/2011	Rondo Education Center
Vang, X.	Teaching Assistant	06/15/2011	Rondo Education Center
Washington, M. M.	School Bus Driver	09/02/2011	Colborne Admin Offices
Coleman, G. A.	Custodian	01/25/2011	J. J. Hill
Wasut, T. G.	Custodian	09/17/2011	Highland Park Senior
Fields, K. M.	Nutrition Services Personnel	06/15/2011	Farnsworth Aerospace (K-4)

HUMAN RESOURCE TRANSACTIONS
October 18, 2011

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Khang, N. M.	Nutrition Services Personnel	06/15/2011	Como Park Senior High
Osho, O. O.	Nutrition Services Personnel	08/19/2011	Humboldt Secondary
McKay, P.	Technical	09/01/2011	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Eustis, Z. S.	School/Community Professional	06/16/2011	Maxfield Magnet
Mousel, A. L.	School/Community Professional	06/16/2011	Harding Senior High
Patnode, J. M.	Nutrition Services Personnel	08/26/2011	Johnson Senior High

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., M. R.	Teaching Assistant	09/10/2011
B., J. C.	Custodian	09/21/2011
V., M.	Custodian	10/08/2011
B., S. D.	Nutrition Services Personnel	08/08/2011

RECISION OF DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., G. A.	Custodian	01/25/2011

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brown, P.	Classroom Teacher	06/12/2012	Highland Park Senior
Keeler, L. L.	Classroom Teacher	06/12/2012	Washington Tech Secondary
Melo, G. L.	Classroom Teacher	06/12/2012	Cherokee Heights
Pilot, R. J.	Classroom Teacher	06/12/2012	Harding Senior

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Xiong, W.	Education Assistant	09/24/2011	Washington Tech Secondary
Douville, J. A.	Clerical	07/01/2011	Colborne Admin Offices

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Acceptance of Donation from the Shakopee Mdewakanton (Sioux)
Dakota Community

A. PERTINENT FACTS:

1. The Shakopee Mdewakanton Sioux (Dakota) Community has donated to the Saint Paul Public Schools, American Indian Education Program \$24,000 and these funds will be placed in the American Indian Education Program budget number 29-005-790-000-5096-2050. The funds will be used for school supplies, backpacks, calculators, and field trip fees.
2. The Shakopee Mdewakanton Sioux (Dakota) Community has asked that this donation be used by the American Indian Education Program office to distribute school supplies and field trip fees to needy American Indian students attending Saint Paul Public Schools.
3. The American Indian Education Program currently has a service component that provides school supplies to American Indian students in need and will follow the guidelines and procedures that have been developed with the involvement of the American Indian Parent Committee to distribute the supplies from this donation. A letter of appreciation will be sent to the Shakopee Mdewakanton Sioux (Dakota) Community.
4. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
5. This item is submitted by Kathy Denman-Wilke, Program Supervisor, American Indian Education Program; Christine Osorio, Executive Director, The Center for Professional Development; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent (designee) to accept this donation of \$24,000 from the Shakopee Mdewakanton Sioux (Dakota) Community and to disburse the funds according to the contract.

**INDEPENDENT SCHOOL DISTRICT NO 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request to Accept Visions for Learning Grants from Ecolab to Individual Teachers.

A. PERTINENT FACTS:

1. Ecolab Foundation has awarded \$110,007 to SPPS elementary teachers and \$82,300 to SPPS secondary teachers for a variety of projects through the Foundation's Visions for Learning grant program.
2. The Visions for Learning grant program provides additional classroom materials to help students in grades K-12 reach their learning goals. By providing teachers with additional classroom materials that they otherwise might purchase with personal funds, Ecolab enhances experience and achievement for both teachers and students.
3. This project will meet the district goals of Achievement and Alignment.
4. This item is submitted by Julie Schultz Brown, Director of Marketing, Communications, and Development; Assistant Superintendents Andrew Collins, Sharon Freeman, Traci Gauer, Willie Jett, and Denise Quinlan; and Chief of Staff Suzanne Kelly.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept Ecolab funds as awarded, for the materials and projects as described by the individual teacher applicants, and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request for Approval to Apply to the Minnesota State High School League's Foundation

A. PERTINENT FACTS:

1. Our district high schools are members of the Minnesota State High School League.
2. The Minnesota State High School League Foundation has monies available to award to high schools in the State of Minnesota. These monies are sales taxes collected on tickets sold at state tournament contests. These funds are being rebated to member schools based on free/reduced lunch participation on athletic teams. The League accepts requests twice during the school year.
3. This grant will meet the District target area goals by ensuring high academic achievement for all students and accelerating the path to excellence.
4. This item is submitted by John Vosejпка, Athletic Secretary and Willie Jett, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request for Permission to Submit a Grant Application to the Office of Higher Education for the Intervention for College Attendance Program

A. PERTINENT FACTS:

1. The Office of Higher Education is currently accepting grant applications through the Intervention for College Attendance program to increase college motivation, readiness and academic preparedness for American Indian students.
2. SPPS has prepared an application to ensure American Indian students within the district will: experience academic success by providing tutoring, academic assistance and monitoring; have accurate information and resources on the harmful effects on involvement with alcohol and drugs; explore the possibilities for their future lives and understand how to achieve them; and, are exposed to genuine and true information about the American Indian history and culture.

SPPS is requesting approximately \$30,700 over eight months to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the District target area goal of achievement.
4. This item is submitted by Kathy Denman-Wilke, Indian Education Program Supervisor; Julie Schultz Brown, Director of Marketing, Communications, and Development; Christine Osorio, Executive Director, Curriculum, Instruction, and Professional Development, Kate Wilcox-Harris, Chief Academic Officer and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Office of Higher Education to increase the number of students to increase college motivation, readiness and academic preparedness for American Indian students; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request for Permission to Accept a Grant from the Ramsey County
Children's Mental Health Collaborative

A. PERTINENT FACTS:

1. The Ramsey County children's Mental Health Collaborative has awarded SPPS a grant to implement a Parent Empowerment Program at Journeys School.
2. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$4,000. Staff at the school/program researched this grant opportunity.
3. This project will meet the District target area goals of achievement and alignment.
4. This item is submitted by Hamilton Bell, Principal, Journeys School; Elizabeth Keenan, Executive Director, Special Education; Kate Wilcox-Harris, Chief Academic Officer and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Ramsey County Children's Mental Health Collaborative for funds to implement a Parent Empowerment Program at Journeys School, to accept funds and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Acknowledgement of Grant Received by District Employee

A. PERTINENT FACTS:

1. Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, has been awarded a School Facility Improvement Grant to attend the School Equipment Show, November 30 – December 2, 2011 in San Antonio, Texas.
2. The School Facility Grant Program awarded by the National School Supply & Equipment Association (NSSEA) is a competitive application process and provides reimbursement for registration costs, travel and accommodations.
3. The School Equipment Show provides participants the opportunity to participate in educational sessions led by nationally recognized speakers; exposure to innovative products that support the creation of effective learning environments; and information on incorporating green products that increase the sustainability of school buildings into projects.
4. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

That the Board of Education recognize and acknowledge receipt by Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, of a School Facility Improvement Grant to attend the School Equipment Show, November 30 – December 2, 2011 in San Antonio, Texas.

**INDEPENDENT SCHOOL DISTRICT NO 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request for Permission to Submit a Grant Application to 3M for the STEP Program

A. PERTINENT FACTS:

1. 3M is currently accepting grant applications through the STEP program to increase the number of students pursuing science or technical fields after graduation.
2. SPPS has prepared an application to continue this partnership where high school juniors and seniors are provided classroom and work experiences that apply science to real world corporate application.

Thirty-six students will be chosen through an application process to participate in the classroom learning and 9-12 week summer internship program.

SPPS is requesting approximately \$162,000.00 over one year to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the District target area goal of achievement.
4. This item is submitted by Kathy Kittel, Program Manager, Career and Technical Education; Darlene Fry, Assistant Director, Office of College and Career Readiness; Julie Schultz Brown, Director of Marketing, Communications, and Development; Kate Wilcox-Harris, Chief Academic Officer and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

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

**INDEPENDENT SCHOOL DISTRICT NO 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Department of Education for the Investing in Innovation (I3) Program

A. PERTINENT FACTS:

1. The US Department of Education is currently accepting grant applications through the Investing in Innovation program to: 1) allow eligible entities to expand and develop innovative practices that can serve as models of best practices; 2) allow eligible entities to work in partnership with the private sector and the philanthropic community; and, 3) support eligible entities in identifying and documenting best practices that can be shared and taken to scale based on demonstrated success..
2. SPPS, in collaboration with the University of Minnesota, have prepared an application to implement the Child-Parent Center (CPC) Education Program developed by Dr. Arthur Reynolds. This program will help children ages 3-9 in high-poverty neighborhoods develop skills in reading, math, and communication through a broad spectrum of classroom and parent activities, and field trips.

SPPS is requesting approximately \$15,000,000 over five years to accomplish the aforementioned goals. The University of Minnesota will serve as the fiscal agent for this project.

3. This project will meet the District target area goal of achievement, alignment and sustainability.
4. This item is submitted by Lisa Gruenewald, Pre-K Manager; Julie Schultz Brown, Director of Marketing, Communications, and Development; Kate Wilcox-Harris, Chief Academic Officer and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the US Department of Education to help children ages 3-9 in high-poverty neighborhoods develop skills in reading, math, and communication; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Department of Education for a Promise Neighborhoods Grant.

A. PERTINENT FACTS:

1. The Department of Education is currently accepting grant applications through the Promise Neighborhoods program. These projects are expected to significantly improve the educational and developmental outcomes of children and youth in the most distressed communities, and to transform those communities.
2. SPPS, in collaboration with the Amherst H. Wilder Foundation, the City of Saint Paul, Ramsey County, the Saint Paul Public Schools Foundation, the YWCA, and the Summit University and Frogtown Neighborhood District Councils have prepared an application to carry out a shared strategy to create a continuum of solutions to make the real promise of success in school and life for all children and youth. At the core of the strategy are the educational and family/community support goals, solutions, and indicators that were identified by the community and approved by the planning year SPPN Advisory Board.

SPPS is requesting approximately \$26.5 million over five years to accomplish the aforementioned goals. Amherst H. Wilder Foundation will serve as the fiscal agent for this project.

3. This project will meet the District target area goal of achievement, alignment and sustainability.
4. This item is submitted by Andrew Collins, Elementary Assistant Superintendent; Julie Schultz Brown, Director of Marketing, Communications, and Development; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education, to offer a robust continuum of seamless cradle-to-career solutions to SPPS students in the Promise Neighborhoods area. SPPS will partner with the Amherst H. Wilder Foundation, the City of Saint Paul, Ramsey County, the Saint Paul Public Schools Foundation, the YWCA, and the Summit University and Frogtown Neighborhood District Councils for the project; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request to approve the 2011-12 Project Early Kindergarten contract with Resources for Child Caring

A. PERTINENT FACTS:

1. July 1, 2010, Saint Paul Public Schools received a two-year research grant renewal from the McKnight Foundation to continue the work of Project Early Kindergarten and plan for the alignment of Pre-K through third grade, insuring a smooth transition to kindergarten and future school success. Project Early Kindergarten administers this grant.
2. Resources for Child Caring (RCC) is a partner in providing the child care portion of this grant. SPPS contracts with RCC to provide 3 literacy coaches and .2 FTE of a positive behavior coach to work with 12 child care centers and 9 child care homes.
3. This contract is from July 1, 2011-June 30, 2012 for the amount of \$270,175.00 to provide salaries and benefits for the child care literacy and positive behavior coaches, coaching supplies, travel, Resources for Child Caring management and administration, and program evaluation. The source of funding is the Project Early Kindergarten McKnight grant, budget number 30-005-582-000-6305-5827.
4. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
5. This item is submitted by Julie Schultz-Brown, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Lisa Gruenewald, Program Manager, Project Early Kindergarten.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or her designee to approve the Project Early Kindergarten contract with Resources for Child Caring to provide the above mentioned services for the period of July 1, 2011 - June 30, 2012 at the cost of \$270,175.00.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Request for Approval of Initial Contracts with State-Approved Providers of Supplemental Education Services (SES) as Required by the No Child Left Behind Act of 2001 (NCLB)

A. PERTINENT FACTS:

1. This request is for approval to enter into initial contracts with the state's approved providers of Supplemental Educational Services (SES) for the school year of 2011-2012.
2. As mandated by the No Child Left Behind (NCLB) Act of 2001, Saint Paul Public Schools must offer Supplemental Educational Services (SES) to students attending Title I buildings not making Adequate Yearly Progress for three (3) or more years. The school district must enter into agreements with providers authorized by the Minnesota Department of Education to provide the instructional services to eligible students.
3. The amounts presented in this agenda item are estimates based on projections partly determined from previous year's amount paid to providers. Enrollment in the SES program is capped at approximately 2,700 students based upon the statutory per pupil formula amount and the capped total set-aside of approximately 4.5 million dollars, which is an amount equal to 20% of the district's Title I, Part A allocation.
4. There will be two registration periods for the Supplemental Educational Services (SES) program. The first beginning October 17, 2011 and ending November 18, 2011. The second period will be from approximately December 19, 2011 to January 13, 2012.
5. As students enroll with the providers, the Title I/Funded Programs office will submit requests to revise contract amounts with individual providers based if actual student registrations exceed the original estimate. These adjustments will change the amounts for the agreements with specific providers, but not the overall amount obligated for SES. The total amount required will remain capped at an amount not to exceed 20% of the district's final Title I allocation for School Year 2011-2012.
6. The following schools must offer SES for the 2011-2012 school year: American Indian, Battle Creek Elementary, Battle Creek Middle School, Benjamin Mays, Bruce Vento, Cherokee Heights, Como Park Elementary, Eastern Heights, Four Seasons, Frost Lake, Galtier, Guadalupe Alternative Program, Hancock Hamline, Harding High School, Highwood Hills, John A. Johnson, Johnson High School, Mississippi, Museum, Obama, Phalen Lake, Wellstone and World Cultures.

DATE: October 18, 2011
TOPIC: Supplemental Education Services (SES) - Page 2

7. The initial contracts requested are as follows:

Vendor Legal name	Advertised Name	Contract Amount Based on Estimates in 10-11
1 to 1 Tutor, LLC	Same	\$100,000
24 Hours Tutoring, Inc.	Same	\$100,000
A+ In Home Tutoring, Inc.	Same	\$50,000
A+ Tutoring Service, Ltd.	A Plus Tutoring Service	\$500,000
Abacus In-Home Tutoring	Same	\$200,000
Arline Institute, Inc.	Same	\$75,000
Accuracy Temporary Services	ATS Project Success	\$900,000
ClubZ! In-Home Tutoring Services, Inc.	ClubZ!	\$700,000
Stillwater Ventures, LLC	College Tutors	\$300,000
Friendship Community Services, Inc.	Eager to Learn Tutoring	\$95,000
East Side Learning Center	Same	\$10,000
Educate Online Learning, LLC	Same	\$60,000
Eduwizards, Inc.	Same	\$75,000
Group Excellence, Ltd	Group Excellence	\$75,000
Hmong American Partnership	Hmong American Partnership - HAP	\$100,000
Imagine Learning, Inc.	Same	\$50,000
Kids Reading for Success	Same	\$30,000
Learning Disabilities Association, Inc.	LDA Minnesota	\$35,000
Learn It Systems, LLC	Same	\$250,000
Network for the Development of Children of African Descent	Network for the Development of Children of African Descent-NdCAD	\$50,000
St. Paul Area Council of Churches	Project Spirit	\$75,000
Salvation Army, Eastside	Same	\$10,000
Minnesota Learning Centers, LLC	Sylvan Learning	\$150,000
Brainchild, Inc.	Sylvan Learning – Eagan	\$10,000
TutorCo, LLC	Same	\$350,000
Tutorial Services, Inc.	Same	\$75,000
University of St. Thomas	Same	\$30,000
WE WIN Institute	Same	\$15,000
Young Women's Christian Association of St. Paul	YWCA Saint Paul	\$30,000
Budget Code: 29-005-216-401-6303-2639 & 29-005-216-401-6304-2639		

8. This project will meet the District target area goal/goals of Achievement.
9. This item is submitted by Matthew Mohs, Director, Title I/Funded Programs; Michelle Walker, Chief Accountability Planning and Policy Officer; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorizes Superintendent Valeria Silva to enter into agreements with the above authorized SES providers for the school year 2011-2012.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Annual Report on Curriculum, Instruction and Student Achievement

A. PERTINENT FACTS:

1. Each fall, the Minnesota Department of Education (MDE) requires school districts to submit to the public an *Annual Report on Curriculum, Instruction and Student Achievement*, which may be published electronically.
2. Saint Paul Public Schools requests an extension to January 31, 2012, as indicated by Board action, in order to combine the state-required report into the school district's regular reporting cycle for the *Strong Schools, Strong Communities* strategic plan.
3. The SPPS 2011 Annual Report will be brought to the Board of Education for approval at the January 17, 2012 Board of Education meeting and subsequently posted and shared with the community.
4. This project will meet the District target area goal/goals of alignment.
5. This item is submitted by Michelle Walker, Chief Officer of Accountability, Planning and Policy.

B. RECOMMENDATION:

That the Board of Education approve the deadline extension for the 2011 Annual Report on Curriculum, Instruction and Student Achievement through January 31, 2012 and submit notice to the Minnesota Department of Education of the Board's action.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

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

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 123.70 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness; Dr. Elizabeth Keenan, Executive Director, Special Education; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective October 27, 2011, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area goal of aligning resource allocation to District priorities.
4. This item is submitted by Michael A. Baumann, Chief Business Officer.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period August 1 –September 30, 2011.

(a) General Account	#492617-494548	\$142,584,844.05
	#3015923-3016020	
(b) Debt Service	-0-	7,074,565.85
(c) Construction	-0-	<u>10,392,612.09</u>
		<u>\$160,052,021.99</u>

Included in the above disbursements are payrolls in the amount of \$45,139,410.32 and overtime of \$124,522.89. This report covers 2 months and 4 payrolls. Overtime is .275% of payroll.

(d) Collateral Changes	None
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2. 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 January 17, 2012.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Bid No. A9479-K
Retiree 65+ Health Insurance

A. PERTINENT FACTS:

1. The School District provides health insurance coverage to approximately 2100 retirees age 65 and over (regular retirees). The current annual cost to the District for regular retiree insurance is approximately \$8,830,000.

2. The District currently has three regular retiree health plans through HealthPartners. Current enrollment and monthly premiums are:

<u>Plan</u>	<u>Enrollment</u>	<u>Single</u>	<u>Family</u>
Freedom Plan	1900	\$237.00	\$474.00
HP Retiree Medical Plan	70	\$237.00	\$474.00
National One Plan	135	\$595.00	\$1,427.00

3. The District published a Request for Proposals for the regular retiree insurance for plan year 2012. The Request for Proposal was responded to by four carriers: HealthPartners, Medica, Ucare and Blue Cross/Blue Shield (BC/BS). The District's benefits consultant, AonHewitt, and members of the Benefits Labor Management Committee reviewed the bids. Carrier selection was based on cost, plan design and network. HealthPartners proposed the same three medical plans with no changes. The Freedom Plan and Retiree Medical Plan premiums are reduced 1.5% in 2012 and the National One Plan premiums are increased 3% in 2012. Medica, Ucare and BC/BS could not provide a plan option for retirees residing out of state or for those who did not have Medicare Part A. Medica bid a local plan option at a 3.4% increase over current Freedom Plan rates. Ucare bid a local plan option at a .4% decrease over current Freedom Plan rates. BC/BS bid a local plan option at a 13.5% increase over current Freedom Plan rates.

4. Based on cost, plan design and network, AonHewitt and the LMC sub-committee recommends renewal with HealthPartners with the same three medical plan choices as are currently offered. The 2012 monthly premiums are listed below:

<u>Plan</u>	<u>Single</u>	<u>Family</u>
Freedom Plan	\$233.40	\$466.80
HP Retiree Medical Plan	\$233.40	\$466.80
National One Plan	\$612.85	\$1,469.81

5. The District's cost for regular retiree health insurance for plan year 2012 will decrease approximately \$600,000 for a total cost in 2012 of \$8,770,000.
6. This item will meet the District target area goal of alignment.
7. This item is submitted by Terri Bopp, Benefits Consultant; Tim Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

That the Board of Education approve the contract for retiree health insurance coverage with HealthPartners effective January 1, 2012, at the proposed premium renewal rates.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 18, 2011

TOPIC: Bid # A150706
Refrigerated Buffet Style Serving Bars

A. PERTINENT FACTS:

1. This bid provides for furnishing and delivery of Atlas Brand Refrigerated Buffet Style Serving Bars to various school locations.
2. The following bids were received:

Strategic Equipment, Inc.....	\$277,900.00
Boelter Contract Design	\$278,720.00
Hockenbergs Food Service Equipment.....	\$282,181.00
4. Bids have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-707-6530-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Jean Ronnei, Director, Nutrition and Custodial Services, and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of bid No. A150706 for furnishing and delivery of Atlas Brand Refrigerated Buffet Style Serving Bars to various school locations to the lowest responsible bidder , Strategic Equipment, Inc., in the amount of \$277,900.00.

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street**

Proposed Policy:

Proposed Policy Revision:

903.00 DANGEROUS WEAPONS, FIREARMS

First Reading August 16, 2011

Second Reading September 23, 2011

Third Reading October 18, 2011

COMMENTS:

**Saint Paul Public Schools
360 Colborne Street
Saint Paul, Minnesota 55102
651-767-8149**

Adopted: 9/10/2001
Revised: 6/17/2008

Saint Paul Public Schools Policy

903.00

903.00 DANGEROUS WEAPONS, FIREARMS

1. No person shall possess, carry, use, keep, store or distribute a dangerous weapon, firearm, or pistol when in a school location. The school district will take appropriate action against any person who violates this policy. Appropriate action includes, but is not limited to, ordering the person to leave the school location, notification of the police, and disciplinary action.
2. A school administrator must refer to the police any student who brings a firearm to school unlawfully. The school board must expel a student for a period of at least one year who is determined to have brought a firearm, as defined by federal law, to school. The school board may modify this requirement on a case-by-case basis.

DEFINITIONS

1. "Dangerous weapon" means
 - Any firearm, whether loaded or unloaded
 - Any device or instrument designed as a weapon and capable of producing death or great bodily
 - Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm
 - Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm
 - Any fire that is used to produce death or great bodily harm
 - Any replica firearm, BB gun, or pellet gun.
2. A "firearm" includes a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion.
3. "School Location" includes any school district building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
4. "Possess" includes having a dangerous weapon on one's person or in an area subject to one's control in a school location.

EXCEPTIONS

1. This policy does not apply to:
 - An active licensed peace officer
 - Security personnel acting within the course and scope of authority granted by the School District
 - A person with written permission of the Superintendent (designee).
 - A non-student or non-employee authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of

directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle; or

- A non-student or non-employee who keeps or stores in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045.
- Facsimile/non-functional drill weapons for Junior Reserve Officer Training Corps (JROTC), used, stored and handled in accordance with approved procedures

LEGAL REFERENCES:

Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 609.02 (Definitions of Dangerous Weapon and Great Bodily Harm)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66, subd. 1(d) (Dangerous Weapons on School Property)
Minn. Stat. § 609.666 (Firearms)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
18 U.S.C. § 930(g)(2) (Definition of Dangerous Weapon)
Saint Paul Code §§ 225.01 and 225.03

CROSS REFERENCES:



STEPHEN C. ROSHOLT
SRosholt@faegre.com
612/766-8729

October 11, 2011

Marie Schrul, Controller
ISD No. 625 (Saint Paul, Minnesota)
360 Colborne Street
Saint Paul, MN 55102

Re: Aid Anticipation Certificates of Indebtedness, Series 2011C
MNTAAB/Minnesota Tax and Aid Anticipation Borrowing Program

Dear Ms. Schrul:

To complete the paperwork necessary for this borrowing from the MNTAAB Pool on December 15, 2011, it is necessary for the School Board to adopt a resolution approving the issuance of its Aid Anticipation Certificates of Indebtedness, Series 2011C, and approving the Trust Agreement with U.S. Bank National Association, as Trustee. Also, the credit enhancement application form and certain closing certificates are to be executed by the Chair and Clerk.

Attached to this message is a draft of the Resolution to be adopted by the Board at an October meeting. The Resolution authorizes the issuance of the District's Aid Anticipation Certificates and the execution of the necessary documentation, together with the form of Trust Agreement approved by the District. At least two-thirds of the members of the Board should be present at the meeting and vote in the affirmative on the resolution. Upon adoption of this resolution, the School District Clerk should complete five copies of the resolution. On the initial page as to time of meeting, members present and absent, and the name of the member introducing the resolution. On page 14 of the resolution, the Clerk should insert the name of the member who seconded the resolution, and should complete the voting information. On page 15, the Clerk should complete and execute the certification.

In addition to the Resolution, the following documents are attached to this message:

1. The Closing Certificate of the District of which five originals should be executed by the Chair of the Board and the School District Clerk on page S-1.
2. The original Aid Anticipation Certificate of Indebtedness, which should be executed by the Chair and Clerk on page 3.
3. Signature page to the Trust Indenture. The Chair and Clerk should execute five originals at the appropriate signature lines.

4. IRS Form 8038-G, which form is required to be filed with the Internal Revenue Service notifying them of the issuance of the obligations. The Controller should sign five originals where noted at the bottom.

5. The School District Credit Enhancement Application for Program Participation of which five originals should be signed by the Clerk.

Certain blanks remain to be completed in these documents relating to the final borrowing amount, the final interest rate and date of Official Statement, which we will complete prior to closing. Based on the information you have provided, Springsted will prepare and we will attach to the Closing Certificates the cash flow statements referenced in the Closing Certificate.

The final interest rate will be established by the underwriters on or about December 1, 2011, and Springsted or Piper Jaffray & Co., as underwriter, will fax or email to the District a completed and signed copy of the Proposal Form and Acceptance which is attached to the resolution as Exhibit A. If the principal amount, interest rate and purchase price is acceptable, the District will be asked to execute the Proposal Form and Acceptance and return a copy to Piper.


The District officers will need to execute and return all the enclosed documents, with the exception of one copy of the resolution which you may retain for the District's file, to:

Ms. Jan Morin
Springsted Incorporated
380 Jackson Street, Suite 300
St. Paul, MN 55101-2887

by October 28, 2011, in order to meet the scheduled closing date. Subsequent to the closing on December 15, 2011, Springsted will return a complete transcript of documents for your files. If you have any questions with regard to the enclosed documentation or the foregoing instructions, please do not hesitate to give me a call.

If you have any questions, please call me at 612-766-8729.

Very truly yours,



Stephen C. Rosholt

ROSSC/melbj
Enclosures

Extract of Minutes of Meeting of the
School Board of Independent School District No. 625
(Saint Paul, Minnesota)

Pursuant to due call and notice thereof, a meeting of the School Board of Independent School District No. 625 (Saint Paul, Minnesota), was duly held in said District on October 18, 2011, at _____ o'clock ____ .M.

The following members were present:

and the following were absent:

* * *

* * *

* * *

The Chair announced that the meeting was convened in part to authorize the issuance of the District's General Obligation Aid Anticipation Certificates of Indebtedness, Series 2011C and to authorize the Chair or Clerk to accept an offer to purchase said Certificates from Piper Jaffray & Co. (the "Purchaser") upon certain specified conditions.

Member _____ then introduced the following resolution and moved its adoption:

RESOLUTION AUTHORIZING AND AWARDING SALE OF
GENERAL OBLIGATION AID ANTICIPATION
CERTIFICATES OF INDEBTEDNESS, SERIES 2011C AND FIXING FORM
AND TERMS THEREOF IN CONNECTION WITH THE
MINNESOTA TAX AND AID ANTICIPATION BORROWING PROGRAM
SPONSORED BY THE MINNESOTA SCHOOL BOARDS ASSOCIATION AND
GREATER MINNESOTA SERVICE COOPERATIVES

RECITALS

WHEREAS, the School District is authorized to issue aid anticipation certificates of indebtedness to provide money for school purposes in anticipation of the collection of state aids for schools and federal aids to be distributed by or through the State Department of Education; and

WHEREAS, Minnesota Statutes, Section 126C.56, Subd. 2, authorizes the School District to issue the aid anticipation certificates of indebtedness herein authorized by negotiation and without advertisement for bids; and

WHEREAS, the Minnesota School Boards Association and the Greater Minnesota Service Cooperatives have endorsed the Minnesota Tax and Aid Anticipation Borrowing Program (the "Program") whereby participating school districts, by simultaneously issuing their aid anticipation certificates of indebtedness, may be able to reduce their debt service and issuance costs below what could be achieved if they issued separately; and

WHEREAS, the Program requires the execution and delivery of Certificates of Participation evidencing proportionate interests in payments of principal and interest on certain aid anticipation certificates of indebtedness issued by the participating school districts in connection with the Program, including the Aid Anticipation Certificates described herein; and

WHEREAS, the Program requires that each participating school district enter into a Trust Agreement with U.S. Bank National Association, Saint Paul, Minnesota, as trustee (the "Trustee"), in substantially the form presented to this Board and on file at the office of the Clerk (the "Trust Agreement"); and

WHEREAS, the principal amount of Aid Anticipation Certificates to be issued by the School District pursuant to this resolution shall not exceed \$24,779,915; and

WHEREAS, the principal amount of said Aid Anticipation Certificates to be issued hereunder does not exceed either (a) 75% of the aids receivable by the School District in the school year in which borrowed (2011-2012), as estimated and certified by the Commissioner of Education of the State of Minnesota, less the principal amount of any outstanding aid anticipation certificates payable therefrom, or (b) 5% of the previous year's cash expenditures plus the maximum cumulative cash flow deficit of the School District.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 625, State of Minnesota, as follows:

THE PROGRAM

1.1. This Board finds that it is desirable and expedient to participate in the Program and to simultaneously with other school districts issue its Aid Anticipation Certificates of Indebtedness, Series 2011C (the "Aid Anticipation Certificates") and to authorize the

execution of and delivery of Certificates of Participation, Aid Anticipation Series 2011C (the "Certificates of Participation"), evidencing proportionate ownership interests in payments of principal and interest to be made by the School District in connection with the Aid Anticipation Certificates, pursuant to the provisions of the Trust Agreement. Subject to the provisions of Section 2.8 hereof, the Aid Anticipation Certificates shall at all times be registered in the name of the Trustee and held by the Trustee for the benefit of the holders of the Certificates of Participation.

1.2. This Board hereby approves the form of Trust Agreement. The Trust Agreement shall be executed in the name and on behalf of the School District by the Chair or, in the absence of the Chair, any other officer, and attested by the Clerk or any other officer, in substantially the form on file, but with all such changes therein, not inconsistent with law, as may be approved by the officer executing the same, which approval shall be conclusively evidenced by the execution thereof. Such changes in the Trust Agreement may provide for changes in certain terms of the Aid Anticipation Certificates which will not have a material adverse affect on the School District, including changes in the time for the performance of certain acts.

1.3. U.S. Bank National Association, Saint Paul, Minnesota is hereby appointed as trustee under the Trust Agreement and as the paying agent and registrar for the Certificates of Participation and as the authenticating agent, paying agent and registrar for the Aid Anticipation Certificates under Minnesota Statutes, Chapter 475.

THE AID ANTICIPATION CERTIFICATES

2.1. Piper Jaffray & Co. (the "Purchaser") has stated an intention to make an offer to purchase the Aid Anticipation Certificates of the School District in accordance with the terms set forth in the Proposal Form and Acceptance set forth as Exhibit A hereto, which, together with similar obligations of other school districts, are to be evidenced by the Certificates of Participation described in the Trust Agreement. An offer to purchase the Aid Anticipation Certificates, if made, will be made by telephone or facsimile communication to the Clerk or Chair of the interest rate and purchase price. If the interest rate offered does not exceed 6.00% per annum and the purchase price is not less than 99.9% of the principal amount thereof, the offer is hereby accepted and the Chair or Clerk is authorized and directed to accept the same on behalf of the School District by inserting the interest rate and purchase price in the Proposal Form and Acceptance, executing the Proposal Form and Acceptance on behalf of the School District and returning a completed copy thereof to the Purchaser. If the Chair or Clerk is not available to execute such acceptance on the date distributed the acceptance may, with the approval of the Chair, be executed by the Superintendent or Business Manager.

2.2. The Aid Anticipation Certificates shall be in an amount not to exceed \$24,779,915 shall be dated as of the date of delivery (which is expected to be December 15, 2011), shall mature on September 11, 2012, and shall bear interest at the rate per annum accepted by the Chair or Clerk on behalf of the School District and recorded in the Proposal

Form and Acceptance, payable at maturity, without option of prior payment. Interest shall be calculated on the basis of a year of twelve 30-day months. The Aid Anticipation Certificates shall be numbered from R-1 upwards and may be issued in any denomination or denominations. The principal amount of the Aid Anticipation Certificates shall be reduced if and to the extent necessary to obtain an approving legal opinion of bond counsel as to the legality thereof and the tax exempt status of interest thereon. The principal amount may also be reduced in a manner which reflects any premium at which the Certificates of Participation are offered for sale.

2.3. The Aid Anticipation Certificates are issued in anticipation of the receipt of state aids for schools and federal aids to be distributed by or through the State Department of Education. The Aid Anticipation Certificates are not issued for the purpose of borrowing against the aids of one District fund to increase the available cash balance in another District fund. The District is authorized to issue Aid Anticipation Certificates in an aggregate amount not to exceed seventy five percent of the aids receivable by the District in the school year in which borrowed (2011-2012), as estimated and certified by the Commissioner of Education of the State of Minnesota. The Aid Anticipation Certificates are general obligations of the School District and the full faith and credit of the School District is hereby pledged to the full and prompt payment of the principal thereof and interest thereon.

2.4. The District shall utilize the provisions of Minnesota Statutes, Section 126C.55, and shall file with the Department of Education any necessary application or other forms. The District hereby covenants and obligates itself to notify the Commissioner of Education of any potential default in the payment of the principal of or interest on the Aid Anticipation Certificates and to use the provisions of Minnesota Statutes, Section 126C.55, to guarantee payment of the principal and interest on the Aid Anticipation Certificates when due. The District further covenants to deposit with the Trustee three business days prior to the maturity of the Aid Anticipation Certificates an amount sufficient to make the payment of principal and interest then due, or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Trust Agreement shall include the provisions required by Subdivision 7 of Minnesota Statutes, Section 126C.55. The District shall do all other things which may be necessary to perform the obligations hereby undertaken under Minnesota Statutes, Section 126C.55, including any requirements hereafter adopted by the Commissioner of Management & Budget or the Commissioner of Education.

2.5. The Aid Anticipation Certificates, the form of certification by the authenticating agent and the provisions for assignment of the Aid Anticipation Certificates shall be, respectively, in substantially the following form (the text of which may be typewritten or printed on the face, or on the back, or partly on the face and partly on the back):

UNITED STATES OF AMERICA
STATE OF MINNESOTA
INDEPENDENT SCHOOL DISTRICT NO. 625
(SAINT PAUL, MINNESOTA)

No. R-1

\$ _____

GENERAL OBLIGATION AID ANTICIPATION
CERTIFICATE OF INDEBTEDNESS, SERIES 2011C

Interest Rate
%

Maturity Date
September 11, 2012

Date of Original Issue
December 15, 2011

REGISTERED OWNER: U.S. BANK NATIONAL ASSOCIATION OF SAINT PAUL,
as Trustee

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District No. 625 (Saint Paul, Minnesota), a public school corporation having its office in the City of Saint Paul, Minnesota, acknowledges itself to be indebted and for value received promises to pay to the registered owner specified above, or registered assigns, without option of prior payment, the principal sum specified above, on the maturity date specified above, and to pay interest thereon from the Date of Original Issue specified above until the principal amount is paid at the interest rate specified above, computed on a year of twelve 30-day months, interest due and payable on the maturity date specified above. The interest hereon and, upon presentation and surrender hereof at the principal office of the agent of the Registrar described below, the principal hereof are payable in lawful money of the United States of America by check or draft drawn on U.S. Bank National Association, Saint Paul, Minnesota, as bond registrar, transfer agent and paying agent, or its successor designated under the Resolution described herein (the "Registrar").

This Aid Anticipation Certificate is one of a duly authorized series in the aggregate principal amount of \$ _____, all of like tenor and effect except as to serial number and denomination, issued to provide money for school purposes in anticipation of the receipt of state aids for schools and federal aids to be distributed by or through the State Department of Education, pursuant to and in full conformity with the Constitution and Laws of the State of Minnesota thereunto enabling, including Minnesota Statutes, Sections 126C.50 to 126C.56, as amended, and a resolution authorizing the issuance of the same, entitled "Resolution Authorizing and Awarding Sale of General Obligation Aid Anticipation Certificates of Indebtedness, Series 2011C and Fixing Forms and Terms Thereof in Connection with the Minnesota Tax and Aid Anticipation Borrowing Program sponsored by the Minnesota School Boards Association and the Greater Minnesota Service Cooperatives," heretofore duly adopted by the School Board of the School District (the "Resolution").

This Aid Anticipation Certificate is transferable, as provided by the Resolution, only upon books of the School District kept at the office of the Registrar, by the registered owner hereof in person or by the owners' duly authorized attorney, upon surrender of this Aid Anticipation Certificate for transfer at the office of the Registrar, duly endorsed by, or accompanied by a written instrument of transfer in form satisfactory to the Registrar duly executed by, the registered owner hereof or the owners' duly authorized attorney, and, upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, one or more fully registered Aid Anticipation Certificates of the same series and of the same aggregate principal amount and interest rate will be issued to the designated transferee or transferees.

The Aid Anticipation Certificates of this series are issuable only as fully registered Aid Anticipation Certificates without coupons in any denomination or denominations. As provided in the Resolution and subject to certain limitations therein set forth, the Aid Anticipation Certificates of this series are exchangeable for a like aggregate principal amount of Aid Anticipation Certificates of this series of a different authorized denomination, as requested by the registered owner or the owners' duly authorized attorney upon surrender thereof to the Registrar.

This Aid Anticipation Certificate is a general obligation of the School District, the full faith and credit of the School District having been pledged to the full and prompt payment of the principal hereof and interest hereon, but is primarily payable out of state and federal aids distributed by and through the State Department of Education and other available funds which are pledged and appropriated to the equal and ratable payment of the Aid Anticipation Certificates and interest thereon as provided in the Resolution.

IT IS HEREBY FURTHER CERTIFIED AND RECITED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen, and to be performed precedent to and in the issuance of this Aid Anticipation Certificate have been done, have happened and have been performed in regular and due form, time and manner as required by law; and that the issuance of this Aid Anticipation Certificate does not cause the indebtedness of the School District to exceed any constitutional or statutory limitation of indebtedness.

This Aid Anticipation Certificate shall not be valid nor become obligatory for any purpose until it shall have been authenticated by the execution of the Authenticating Agent's Certificate.

IN WITNESS WHEREOF, Independent School District No. 625 (Saint Paul, Minnesota), by its School Board, has caused this Aid Anticipation Certificate to be executed on its behalf by the Chair and Clerk of the School District, both by manual or facsimile signature, and by the manual signature of the Authenticating Agent, said School District having no corporate seal or said seal having been intentionally omitted as permitted by law, all as of the Date of Original Issue specified above.

Dated: December 15, 2011

INDEPENDENT SCHOOL DISTRICT
NO. 625

By _____
Chair

and _____
Clerk

AUTHENTICATING AGENT'S CERTIFICATE

This is one of the Aid Anticipation Certificates described in the within mentioned Resolution.

Dated: December 15, 2011

U.S. BANK NATIONAL ASSOCIATION
Authenticating Agent

By _____
Authorized Signature

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

(Please Print or Typewrite Name and Address of Transferee)

the within Aid Anticipation Certificate and all rights thereunder, and hereby irrevocably constitutes and appoints _____, attorney to transfer the within Aid Anticipation Certificate on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

Please Insert Social Security Number or Other
Identifying Number of Assignee

Notice: The signature to this assignment must correspond with the name as it appears on the face of the within Certificate in every particular, without alteration or any change whatever.

Signature Guaranteed:

Signatures must be guaranteed by an "eligible guarantor institution" meeting the requirements of the Bond Registrar, which requirements include membership or participation in STAMP or such other "signature guaranty program" as may be determined by the Bond Registrar in addition to or in substitution for STAMP, all in accordance with the Securities Exchange Act of 1934, as amended.

2.6. The principal of said Aid Anticipation Certificates shall be payable at the office of U.S. Bank National Association, Saint Paul, Minnesota (the "Registrar") and interest on said Aid Anticipation Certificates shall be mailed to the registered holders thereof at the addresses as they appear on the register maintained by the Registrar; and the School District shall pay the reasonable charges of said bank for its services as authenticating agent, transfer agent, paying agent and registrar.

2.7. The Aid Anticipation Certificates shall be prepared under the direction of the Clerk of the School District, and when so prepared shall be executed on behalf of the School District by the manual or facsimile signatures of the Chair and Clerk of the School Board, and by the manual signature of an authorized representative of the Registrar, which is hereby designated as the authenticating agent pursuant to Minnesota Statutes, Section 475.55, the School District having no official seal, or, if the District has a seal, the seal being omitted as permitted by law. The Aid Anticipation Certificates shall originally be registered in the name of the Trustee and prepared in typewritten form. When the Aid Anticipation Certificates shall have been so prepared and executed, they shall be delivered by the Clerk

and Treasurer to the Trustee in exchange for the purchase price and upon receipt of the signed legal opinion of Faegre & Benson LLP and the Purchaser shall not be required to see to the proper application of the proceeds.

2.8. As long as any of the Aid Anticipation Certificates issued hereunder shall remain outstanding, the School District shall maintain and keep at the office of the Registrar an office or agency for the payment of the principal of and interest on such Aid Anticipation Certificates, as in this Resolution provided, and for the registration and transfer of such Aid Anticipation Certificates, and shall also keep at said office of the Registrar books for such registration and transfer. Upon surrender for transfer of any Aid Anticipation Certificate at the office of the Registrar with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owners' duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, the School District shall execute and the Registrar shall authenticate and deliver, in the name of the designated transferee or transferees, one or more fully registered Aid Anticipation Certificates of the same series, of any authorized denominations and of a like aggregate principal amount and interest rate. The Aid Anticipation Certificates, upon surrender thereof at the office of the Registrar may, at the option of the registered owner thereof, be exchanged for an equal aggregate principal amount of Aid Anticipation Certificates of the same series of any authorized denominations. In all cases in which the privilege of exchanging Aid Anticipation Certificates or transferring fully registered Aid Anticipation Certificates is exercised, the School District shall execute and the Registrar shall deliver Aid Anticipation Certificates in accordance with the provisions of this Resolution. For every such exchange or transfer of Aid Anticipation Certificates, the School District or the Registrar may make a charge sufficient to reimburse it for any tax, fee or other governmental charge required to be paid with respect to such exchange or transfer, which sum or sums shall be paid by the person requesting such exchange or transfer as a condition precedent to the exercise of the privilege of making such exchange or transfer. Except as described below in Section 2.9 in the event of an exchange of Certificates of Participation for Aid Anticipation Certificates of the corresponding series, the cost of preparing each new Aid Anticipation Certificate upon each exchange or transfer, and any other expenses of the School District or the Registrar incurred in connection therewith (except any applicable tax, fee or other governmental charge) shall be paid by the School District.

2.9. The Certificates of Participation, upon surrender thereof at the office of the Registrar, may, at the option of the registered owner thereof, be exchanged for Aid Anticipation Certificates of the corresponding series in an aggregate principal amount equal to the percentage interest held by the registered owner of the Certificates of Participation in the Aid Anticipation Certificates as indicated on such Certificates of Participation. The School District shall execute and the Registrar shall authenticate and deliver (a) one Aid Anticipation Certificate in the name of the registered owner of the Certificates of Participation of the corresponding series requesting the exchange and (b) one Aid Anticipation Certificate in the name of the Trustee in the aggregate principal amount equal to the balance of the Aid Anticipation Certificates of the series held by the Trustee and represented by outstanding Certificates of Participation of the corresponding series.

Notwithstanding any other provisions of this Resolution, the cost of preparing new Aid Anticipation Certificates upon each exchange requested by a registered owner of Certificates of Participation, and any other expenses of the School District or the Registrar or Trustee incurred in connection therewith (including fees of bond counsel or other legal counsel or any applicable tax or other governmental charge) shall be paid by the registered owner of the Certificates of Participation requesting the exchange as a condition precedent to the exercise of the privilege of making such exchange.

2.10. Interest on any Aid Anticipation Certificate which is payable, and is punctually paid or duly provided for, shall be paid to the person in whose name that Aid Anticipation Certificate (or one or more Aid Anticipation Certificates for which such Aid Anticipation Certificate was exchanged) is at the time of payment registered. Each Aid Anticipation Certificate delivered under this Resolution upon transfer of or in exchange for or in lieu of any other Aid Anticipation Certificate shall carry all the rights to interest accrued and unpaid, and to accrue, which were carried by such other Aid Anticipation Certificate and each such Aid Anticipation Certificate shall bear interest from such date so that neither gain nor loss in interest shall result from such transfer, exchange or substitution.

2.11. As to any Aid Anticipation Certificate, the School District and the Registrar and their respective successors, each in its discretion, may deem and treat the person in whose name the same for the time being shall be registered as the absolute owner thereof for all purposes and neither the School District nor the Registrar nor their respective successors shall be affected by any notice to the contrary. Payment of or on account of the principal of any Aid Anticipation Certificate shall be made only to or upon the order of the registered owner thereof, but such registration may be changed as above provided. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Aid Anticipation Certificate to the extent of the sum or sums so paid.

2.12. There is hereby created a special bookkeeping account within the General Fund of the School District, to be known as the Aid Anticipation Certificates of Indebtedness, Series 2011C Sinking Fund Account (the "Account"). The School District hereby pledges the proceeds of current tax levies and future state aid receipts and other school funds which may become available for the payment when due of principal and interest on the Aid Anticipation Certificates and, if necessary, shall issue additional obligations in anticipation of such revenues in order to meet such payments. All such funds shall be credited to the Account at the times and in the amounts such that the estimated available funds to be received by the District prior to September 11, 2012, together with the amounts then on deposit in the Aid Anticipation Certificates of Indebtedness, Series 2011C Account, will at all times equal or exceed 105% of the principal and interest due on the Aid Anticipation Certificates at maturity. On or before September 11, 2012, any other funds required, together with the balance in said Account, to pay principal and interest on the Aid Anticipation Certificates at maturity shall be deposited in said Account. Amounts therein shall be used for no other purpose than to make the required deposit in the Debt Service Account of the School District established under the Trust Agreement as provided below and as provided in the Trust Agreement. Moneys on deposit to the credit of said Account may be

invested by the School District in any securities eligible for investment of School District funds ("Qualified Investments") maturing or redeemable at the option of the holder prior to the maturity of the Aid Anticipation Certificates. Qualified Investments so purchased shall be deemed at all times to be part of said Account, but may from time to time be sold or otherwise converted into cash whereupon the proceeds derived from such sale or conversion shall be credited to the Account. Any interest accruing on and any profit realized from Qualified Investments to the credit of the Account in excess of the amounts required to be transferred to the Debt Service Account referred to below may be applied by the School District to any other lawful purpose. The School District shall verify the amount on hand in said Account and the place and manner of investments of said Account within five days of receipt a written request from the Trustee requesting such information.

2.13. There is created under the Trust Agreement a special fund, to be known as the Debt Service Account of the School District. At least three business days prior to the maturity of the Aid Anticipation Certificates, an amount from the Aid Anticipation Certificates of Indebtedness, Series 2011C Sinking Fund Account of the District created pursuant to Section 2.12, sufficient to pay principal of and interest on the Aid Anticipation Certificate at maturity, shall be paid to the Trustee for deposit in the Debt Service Account of the District and applied in the manner provided in the Trust Agreement.

2.14. The proceeds of the Aid Anticipation Certificates, exclusive of proceeds deposited with the Trustee to pay interest due September 11, 2012, shall be deposited into the Operating Funds and/or General Fund and used for school purposes and invested in Qualified Investments pending the expenditure thereof. At the election of the Superintendent or Business Manager, proceeds of the Aid Anticipation Certificates (exclusive of accrued interest and costs of issuance) and the amounts from time to time on deposit in the Account created pursuant to Section 2.12 hereof, may be invested in the current Guaranteed Investment Agreement offered to school districts participating in the Program through the Minnesota School District Liquid Asset Fund Plus (the "Investment Agreement"). At the direction of the Business Manager or Superintendent as evidenced by the execution of an Investment Agreement Acceptance form as set forth in Exhibit B, the Trustee is authorized to execute the Investment Agreement on behalf of the School District. The officers of the School District are hereby authorized and directed to comply with the terms of the Investment Agreement relating to the investment and withdrawal of the moneys required to be deposited thereunder and to execute such other documents as may be necessary to evidence the acceptance thereof.

THE CERTIFICATES

3.1. The Trustee is authorized and directed to execute and deliver the Certificates of Participation, Aid Anticipation Series 2011C, on the School District's behalf, pursuant to the terms of the Trust Agreement, in the aggregate principal amount specified in the Trust Agreement and substantially in the form and otherwise containing the provisions set forth in the form of the Certificate of Participation contained in the Trust Agreement, which terms

and provisions are hereby approved and incorporated in this Resolution and made a part hereof.

3.2. Execution by the Executive Director of the Minnesota School Boards Association, or his delegate, of the Letter of Representations (as defined in the Trust Agreement) on behalf of the School District is ratified and confirmed and the Letter of Representations shall be applicable to the Certificates of Participation.

3.3. The Certificates of Participation shall be executed by the Trustee in accordance with the Trust Agreement. When so prepared and executed, the Certificates of Participation shall be delivered to the Purchaser upon payment of the purchase price thereof, pursuant to the terms of the Trust Agreement.

MISCELLANEOUS

4.1. The officers of the School District are hereby authorized and directed to prepare and furnish to the Purchaser of the Aid Anticipation Certificates and to the attorneys approving the same, certified copies of all proceedings and records of the School District relating to the power and authority of the School District to issue said Aid Anticipation Certificates and to execute and deliver the Trust Agreement and certificates as to matters within their knowledge or as shown by the books and records under their custody and control, including a certificate as to no-litigation and as to the Official Statement, and a non-arbitrage certificate, and such certified copies and certificates shall be deemed representations of the School District as to the facts stated therein.

4.2. The Clerk is hereby authorized and directed to certify a copy of this Resolution and to cause the same to be filed in the office of the County Auditor of each county in which the School District is located in whole or in part under Minnesota Statutes, Section 475.63, and to obtain a certificate as to registration of the Aid Anticipation Certificates.

4.3. The officers of the School District are hereby authorized and directed to prepare and submit to the Secretary of the Treasury a statement meeting the information reporting requirements of Section 149(e) of the Internal Revenue Code of 1986, as amended, (the "Code") by the 15th day of the second calendar month after the close of the calendar quarter in which the Aid Anticipation Certificates are issued or other applicable date.

4.4. Springsted Incorporated is hereby authorized to prepare a Preliminary Official Statement and an Official Statement in connection with the sale of the Certificates of Participation to be presented to the Chair and Clerk for review. The Chair, or in the absence of the Chair, the Clerk is authorized to approve the forms of the Preliminary Official Statement and the Official Statement and to deliver a certificate as to the Official Statement to the Purchaser.

4.5. The School District hereby determines that the Aid Anticipation Certificates shall not be designated as “qualified tax-exempt obligations” for the purposes of Section 265(b)(3) of the Code.

4.6. Investments of the proceeds of the Aid Anticipation Certificates and investments of moneys in the Aid Anticipation Certificates of Indebtedness, Series 2011C Debt Service Account and the Debt Service Account of the District created pursuant to the Trust Agreement shall be limited as to amount and yield of investment in such manner and to the extent required so that no part of the outstanding Aid Anticipation Certificates and Certificates of Participation shall be deemed arbitrage bonds under Section 148 of the Code. This School District acknowledges that the Aid Anticipation Certificates are subject to the rebate requirements of Section 148(f) of the Code and applicable Income Tax Regulations (the “Regulations”). Unless the School District qualifies for the exception from arbitrage rebate provided by Section 148(f)(4)(B)(iii) of the Code, the School District agrees that it will retain such records, make such determinations, file such reports and documents and pay such amounts at such times as are required under Section 148(f) of the Code and applicable Regulations to preserve the exclusion of interest on the Aid Anticipation Certificates from gross income for federal income tax purposes.

The motion for the adopted of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution, having received the favorable vote of at least two-thirds of the Members of the Board, was declared duly passed and adopted.

CERTIFICATION

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 625 (Saint Paul, Minnesota), hereby certify that I have carefully compared the attached and foregoing Extract of Minutes of a (special or regular) meeting of the School Board held October 18, 2011, with the original thereof on file and of record in my office, and the same is a full, true and complete transcript therefrom insofar as the same related to the issuance and sale of General Obligation Aid Anticipation Certificates of Indebtedness, Series 2011C. I further certify that said meeting was duly called and held and the resolution included in the foregoing Extract of Minutes is in full force and effect and has not been amended or repealed.

WITNESS My hand officially this _____ day of _____ 2011.

Clerk

fb.us.7365964.01

PROPOSAL FORM AND ACCEPTANCE
General Obligation Aid Anticipation Certificates of Indebtedness
Series 2011C

Independent School District No. 625 (Saint Paul, Minnesota) _____, 2011

Piper Jaffray & Co. (the "Purchaser") hereby offers to purchase the \$_____ General Obligation Aid Anticipation Certificates of Indebtedness, Series 2011C (the "Aid Anticipation Certificates") of the above School District to be dated December 15, 2011, and to mature on September 11, 2012, which, together with similar obligations of other school districts, are to be evidenced by Certificates of Participation under the Minnesota Tax and Aid Anticipation Borrowing Program pursuant to the Trust Agreement between the School District and other school districts participating in the Program and U.S. Bank National Association of St. Paul, for a price of \$_____ (not less than 99.9% of the principal amount thereof) and at the interest rate of _____% per annum. This offer is submitted to you in blank and shall be effective only upon communication to you of the information required to complete the blanks. The Aid Anticipation Certificates shall be registered in the name of the Trustee and held for the benefit of the holders of the Certificates.

This proposal is made for prompt acceptance following notification of the final terms of our proposal as described above and subject to the following conditions:

1. Delivery of the Aid Anticipation Certificates and executed counterparts of the Trust Agreement to the Trustee and delivery to us of the Certificates of Participation on or prior to December 15, 2011, against payment in immediately available funds.
2. Delivery to us of the approving legal opinion of Faegre & Benson LLP, Minneapolis, Minnesota as to the legality and tax exempt status of the interest on the Certificates.
3. Delivery to us of customary closing certificates, including a certificate as to no litigation and as to the Official Statement and a non-arbitrage certificate.

Very truly yours,

PIPER JAFFRAY & CO., as Purchaser

By _____
Its _____

The foregoing proposal is hereby accepted by and on behalf of the School District named above this _____ day of December 2011.

Chair or Clerk
(circle one)

ACCEPTANCE OF INVESTMENT AGREEMENT

Independent School District No. ____ (_____) hereby accepts the guaranteed investment contract (the "Investment Agreement") proposed to be made and entered into in connection with the Certificates of Participation, Aid Anticipation Series 2011C to be issued under the Minnesota Tax and Aid Anticipation Borrowing Program.

By this acceptance the District agrees to deposit the proceeds of its \$_____ Aid Anticipation Certificate of Indebtedness, Series 2011C and certain other amounts as provided in the Investment Agreement. The District acknowledges that it has been advised that the yield on such deposits will be _____% and that it has been advised of the various deposit and withdrawal rights and obligations under the Investment Agreement. The District understands and agrees that at the time of funding of the Investment Agreement, the provider of the Investment Agreement will pay a fee equal to 0.085% of the initial deposit amount of which 0.005% will be paid to Knutson, Flynn & Deans, P.A., counsel to the Minnesota School Boards Association, sponsor of the borrowing program, and 0.080% will be paid to PFM Asset Management LLC, administrator of the Investment Agreement and that fees paid will have the effect of increasing the cost and reducing the yield of the investment.

INDEPENDENT SCHOOL DISTRICT NO. _____

By _____
Superintendent or Business Manager

Board of Education Meetings

(5:45 unless otherwise noted)

- November 15 – Special Closed Meeting – Labor Negotiations (4:30 p.m.)
- November 15
- November 29 – Special (Levy Hearing) (6:00 p.m.)
- December 7 – Special Closed Meeting – Superintendent Evaluation (3:00 p.m.)
- December 7 – Special Closed Meeting – Labor Negotiations (5:30 p.m.)
- December 13
- January 10, 2012 -- SPPS Annual Meeting (4:30 p.m.)
- January 17
- February 21
- March 20
- April 17
- May 15
- June 5 – Special (Non-Renewals) 4:00 p.m.
- June 19
- July 17
- August 21

Committee of the Board Meetings

(4:30 unless otherwise noted)

- November 1
- November 29
- December 6
- January 10, 2012 -- 5:00 p.m.
- January 31
- March 6
- April 3
- May 1
- June 12
- July 17
- July 31