



Saint Paul Public Schools

Regular Meeting

Tuesday, October 20, 2009 5:45 PM

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

BOARD OF EDUCATION



Kazoua Kong-Thao
Chair



Elona Street-Stewart
Vice Chair



John Brodrick
Clerk



Tom Goldstein
Treasurer



Anne Carroll
Director



Keith Hardy
Director



ADMINISTRATION
Suzanne Kelly
Interim Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Elona Street-Steward, *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.

Saint Paul Public Schools

School Board Meeting Agenda

Tuesday, October 20, 2009 at 5:45 PM

Regular Meeting

Administration Building

-
- 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 22, 2009 3
 - V. COMMITTEE REPORTS
 - A. Minutes of the Committee of the Board Meeting October 6, 2009 22
 - 1. Final Budget Revisions FY 08-09 Exhibit A 34
 - 2. Final Budget Revisions FY 08-09 Exhibit B 35
 - B. Acceptance of the Report of the Committee Meetings Reports
 - VI. RECOGNITIONS (Time Certain 6:30 p.m.) 38
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments
 - 1. Gary Ales & Jean Allen - 45 years of Friendship Club located at Humboldt Scondary School
 - 2. Patrick Bryan, Jackson Preparatory Magnet, received the 2009-10 Saint Paul Division Leadership Achievement Award from Minnesota Elementary Principals' Assn.
 - 3. Michella Leba, Washington Middle School, recognized as the Junior Achievement of the Upper Midwest Middle Level Teacher of the Year

4.	Valeria Silva, chief academic officer -- recipient of the Cars for Courage "Women of Drive" Award for April 2009	
5.	Kevin Umidon, general manager of facility planning installed as Governor of Area Five for the Midwest Great Lakes Region of the Council of Educational Facility Planners International	
6.	Saint Paul Public Schools Office of the Superintendent received 2009 Leadership Award from the Children's Dental Services	
B.	Acknowledgement of Good Work by Schools	39
1.	Bruce F. Vento Elementary - first school in the State of Minnesota to be accepted into the No Excuses University Program	
2.	Dayton's Bluff Achievement Plus - received the 2009 Minnesota's Future Award from the Minnesota Business Partnership	
C.	Recognition of Board Member	

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

VIII. SUPERINTENDENT'S REPORT

A.	School Nurses: 150 Years of Service	
B.	Overview of State of the District and 2009 Annual Report	
C.	Assessment	
1.	Demonstration of NWEA Assessment Tool	
D.	Human Resource Transactions	40

IX. CONSENT AGENDA

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals, specific areas are listed in each item.

1) Ensure high academic achievement for all students; 2) Raise expectations for accountability; 3) Accelerate the path to excellence; 4) Align resource allocation to District priorities and 5) Strengthen relationships with community and families.

A.	Gifts	
1.	Gift Acceptance from Ceridian Corporation	50
2.	Gift Acceptance from The David Winton Bell Foundation	51
3.	Gift Acceptance from Lucy B. Hartwell and The Smikis Foundation	52
B.	Grants	
1.	Request for Permission to Submit A Grant Application to the AT&T Foundation	53
2.	Request for Permission to Submit a Grant Application to Capitol Region Watershed District	54

3.	Request for Permission to Partner with the University of Minnesota on a Grant Application for the Intervention for College Attendance Program (ICAP)	55
4.	Request for Permission to Partner in Submitting Grant Applications to the U.S. Department of Education Institute of Education Sciences Educational Research and Development Center Program Grants (IES)	56
5.	Request for Permission to Submit a Grant Application to the McNeely Foundation	57
6.	Request for Permission to Partner in Submitting a Grant Application with the University of Minnesota's Division of Epidemiology & Community Health to the National Institute of Health for a Childhood Obesity Prevention Project	58
7.	Request for Permission to Submit a Grant Application to the St. Jude Medical Foundation	59
8.	Request for Permission to Submit a Grant Application to the Travelers Foundation	60
C.	Agreements	
1.	Agreement Between Saint Paul Independent School District #625 and Ramsey County on Behalf of the Saint Paul-Ramsey County Department of Public Health	61
2.	Approval to Enter into a Collaborative Grant Agreement with the Amherst H. Wilder Foundation	62
D.	Contracts	
1.	Authorization to Lease Space at Galtier Towers Apartments for the Home Living Lab for Focus Beyond Programs	63
2.	Request to Approve the 2009-10 Project Early Kindergarten Contract with Resources for Child Caring	64
3.	Supplemental Educational Services Contracts	65
E.	Administrative Items	
1.	Annual Report on Curriculum, Instruction and Student Achievement	67
2.	Approval of an Employment Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, to Establish Terms and Conditions of Employment for 2009-2012	68
3.	Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations	69

4.	Proposed Amendments to Joint Powers Agreement for the Metropolitan Learning Alliance	70
5.	Request for Approval to Apply to the Minnesota State High School League's Foundation	71
6.	Monthly Operating Authority	72
7.	Post Age-65 Retiree Health Insurance Annual Renewal	73
8.	Professional Services from Dunham Engineering	74
9.	Professional Services from Karges-Faulconbridge, Inc.	75
10.	Professional Services from LHB Corp. - Educational Design Group	76
11.	Professional Services from Miller Hanson Partners	77
X.	OLD BUSINESS	
A.	Action on Citizens' Budget and Finance Advisory Committee Application	78
B.	Third Reading/Approval of: Policy 510.00 - Graduation	79
XI.	NEW BUSINESS	
A.	Authorization for Competitive, Negotiated Bond Sale	82
XII.	BOARD OF EDUCATION	
A.	Information Requests & Responses	
B.	Items for Future Agendas	
C.	Board of Education Reports/Communications	
D.	Superintendent Transition/Search	
XIII.	FUTURE MEETING SCHEDULE	
A.	Action to Schedule a Special Board of Education Meeting for Wednesday, November 4 at 5:00 p.m.	
B.	Board of Education Meetings (5:45 unless otherwise noted)	101
C.	Committee of the Board Meetings (4:30 unless otherwise noted)	102
XIV.	ADJOURNMENT	

* If any one board member wishes to remove an item from the consent agenda for discussion, that item should be added to the board meeting agenda prior to its approval.

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

September 22, 2009

I. CALL TO ORDER

The meeting was called to order at 5:53 p.m.

II. ROLL CALL

PRESENT: Keith Hardy, Kazoua Kong-Thao, Tom Goldstein, John Brodrick, Elona Street-Stewart, Interim Superintendent Kelly, Mr. Lalla, General Counsel, Ms. Polsfuss, Assistant Clerk

Absent: Anne Carroll

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Street-Stewart moved the Board of Education approve the order of the consent agenda; seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

Ms. Carroll	Absent
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

B. Order of the Main Agenda

The order of the main agenda was changed with Item XII moved to become item V.

MOTION: Ms. Street-Stewart moved Item XII be moved to become Item V with the order of the agenda remaining the same after this change. Motion seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of August 18, 2009
- B. Minutes of the Special Meeting of the Board of Education of September 17, 2009

MOTION: Mr. Hardy moved the approval of the minutes of the Regular Meeting of the Board of Education of August 18, 2009 and the Special Meeting of the Board of Education of September 17, 2009. Motion seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

V. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting September 1, 2009

The agenda included several major topics: the Administrative Response to the American Indian Education Parent Committee Resolution; Approval of Recommended Capital Bonding Projects; Large Scale System Change -- School Choice and AYP Implications for 2009-10 and 2010-11 School Improvement Plans

1. Administrative Response to the American Indian Education Parent Committee Resolution

Administration presented their response which incorporated within it the original Resolution of Concurrence as given to the Board in May, 2009.

The Resolution offered recommendations in five areas and administration responded to those as follows:

- Align Resource Allocation to District Priorities: American Indian Studies (AIS) Program

For FY 2009-10, the District has created a new separate budget for the American Indian Studies Program which falls under the Office of Academics.

As part of the Large Scale System Changes (LSSC), the articulation of culture and language programs has been identified as an area for further study. The District will meet with the American Indian Magnet School principal and the American Indian Studies principals to explore the possibility of a K-8 program or another option for meeting articulation within the schools. Appropriate curriculum and space will be reviewed to ensure that the American Indian Magnet building could accommodate a rigorous and viable pre-K – 8 school program. Findings will be reported by mid-year 2009-10.

- Ensure High Academic Achievement for All Students – Increase American Indian Student Attendance

Administration stated the district will continue to direct all principals with a higher percentage of American Indian students having attendance issues to include specific attendance goals for American Indian students within their report template. The District goal is to decrease the number of absences with 11 or more days by 10% in the coming year. The School and Program Audits Department will support the Indian Education Program by:

- Directing identified schools to provide a specific plan for how they intend to address the attendance issue and continue to provide schools with a report template to facilitate the process.
- Providing the report template earlier in the school year to monitor attendance throughout the year.
- Collecting and monitoring the plans

- American Indian Suspensions
Administration indicated it takes the suspension data very seriously and will continue to focus on further reductions. A complete report of American Indian student suspensions was provided for review.
- Increase American Indian Student Achievement
Administration stated it is looking carefully at the identification of the critical outcomes and academic needs of American Indian students and evaluating the best structure to support those outcomes. The structures will include the district-wide Response to Intervention (RTI) system and professional learning around cultural proficiency.
- The District's Curriculum must be more inclusive of American Indian history, language, people and cultures.
Administration stated it was their expectation that all anchor lessons posted on the district curriculum website in the Social Studies section will be taught. Anchor lessons are required and have been crafted as a core part of the curriculum in the courses in which they are placed. In addition, the district has launched a process for creating a system of common, required end-of-course assessments. These assessments will include topics covered in anchor lessons in all content areas.

District-wide cultural competency professional development programs are being implemented. Professional development calendars for 2009-10 include four district-wide content-specific curriculum conferences to support teachers in preparation of anchor lessons across content areas.

RECOMMENDED MOTION: **That the Board of Education accept the Administrative Response to the American Indian Education Parent Committee Resolution of Concurrence 2008-2009.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Absent
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

2. Approval of Recommended Capital Bonding Projects

This report represented the culmination of a year of hard work on the part of Operations, the Capital Expenditure Advisory Committee (CEAC) and the Academics and Operations Committee (AOC). The new process resulted in an in-depth communication and conversation around where the District should go with capital expenditures. The result is a process which combines data-driven decisions with site-based priorities. The overall recommendation included Total Capital Bonds Available for 09-10 of \$23 million (\$8 million carried over from 08-09; \$15 million in bonds to be issued in 09-10). Projects/costs covered by this bond issue include: District-wide Projects (\$7.5 million); Technology Infrastructure Projects (\$3.25 million); direct data controls (\$4 million); a 10% contingency fund; funds for project management costs; projected LSSC/Programmatic changes (\$1 million) and miscellaneous projects. The funds have been distributed equitably in line with district priorities.

RECOMMENDED MOTION: **That the Board of Education approve the recommendations for capital projects as proposed with thanks to the Capital Expenditure Advisory Committee, the Academics and Operations Committee, the schools and staff for their involvement in the process.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

3. **Large Scale System Change (LSSC) Discussion -- School Choice**

This was a continuation of the discussion on LSSC. Rightsizing and consolidation have been discussed with some actions having been taken; discussion on some of the contractual issues have been deferred to the appropriate negotiation tables; the one big issue remaining is school choice. This issue has been under consideration in the district over an extended period of time and is being brought forward again as it is an issue which does need to be addressed. SPPS has a tradition of honoring and valuing choice and it should not be backed away from or changed significantly without discussion from all of the communities and stakeholders.

There was a review of the subject of school choice and actions taken to date. The purpose of the presentation at the meeting was to start the Board thinking about the subject of choice and questions which need to be addressed.

4. **Standing Item: School & Program Changes**

- AYP Implications for 2009-10 and 2010-11 School Improvement Plans

Title 1 schools identified as “in need of improvement” are what is being focused on at this time. Much of what has been done in the past and what will be done is in line with guidance provided by the Minnesota Department of Education (MDE) and the Federal government. The U.S. Department of Education has published Federal guidelines which challenge districts and states to be more aggressive in their efforts to turn around failing schools or schools with specific academic challenges. These guidelines will have significant impact for urban districts. The items under consideration state that every state must identify the bottom 5% of its Title I schools in school improvement status and target the majority of the school improvement funds to implement “robust and comprehensive” reforms to dramatically transform school culture and improve student academic outcomes.

Under the proposed guidelines, districts will be required to choose from four models of school turnaround; these are very prescriptive models. The models are: (1) the “turn around model” which requires replacement of the principal and at least 50% of the staff and adoption of new or revised instructional strategies. The new leadership will need to consider extending the school day and year; offering social services and recruiting, placing and developing highly effective teachers. (2) The “restart” model closes the school and reopens it under the management of a charter organization or educational management organization; it must admit, within the grades it serves, all former students who wish to attend. (3) The “closure” model closes the school and transfers all the students to higher performing schools in the district. (4) The “transformation” model implements a comprehensive transformation strategy that, at minimum, replaces the school leadership and develops and rewards teacher and leader effectiveness (incentives); adopts comprehensive instructional programs; extends time for students and staff and offers community-oriented services that provide operating flexibility and intensive support.

These guidelines are currently going through final reading and feedback. If the guidelines are adopted, the district would choose a strategy that works best for each school. However, the guidelines state that “to ensure the districts are providing a variety of strategies any district with nine or more schools in school improvement will not be allowed to use any single strategy in more than half of its schools.”

SPPS has done parts of these options so they are not new. While some of the actions taken previously have caused angst within the community and stakeholders; these guidelines are saying the district will be required to make very aggressive turnaround efforts for these schools. This will be far beyond what has been done and there will not be a great deal of flexibility in the implementation. These guidelines are being kept in mind as considerations get underway for the SPPS schools currently in need of school improvement for 09-10.

MDE has put a hold on all school improvement grants pending the outcome on the Federal guidelines. The District needs to be sure to review the State and Federal requirements on NCLB in depth with all school communities. The communities need to be informed and engaged regarding the requirements and options (specifically for those schools at Stage 3 or higher) relative to what would be appropriate for those schools.

It was stated that school and program changes and the district goals of the 10 percentage point gains are not going to go away nor will the District's commitment to the kids and their achievement which is what the end result is all about.

5. **Standing Item: Policy Update**

No report was made at this meeting.

6. **Standing Item: Superintendent Transition**

This area was reported out in the Hazard, Young, Attea and Associates, Ltd. presentation earlier in the meeting.

B. Minutes of the Committee of the Board Meeting September 17, 2009

1. **Certification of the Proposed 2009 Payable 2010 Property Tax Levy**

The proposed 2009 payable 2010 property tax levy must be certified to Ramsey County and the Minnesota Department of Education (MDE) by September 30, 2009.

Approval of the proposed property tax levy determines the ceiling for the final levy adopted by the Board in December. This levy will be paid by taxpayers in May and October of 2010. The proceeds of this levy provide funds for the 2010-11 school year.

Administration recommended the Board adopt a maximum levy of \$111,793,719 as a ceiling for the district's pay 10 levy. The maximum levy proposed by MDE was \$114,232,019. Administration's recommendation is slightly lower than the maximum with a net actual increase of 2.4% after the fiscal disparities distribution is applied.

RECOMMENDED MOTION: **That the Board of Education approve a proposed ceiling for the 2009 payable 2010 property tax levy of \$111,793,719.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

Districts are required to meet the Truth in Taxation requirements for levy year 2009 payable 2010. School districts are no longer required to hold a separate TNT hearing, but instead are required to discuss the payable 2010 levy and current year budget at a

regularly scheduled board meeting which allows for public comment. The meeting must take place after November 24, 2009 but before the final levy is adopted in December. The meeting must take place at 6:00 p.m. or later.

RECOMMENDED MOTION: **That the Board of Education hold the required official public input meeting on the 2009 payable 2010 tax levy at a Special Board of Education meeting on December 1, 2009 at 6:00 p.m. in Conference Rooms A & B.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

C. Report from Committee of the Board Meeting September 22, 2009 -- No meeting was held due to lack of a quorum.

D. Acceptance of the Report of the Committee Meetings Reports

MOTION: **Ms. Street-Stewart moved the Board of Education accept the reports on the Committee of the Board meetings of September 1 and September 17, 2009. Motion seconded by Mr. Hardy.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

VI. RECOGNITIONS

A. The Minnesota Reading Corp Recognition of State Representative Carlos Mariani

The Minnesota Reading Corp. is one of the District's critical partners in helping students reach their proficiency goals. The evidence based, data driven program matches trained AmeriCorp members and community volunteers with children from age 3 to grade 3 who are at risk for not reading at grade level. For the past three years the Minnesota Reading Corp. program has expanded steadily in SPPS by developing strong funding partnerships in the private and public sectors (i.e., the United Way of the Greater Twin Cities has granted more than \$1 million to help expand the program from 10 sites to 27 this school year reaching more than 3,000 children which is more than five times those served the previous year.)

State Representative Carlos Mariani was recognized for his enthusiastic support of the program and for his sponsorship of a bill in the House of Representatives which resulted in increased funding for the program. He was awarded the *2009 Friend of Literacy Award* from the Minnesota Reading Corp. an AmeriCorp program and statewide literacy initiative to serve Minnesota children.

Representative Mariani extended his thanks for the recognition. He also extended his thanks to the Board, Superintendent and the District for "getting it" and for their commitment to the issue of advancing the literacy of the very young in a diverse community.

B. **BF 28047** Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Community Collaborator of the Year Award from CLUES**

SPPS received the *Community Collaborator of the Year* award from CLUES as being a key collaborator with CLUES, for exploring ways to help build the *Learning Together Program*. The program helps Latino families, both parents and their children, identify winning strategies to help students achieve improved academic performance.

2. **Awards from the National School Public Relations Association (NSPRA)**

This summer, SPPS received four awards from the National School Public Relations Associations (NSPRA) 2009 Publication and Electronic Media Contest. The electronic media and publications awarded include:

- Award of Excellence – *BioSMART Video*
- Award of Merit – *Back to School Guide*
- Award of Honorable Mention – *Learning Standards: How to Help Your Child Be Successful in School*
- Award of Honorable Mention – *Saint Paul Public Schools 2008 Annual Report*

MOTION: Mr. Hardy moved the Board of Education recognize the outstanding district employees and departments for their good works. Motion seconded by Ms. Street-Stewart.

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Absent
Ms. Street-Stewart	Yes

VII. **PUBLIC COMMENT**

1. Jean O'Connell – Provided a candidate's input on what is needed in new superintendent for SPPS.
2. John Krenik – Spoke to staying the course; the literacy and math achievement gap; the levy increase and the Interim Superintendent licensure issue.

VIII. **SUPERINTENDENT'S REPORT**

A. Opening of School Report

The Superintendent stated she was pleased by the preparation and implementation of the start of this school year; it was an exceptionally smooth start. Additionally, even with all of the transitions and the challenges put out to increase rigor and proficiency, there seems to be a sense of enthusiasm, focus and high expectations.

A final school opening report will be provided as part of the weekly update later in the week; however highlights of the school start include:

- Schools opened successfully on Sept 8th for grades 1 through 12 and for pre-K and Kindergarten students on Sept. 10th. There were no major incidents.
- All of the senior leadership team and many members of central administration provided additional support to schools and programs during the first week of school.
- The Senior Leadership Team has set a goal to visit all school sites during the year. The visits are intended to serve as a way for the SLT to better understand what is happening at the site level in terms of implementation of the district's goals and to improve relations between the administration and schools.

- In relation to preparation for the school year from the academic perspective:
 - All elementary schools received their Mondo materials prior to the start of the school year so they could prepare media centers and classrooms for the additional resources. All K-5 teachers and coaches attended opening week professional development on the Mondo Bookshop Materials in support of Readers Workshop and Skills Block. Teachers learned about using precise formative assessments at regular intervals to determine students' instructional needs and to monitor progress.
 - The Office of Academics, Chief of Schools, Executive Directors and schools and programs have been busy preparing to help high school students get on track to pass the GRAD (Graduation Required Assessment for Diploma) assessments and set up courses and supports for students who were unable to pass the GRAD on their first attempt. Intervention support this year is being emphasized for 12th and 11th graders, with high schools preparing GRAD plans for students who have yet to pass the reading, math and science GRADs. Schools and ALCs are arranging for both in-school (or daytime) intervention, as well as after-school intervention and support opportunities.
- As it relates to Operations preparation there was no Labor Day weekend overtime just prior to the start of school. There were no misplaced students the first week and construction projects were completed in time for the start of school.
- Relative to enrollment, daily student enrollment continues to be monitored. Early estimates show that there may be higher numbers than anticipated at the secondary level. The Sept. 25th enrollment count will be used to make budget adjustments.

The Director of Nutrition Services presented information on the new breakfast program that illustrates how even the "non-academic" functions are working creatively to deliver better academic outcomes to students. The program is called Breakfast to Go. Hunger impairs learning and breakfast consumption has been shown to increase school performance, reduce visits to the nurse's office and reduce behavior problems. As demonstrated with the pilot programs for Breakfast to Go last year, students are more ready to learn and the schools that were involved saw a calmness to the start of their day.

Important upcoming dates for various tests were noted for the Board's benefit

State of the District events will be held on Tuesday, October 13th. A lunch-time speech for the business community, hosted and sponsored by the Saint Paul Area Chamber of Commerce and a family/staff/community event, co-sponsored by the Saint Paul Public Schools Foundation, will be held in the evening. The *2009 Annual Report* will be released on this date and will provide information on each outcome and benchmark in the Strategic Plan Implementation Guide.

Prior to leaving Dr. Carstarphen created the Leadership Transition document that provided a schedule for meeting critical deadlines. All deadlines have been met to date and the District is on track for continuing to meet those deadlines, ensuring the transition continues to stay on track as the Board seeks the next permanent superintendent.

B. Human Resource Transactions

MOTION: **Ms. Street-Stewart moved that the Board of Education approve the Human Resource Transactions entered into the system between July 28 and August 31, 2009; the appointment of two assistant principals: Alan Levin, Frost Lake Elementary, effective September 15; Larry Wren, Arlington Senior High School, effective June 20 and Susan Gutbrod, Manager of Negotiations and Employee Relations, effective September 23, 2009. Motion seconded by Mr. Hardy.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

QUESTIONS/DISCUSSION:

- A question was asked about the number of layoff transactions listed for 8/31. Was this the date they were entered into the system or is it the actual effective date of the action? Response: These layoffs were the results of layoffs associated with the \$25 million shortfall and are positions which were either eliminated or were due to bumping under various contracts. The date is the actual effective date of the layoff action.
- Administration was asked to provide information on the success of the Breakfast to Go program; particularly parent feedback on their perspective on the success of the program.

IX. **CONSENT AGENDA**

MOTION: **Ms. Street-Stewart moved, seconded by Mr. Goldstein, that the Board of Education approve all of the Consent Agenda Items as published.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

A. Grants

BF 28048

Request for Permission to Accept a Grant from the Council of Great City Schools

That the Board of Education authorize the Superintendent (designee) to accept grant funds from the Council of Great City Schools to develop and implement a quasi-experimental evaluation of Professional Learning Communities and to pilot a model of self-affirming writing exercises for students that have been shown to narrow the minority-white achievement gaps; and to implement the project as specified in the award documents.

BF 28049

Request for Permission to Accept a Sub-Grant Award from the Council of Great City Schools for an Institute of Education Sciences Senior Urban Education Research Fellowship Project

That the Board of Education authorize the Superintendent (designee) to accept a subgrant award from the Council of Great City Schools for \$137,000 to develop and implement a quasi-experimental evaluation of Professional Learning Communities and to pilot a model of self-affirming writing exercises for students that have been shown to narrow the minority-white achievement gaps; and to implement the project as specified in the award documents.

BF 28050

Request for Permission to Submit a Grant Application to the CVS Caremark Charitable Trust

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the CVS Caremark Charitable Trust fund purchase books for guided reading and literature circles; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28051 Request for Permission to Submit a Grant to the Ecolab Foundation for the Humboldt Secondary Complex

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ecolab Foundation for the 7-12 Environmental Studies program and the AVID program at the Humboldt Secondary Complex; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28052 Request for Permission to Submit a Grant Application to the Elmer L. and Eleanor J. Andersen Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Elmer L. and Eleanor J. Andersen Foundation to fund an in-school tutoring program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28053 Request for Permission to Accept a Grant from Health Partners

That the Board of Education authorize the Superintendent (designee) to accept funds from Health Partners to fund Healthy Lifestyles, a program designed to improve the health of Saint Paul Public Schools' students; and to implement the project as specified in the award documents.

BF 28054 Request for Permission to Submit a Grant Application to the Jay and Rose Phillips Family Foundation for Out for Equity

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Jay and Rose Phillips Family Foundation for school-based support services for GLBT students and their families in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28055 Request for Permission to Submit a Grant Application to the McNeely Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to implement the third year of the Ontrack program at Washington Technology Middle School and Battle Creek Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28056 Request for Permission to Participate in a Grant from the Medica Foundation

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with the Medica Foundation to provide \$39,973 for a program to address health disparities in immigrant and refugee children. The funding will be in effect from July 1, 2009 through June 30, 2010.

BF 28057 Request for Permission to Submit a Grant Application to the Minnesota Department of Education Fresh Fruit and Vegetable Grant Program

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the Minnesota Department of Education for funds to introduce and increase fresh fruits and vegetables at 23 Saint Paul Public School elementary schools; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 28058 Request for Permission to Submit a Grant Application to the Minnesota Timberwolves FastBreak Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Timberwolves FastBreak Foundation for funds to implement an arts residency program at The Lab; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28059 Request for Permission to Submit a Grant to the U.S. Department of Education for the Technical Assistance for Student Assignment Plans Program

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the U.S. Department of Education for the Technical Assistance for Student Assignment Plans program in order to successfully prepare, adopt, or modify the district's voluntary student assignment plan; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28060 Request for Permission to Accept a Grant From the University of Minnesota's Children, Youth and Family Consortium (CYFC)

That the Board of Education authorize the Superintendent (designee) to accept funds from the University of Minnesota's Children, Youth and Family Consortium (CYFC) to support Saint Paul Public Schools' Parents of African American Students Council (PAASAC) Parent Recall program to reach out to parents and raise the awareness of parent involvement in children's schools and education; and to implement the project as specified in the award documents.

B. Agreements

BF 28061 Agreement between Saint Paul Independent School District No. 625 and Children's Home Society and Family Services of Minnesota for Provision of Childcare Services

That the Board of Education authorize the Superintendent to enter into an agreement with Children's Home Society and Family Services to reimburse the Society for providing direct childcare services in an amount not to exceed \$854,014 from August 1, 2009 to July 31, 2010.

C. Contracts

BF 28062 Request for Permission to Contract with Multiple Providers to Implement a School Linked Mental Health Project with the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent (designee) to contract with La Familia Guidance Center Inc, Thad Wilderson & Associates, and the Wilder Child Guidance Clinic to provide mental health services in the district as part of the School Linked Mental Health project.

BF 28063 Request for Permission to Enter into a Contract with Dr. Geoffrey Borman, Ph. D. for a Council of Great City Schools' Urban Education Research Fellowship Project

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with Dr. Geoffrey Borman and his staff to provide research services for up to \$122,500 over the next two years. The cost of services will be paid from a grant from the Council of Great City Schools.

BF 28064 Approval to Enter into a Contract with On Call Clinicians

That the Board of Education authorize the superintendent (designee) to enter into a contract with On Call Clinicians to provide speech-language pathology services for the 2009-10 school year (August 31, 2009 through June 10, 2010), not to exceed \$100,000.

BF 28065 Permission to Enter into a Contract with Saint Paul College on Behalf of the Career Pathways Academy

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Saint Paul College to provide tuition, classroom materials and supplies not to exceed \$103,200 for students attending the Career Pathways Academy at Saint Paul College from September 8, 2009 and continuing through June 30, 2010.

D. Administrative Items

BF 28066 Submission of Annual IEIC Plan and Transfer of Part C s to Mounds View Public School

That the Board of Education authorizes the Superintendent (designee) to submit the 2009-2010 Interagency Early Intervention Part C annual plan approving the transfer of \$356,009.67 of the \$526,009.67 Part C Funds to Mounds View Public Schools so they can provide early intervention services and preschool interagency services for Saint Paul eligible children and their families for the period July 1, 2009 through June 30, 2010.

BF 28067 Annual Report on Curriculum, Instruction and Student Achievement

That the Board of Education approve the deadline extension for the 2008-09 Annual Report on Curriculum, Instruction and Student Achievement through the end of October and submit notice to the Minnesota Department of Education of the Board's action.

BF 28068 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, 2010, at the proposed renewal rates.

BF 28069 Employee Life Insurance

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

BF 28070 Employee Short-Term Disability Insurance Annual Report

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

BF 28071 Approval of the Employment Agreement for the Employee Relations Manager Position

That the Board of Education approves the employment agreement with the Employee Relations Manager, effective September 23, 2009.

BF 28072 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period August 1 – August 31, 2009.

(a) General Account	#459233-460041	\$25,676,946.43
	#3013738-3013788	
(b) Debt Service	-0-	--
(c) Construction	-0-	<u>3,794,510.88</u>
		<u>\$29,471,457.31</u>

Included in the above disbursements are three payrolls in the amount of \$10,660,137.94 and overtime of \$30,322.18.

(d) Collateral Changes None

And that the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending December 15, 2009.

BF 28073**Saint Paul Public Schools 403(b) Retirement Savings Plan Amendment**

That, effective September 22, 2009, the Plan be amended to allow (1) a participant to use his/her 403(b) funds to purchase permissive service credit under an applicable governmental defined benefit plan or to repay to a governmental defined benefit plan contributions that had previously been refunded, and (2) to clarify that participants may exchange Funding Vehicles for Active Funding Vehicles only. That the Board of Education adopt the above amendments to the Saint Paul Public Schools 403(b) Retirement Savings Plan, and that the Board of Education authorize and direct the Superintendent or the Superintendent's designee to execute the amendments to the Plan document, to execute additional agreements and documents necessary to carry out the purposes of the Plan, including any amendments thereto, and to take all actions necessary or advisable to effectuate the Plan's purposes and to ensure the Plan's compliance with law.

BF 28074**Establishment of the Unclassified Position of Adult Basic Education Systems Manager for ISD 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 Adult Basic Education Systems Manager job title effective September 22, 2009, that the Board of Education declare the position of Adult Basic Education Systems Manager unclassified; and that the pay rate be Grade 14 of the 2008-2009 Saint Paul Supervisors Organization standard ranges.

BF 28075**Establishment of the Unclassified Position of Assessment Specialist for ISD 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 Assessment Specialist job title effective September 22, 2009, that the Board of Education declare the position of Assessment Specialist unclassified and exempt from Civil Service; and that the pay rate be Grade 20 of the Professional Employees Association standard ranges.

BF 28076**Establishment of the Unclassified Position of Information Center Manager for ISD 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 Information Center Manager job title effective September 22, 2009, that the Board of Education declare the position of Information Center Manager unclassified; and that the pay rate be Grade 25 of the 2008-2009 Saint Paul Supervisors Organization standard ranges.

BF 28077**Establishment of the Unclassified Position of Security and Emergency Management (SEM) Project Coordinator for ISD 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 Security and Emergency Management (SEM) Project Coordinator job title effective September 22, 2009, that the Board of Education declare the position of Security and Emergency Management Project Coordinator unclassified and exempt from Civil Service; and that the pay rate be Grade 10 of the Professional Employees Association standard ranges.

X. OLD BUSINESS**A. Appointment to Capital Expenditure Advisory Committee (CEAC)**

MOTION: **Mr. Goldstein moved that Rosemarie Sorini and Carmen Robles be appointed to the Capital Expenditure Advisory Committee (CEAC) for a one year term. Motion seconded by Ms. Street-Stewart.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

B. Appointments to Citizens' Budget and Finance Advisory Committee (CBFAC)

MOTION: **Mr. Goldstein moved, seconded by Mr. Brodrick, that the following individuals be appointed to the Citizens' Budget and Finance Advisory Committee (CBFAC) for a one year term: Beth Murphy, Sally A. Anderson and Crystal Jackson as new applicants and Jo Ann Clark, Mary Doran and Peter M. Hendricks as reappointments.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

QUESTIONS/DISCUSSION:

- The Board requested they be updated on the number of position still open on both committees. Administration indicated the information would be provided in the Board Weekly Update this week.

C. Second Reading: Policy 510.00 – Graduation
No action was required on this item at this time.

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 – None
- D. Superintendent Transition/Search

The Chair indicated this would be a report from Hazard, Young, Attea & Associates, Ltd. (HYA -- SPPS superintendent search consultants) on the results of the various interviews and public engagement sessions for input on the leadership profile

The consultants extended their thanks to everyone who had participated in or helped to organize the various interview and engagement sessions held over the past two months. They focused on the Executive Summary of the report, though they did provide breakouts of input under all the various categories covered by the profile assessment. 240 Leadership Profile Assessments were submitted and there were interviews with approximately 330 persons identified by the Board in either individual, focus group or community input settings in August over 10 days and two intensive days of meetings in September. They provided a

disclaimer that the assessment was not a scientific sampling and it does not represent the majority of stakeholders; it is simply the impressions and opinions of those who chose to participate.

The purpose of the session was to gain insight into the personal and professional characteristics desired in the superintendent, as well as the skill sets necessary to maintain what constituent groups valued in the district and to address current and emerging issues which the District is/might be facing.

The information obtained did reflect similar themes from all groups with respect to the multiple strengths of the St. Paul Public Schools. There is pride in the community's very diverse cultures. This is exemplified by the District's multitude of programs aimed at assisting immigrant students and families. Individuals within and outside of the school district often cited the effective English Language Learner program as one that could be considered as a model for the nation.

The vast majority of the completed questionnaires noted the excellent support that the District enjoys from a wide range of civic, business, volunteer, philanthropic and higher education organizations. A robust volunteer and tutoring program assists students in addition to corporate and philanthropic financial support for program needs. The St. Paul Schools are uniquely situated in the midst of a large number of both private and public colleges and universities which has led to a number of partnership programs with these institutions.

The current strategic plan is viewed as being an excellent map to guide the District's efforts and focus for the current and future school years. The plan utilizes multiple data points to guide the measurement of success in meeting the goals of the plan. A firm commitment of support for the plan was a common theme with a resolve to continue the work that is framed by the plan.

On a national level, the District enjoys a reputation of innovation and is often cited as an urban district that gets things done.

The single most often noted challenge confronting the District is the persistent achievement gap between student racial groups and gender. There is great resolve on all fronts, both within and outside of the District, to address this challenge. Barriers to achieving this include diminished financial resources that have resulted in fewer programs and larger class sizes. The reduced financial support is primarily due to two factors: an inadequate level of support from the school finance plan of the State of Minnesota and declining student enrollment. This bleak financial picture along with public perceptions of failure, in part due to a fixation on test scores, were often cited as primary reasons for increased employee frustration. Employees and parents often cited the fiscal constraints confronting the School District might be better addressed by "right sizing" in terms of the number of schools to be closed, elimination of programs and a critical review of the Choice program and associated transportation costs.

There is a perception of frayed relationships between teachers and administrators, buildings and central office, and the school board and administration were consistently reported. It is clear that considerable work needs to be done in order to reconstruct a trusting, healthy working environment and improved relationships between different constituent groups of employees. Frequently noted as a key to establishing a more trusting relationship is improved communication to include more timely communications and a deeper level of listening by all parties.

With regard to the new superintendent, the respondent stakeholders are looking for an education leader who is passionately committed to serving SPPS students. Frequently noted was the need to find an authentic leader who is honest, open, visible and genuine and can

build trusting, healthy working relationships with the many varied constituent groups. The person must have a deep commitment to St. Paul and reflect an understanding of the nuances found within the culture and politics of the State of Minnesota and more specifically, the City of St. Paul. This commitment to the community will hopefully be reflected in a long tenure as superintendent.

Responses indicate a visionary leader who has demonstrated ability to reduce the achievement gap is desired. Many difficult decisions await the new superintendent and the individual needs to possess the courage to make decisions that are in the long-term best interest of students and the school district. The St. Paul community expects someone who is culturally competent and understands the unique beliefs, backgrounds and expectations of the varied cultures found within the School District.

For HYA finding the ideal person to assume the role of superintendent and lead the School District to this goal is the next challenge. The task confronting the St. Paul School Board and HYA is to find that uniquely qualified individual who will successfully address the challenges that the St. Paul Schools currently face and those challenges that lie beyond the horizon. The Board should work collectively to build mutual trust, set clear priorities, communicate often and support the District's incoming administrative leadership in making a difference.

The consultants then asked the Board to provide input and prioritization on the draft criteria for the Superintendent Profile.

QUESTIONS/DISCUSSION:

- The consultants were asked to share a reflection on the general work school boards have in creating a profile and the impact of multiple dimensions of those items on the recruitment process. Response: Every district wants the perfect superintendent, who doesn't exist. Every district has unique needs and the duty of the search consultant is to match skills to needs. What is needed from the Board is what the most important things are for SPPS. What must be there and what would be nice to have. The criteria give guidance as HYA seeks people to recruit. There is an 80% probability the next SPPS superintendent will be recruited; a 20% probability they will apply on their own. Candidates are vetted against the criteria document; those that come closest to what is wanted will be brought to the Board. These will be those who have the skills which are critical and essential as well as some of the other desired characteristics/skills. The criteria are written broadly to allow for expansion to sub-points under each.
- What is the deadline for feedback on the criteria? Response: This would have been addressed at the COB earlier. Now the desire is to have the input/prioritization ASAP as HYA wants to finalize the criteria by October 3 so active recruiting can begin.
- The Board had suggested it would write something around what might make a candidate want to come to St. Paul. Is this still going to be done? Response: This is more relevant later in the process, perhaps at first contact. The consultants stated when they talk with potential candidates they state "if they want to come to a city that is enthusiastic in its support of its public schools, is strong with a rich history and tradition and whose schools are an operable, healthy organization and if they believe they can make a difference in urban education in a district of the size where an impact can be seen, then St. Paul is the place for them." They also stated it was clear from the community input that St. Paul will reach out to help the new superintendent; this is unique to St. Paul.
- Apprehension was expressed in the wording of the item regarding the "leader to provide strong leadership to Board as it seeks to clarify its roles and responsibilities." This needs to be reworded, the superintendent does not provide leadership to the Board. Perhaps "develop a strong relationship and a good understanding of the respective roles of the Board and Superintendent."

- It was suggested Board members e-mail comments to the chair to forward to consultants by the end of the week. HYA will then return a revised copy to Board members for final review.
- HYA indicated it is important that the Board affirm that the criteria meet the Board's needs/desires; this is critical to the process.
- Concern was expressed that the HYA criteria did not but should also incorporate the profile created earlier this year by the Board as a working draft.
- It is essential from the very beginning to "stay the course" whether it is addressing the achievement gap, resource development or the financial challenges. The appropriate direction has been determined in the District so there is a need for someone who will come in and stay the course.
- In the areas of skills and talents there should be a demonstrated ability that shows the skill to achieve the goals, to develop a team, to make changes.
- There should be stronger wording on cultural competency.
- There needs to be stress on connecting with parents and families involved with the schools.
- As the process moves forward with LSSC there must be transparency about what is being done and authentic engagement. There needs to be an accountability piece.

MOTION: **Ms. Street-Stewart moved that Board members are to provide their input on the criteria to the chair no later than noon on Friday, September 25. Motion seconded by Mr. Hardy.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

XIII. FUTURE MEETING SCHEDULE

- A. Approval of Board of Education and Committee of the Board Meeting Dates January-July, 2010

MOTION: **Ms. Street-Stewart moved approval of the dates listed for the Board of Education and Committee of the Board Meeting Dates January-July, 2010. Motion seconded by Mr. Goldstein**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

- B. Action to Schedule Board Retreat for October 14, 2009

MOTION: **Ms. Street-Stewart moved, seconded by Mr. Goldstein, that the Board of Education schedule a Board Retreat for October 14, 2009.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
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Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

C. Action to Schedule Special Closed BOE on Negotiations for 10/6/09

MOTION: Ms. Street-Stewart moved that a Special Closed Board of Education meeting on Negotiations be scheduled for Tuesday, October 6, 2009 immediately following the Committee of the Board meeting which will start at 4:30 p.m. Motion seconded by Mr. Hardy.

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

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

- October 20
- November 10 4:30 p.m. (Canvass Election Results)
- November 17
- December 15
- January 5, 2010 Annual Meeting
- January 19

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

- October 6
- November 10 – 5:00 p.m.
- December 1

XIV. ADJOURNMENT

MOTION: Ms. Street-Stewart moved the meeting adjourn; seconded by Mr. Hardy.

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

The meeting adjourned at 8:13 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 6, 2009**

PRESENT: Board of Education: Elona Street-Stewart, Anne Carroll, John Brodrick, Kazoua Kong-Thao, Tom Goldstein, Keith Hardy

Staff: Interim Superintendent Kelly, Joe Raasch, Lynn Gallandat, Michelle Walker, John Atkins, Nancy Stachel, Jeremiah Ellis, Kristin Keller, Valeria Silva, Rich Valegra, Su Gutbrod, Teresa Rogers, Theresa Nistler, Joyce Victor, Christine Wroblewski, Michael Baumann

Other: F. Candice, Eve Harper-Godderz, Doug Belden, Greg Pattersen, Ching Vang, Kathy Korum, Jody Yungers, John Kumerow, Daniel Keller, Mary Tarek, Alejandro Rios, Esther Alcarcon, Veronica Pordo, Priscila Olivera, Kendall Brull, Martha Rodriquez,

I. CALL TO ORDER

The Chair of the Committee of the Board expressed appreciation for the work of the advisory councils. She stated the work is essential; providing a hands-on bridge of involvement between functions of the district and needs of community.

The meeting was called to order at 4:36 p.m.

II. AGENDA

- **Report from Community Education Citywide Advisory Council**
- **Latino Consent Decree Report**
- **Department of Information Technology (IT) Audit Report**
- **Financial Update 2008-09 Final Budget Revision**
- **AYP Implications for 2009-10 and 2010-11 School Improvement Plan – Open School & Roosevelt/Longfellow Update**
- **Standing Item: Superintendent Transition**

A. Report from Community Education Citywide Advisory Council

The Superintendent expressed the District's thanks for all the efforts the Community Education group put forth in assisting with summer school and the Community Ed camps. She stated this cooperation represented the best of the seamless education system the District is striving for. She encouraged them to look for new opportunities to push the envelop. She then turned the meeting over to the Community Education Council for their report.

Community Education was established under Minnesota law "to make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community by establishing a community education program." Community education is funded separately from K-12 through a combination of aid, levies and fees.

The Community Education Citywide Advisory Council must function, in cooperation with the community education director, in an advisory capacity in the interest of promoting the goals and objectives of Minnesota Stat. §§ 124D.18 and 124D.19. It also acts as a sounding board for community needs; represents viewpoints from other site council boards in

Community Education (ABE, ECFE, Adults with Disabilities) and acts as a steward of accountability.

The mission of St. Paul Public Schools (SPPS) Community Education is to seek to improve the quality of life by providing lifelong learning opportunities for all members of the community. Lifelong learning is based on the belief that people are learners at every age and pursue educational opportunities that are meaningful to them.

The purpose of the Community Education Citywide Advisory Council is to foster and support the concept of community education throughout the district and community and to advise the Board of Education and administration of the district on policy, progress, programs, budget, legislation and other related matters.

Community Education programs in SPPS include:

- Early learning and parent support programming – Early Childhood and Family Education (ECFE)
- Youth development programs: School age childcare (Discovery Club); Service Learning; 21st Century Community Learning Centers and Youth Enrichment.
- Adult learning programs: Adult Basic Education (ABE); Adults with Disabilities (SEED, CLEAR and Culture Club); adult enrichment and senior programs.

Community Education is in the process of performing a series of needs assessments (internal and external) to identify service gaps, find best practices and collaborations to meet community needs more effectively.

An internal survey was conducted to find out what Community Education staff knew and understood about the full scope of the program's services and what opportunities there might be for collaboration within the community. The survey results will help the program understand how community education operates and assist in the utilization of the community's physical, financial and human resources to meet community needs and to help in the next phase of mapping.

Community Education's focus will be on supporting P-12 initiatives and seeking out partnerships to prevent duplication of effort as well as maximization of resources. To this end, it has sponsored a training session entitled "Leadership at all Levels" for all Community Ed staff. It has also increased and deepened participation on community-wide forums including the Second Shift Commission, the Minnesota Community Education Association and District Councils.

Community Education is working to revitalize its marketing, outreach strategies and products to stress its relevance to the community.

A final aspect of the Council is advocacy through hearing and supporting the SPPS legislative agenda in their various interactions with legislators. The Council is planning to provide more training to its members and staff in the area of advocacy.

The Council will continue with its needs assessment work at a partner level (key stakeholders and servicing agencies in the schools and the county who may have overlapping missions/programs) to explore opportunities to share and collaborate and to find:

- Where the gaps are
- Where there is duplication
- If there are activities or practices that need to be revisited or eliminated
- Where there are opportunities for collaboration.

Further areas for consideration for SPPS mentioned by the Council were:

- That, for many, particularly those who do not have children, community education is the primary way they stay connected to SPPS.
- That the District, as it makes hard decisions about facilities and space, ensure access and appropriate space for unique learning needs in all parts of the district.
- That the District keeps in mind that learning happens beyond a certain age in life or time of day and that it all contributes to student success and community livability.
- That the adults, the children and the “village” are all connected and anything that happens for the adults will also benefit the children.

The report closed with the statement that the Council is putting the child and the family in the center of the “circle” surrounded by the school district and then by community services (Community Ed, Parks and Rec, libraries, non-profit partners, etc.) These will help support the work of the school district.

QUESTIONS/DISCUSSION:

- Speak to how the Council is going to improve the “brand” especially regarding perception issues. Response: From the advisory council perspective, they have challenged the Community Ed staff to look at the current materials they use, evaluate them and find ways to improve them. The Ramsey County Workforce Investment Board Youth Council has noticed the work force centers have seen triple the number of users in the past few months. More outreach to the workforce is needed and there is a need for the broader community to recognize the work of Community Education and its role in delivering some of the adult basic education programs that can tie to the work force centers. This is in dialogue and a lot more work can be done in that area.
- Administration stated it had learned the need to communicate things more clearly as it enters into or revises programs. Information needs to be provided in a number of ways in order to communicate it clearly to users and teachers/staff.
- Community Ed needs to do more work to ensure its entire staff understands all of the programs and the inter-relatedness of the work.
- Regarding the internal survey to determine awareness and best practices that was done -- what were the results, what was learned, what is being done differently? Response: Within Community Ed, each department understands its own department and its areas of expertise but they are not embracing the entire umbrella of community education. They need to learn more about all components of the program areas. This will help guide professional development for the group.
- City and county collaboration – how can this be driven? Response: ECFE is now working on a public health initiative to improve the physical activity of children. Healthy eating and physical activity is being incorporated into the ECFE programs where they exist (WBL, SPPS and Ramsey County). The effort to integrate this into the ECFE program as a pilot is being continued. That is one example that affects systems, it's integrating new things into an existing program. St. Paul is very lucky that it has great partners on the Advisory Council. A great deal of collaboration happens but the Council needs to enhance those efforts and collaborations. The Advisory Council members represent a variety of agencies, are connected in the community in a variety of ways and have made commitments within each person's own organization to do community education work.
- What is the timeline for the third phase? A survey tool is being developed for the partners. There is a need to do facilitated training so focus groups can be conducted. The actual tool has not yet been determined. This second phase should be completed by the end of the school year. The next assessment tool for users will probably be developed during the following summer (Phase 3).
- What is the current user access to programs (fees, time and service) has it expanded since previous years? Response: Administration will provide this information in the Weekly Update.

- Also provide the different users -- categories of users (adult, retirees, ELL, etc).
- Community Ed has been nimble with its programming in order to meet the needs of the current economy. There have been programming changes. Data is also being used to address and change services to meet needs.
- Interest was expressed in system integration and community leadership development. How to institutionalize community leadership development both for parents and community partners (lay people) for leadership development in governance so that all of the work done has more effective advocacy with greater diversity in the individuals participating. Some communities have a "parent institute" where people actually take part with curriculum, a measured approach to gaining information and practically monitoring effectiveness. Could this be considered? This issue is "hovering" in a number of collaboratives but there has not been a way to bring it all together because it is difficult to address issues of integrated governance. Clarification on scope was requested. Would this focus around youth or more governance. Governance. It is known the County is also interested in progressing in this area.
- How does the District actively recruit members of the community to do functions – instructors, volunteers? What do you target goals around? Response. The ELL and GED program at the Hubbs Center make extensive use of volunteers so that is a good place to start.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education accept the report of the Community Education Citywide Advisory Council with gratitude and appreciation for the excellent work being done. Mr. Brodrick seconded the motion.

Motion Passed.

B. Latino Consent Decree Report

The general purpose of the Latino Consent Decree (LCD) Parent Advisory Committee (PAC) is to serve as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations and public school personnel, pertaining to the education of Spanish-speaking students in SPPS. Their function and responsibility is to review/provide information and input as well as to make recommendations to the Superintendent/Board of Education on the needs of Hispanic students in the district.

The LCD PAC has seen a positive change in the involvement of Latino parents who attend the monthly meetings over the past three years. During the past year, 1,364 Hispanic/Latino people attended the monthly PAC meetings, which is a 49% increase in the participation rate over the past two years. There were several reasons for this increase:

- A sharper focus on educating Latino families about the topics that are most important to them and their families
- The incorporation of a collaborative approach which includes various departments and programs within SPPS (ELL, Special Education, Early Childhood Education and Family Involvement).
- New staff at the LCD have provided district-wide support for Latino families, have developed partnerships with community organizations and worked to connect Latino families with Latino community organizations and leaders (CLUES, the Family Project, the Wilder Foundation, etc.).

The report then moved on to the recommendations being presented to the Board of Education. These recommendations were for the:

- **Implementation of a literacy block in Spanish Language to support first language instruction.** That academic services for reading and writing in the Spanish language be offered to LCD eligible students and to those whose family request the service at all

of the elementary schools in SPPS. Several suggestions for implementing this were offered.

- **Continuation of support for the development of concepts and knowledge in math in Spanish in elementary, middle and secondary schools.** That all elementary schools have access to the Spanish language version of Everyday Mathematics Kindergarten through 6th grade to allow the parents to help the children better understand mathematics and support what the teachers are providing in school.. This is a standards-based mathematics curriculum developed by the University of Chicago School Mathematics Project. In addition, that Spanish mathematics textbooks which align with district standards be researched by SPPS to support students in grades 7-12. Recommendations on how to accomplish this were provided.
- **The LCD recommended SPPS continue to work and collaborate with Latino community organizations and programs.** These organizations include: CLUES, Learning Together Program (Programa Aprendiendo Juntos), Family Project and the Mental Health Project being run by the University of Minnesota and Medica Foundation. The LCD indicated they would like to see these programs implemented at all of the elementary schools and have support provided by the District for the schools without Spanish speaking staff so they can promote the programs among the Latino families at their school sites. This would ensure equal access to these programs for Latino families.

The LCD stated it believes that together, parents and district staff can implement the recommendations, make a positive impact on the Latino students and community in SPPS and improve the achievement of the Latino students within SPPS.

QUESTIONS/DISCUSSION:

- Is there separate funding connected to the LCD? The LCD funding is through the ELL Department. A portion is set aside to provide resources to meet the expectations of the law.
- There is a large gap between Latino and white students, what is being done? Administration indicated the issue is being taken seriously and will, as part of the budget discussion, look at ways supplement what is being done to close the gap.
- Administration stated it will provide its response to the recommendations in the next couple of months.
- It was noted mental health is an issue across many families especially with the current economic conditions.
- Comments were made on the State's ethnic disparities for mental health supports for families in crisis.
- The question was raised if more and specific textbooks are provided under the LCD does this obligate the district to do the same for the other ethnic groups? Administration indicated it would check on this aspect with the General Counsel particularly in terms of the LCD.
- How can these recommendations be implemented without depending on more funding? The LCD stated it was asking for 30 minutes of language arts sessions at each school with a Spanish-speaking student group. The books would be donated by the Mexican Consulate and since staff is already working in the system perhaps they could provide the instruction.
- The books are being donated? Yes
- Comments were made that the request is, again, for a 30-minute language arts period. Not all schools have Spanish sections, not all Spanish-speaking parents can help their kids with the work. Some schools are bilingual, some not. If the books were in the libraries of the non-bilingual schools for use, it would be a good help to parents and students. There should be a requirement that the books be used by teachers. If the books are obtained from the Consulate what is the use of this if teachers do not utilize them?

- Concern was expressed that some schools use the bilingual materials; other schools have a bilingual population but are not getting help.
- Is it possible to get the outside organizations the LCD works with to help in the schools? Do they have funding from other areas that might be accessed?
- The desire was expressed for the LCD and the District to work as a team so the children can succeed. This is a legal right the LCD has to ask this for the children. When the children's achievement improves, it is better for the district.
- Concern was expressed about the 30-minute block and staff time? The LCD wants a teacher to give the classes; it is a district responsibility. Bilingual aids are already working with families so this might be a possibility to work with students in the 30-minute instruction periods.
- The LCD was asked if it saw the implementation of their recommendations helping students and would it lead to increased enrollment in the schools? The LCD responded positively.
- Concern was expressed that a mental health component is needed to support the Latino students to help improve their perceptions of themselves.
- It was stated that, in order to do well in English, students must have a firm base in their mother language.
- The Board requested that in the administrative response administration (1) put requests and response in context within immersion, bilingual, ELL and other related programs; (2) Look at the law and its effect on the district relative to other ethnic groups; looking for equal results. The LCD is proposing very specific methods to achieve results, in the administrative response please put this within the context of all the strategies SPPS is using for all students who are below where they should be. How do the Latino students fit into the bigger picture? What is being done for all the groups of kids?

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, that the Committee of the Board recommend the Board of the Education accept the Latino Consent Decree Report.

Motion passed

C. Department of Information Technology (IT) Audit Report

The Superintendent commended the Operations Department for examining each area of operations for greater efficiency and effectiveness in order to determine how to better support schools.

The Information Technology Director stated the purpose of auditing Information Technology was to understand the current state of key aspects of IT at SPPS, to discover strengths and weaknesses as they relate to staffing, applications, infrastructure and service delivery and to recommend high value actions.

Mercer's (the audit firm) review of SPPS IT functions uncovered opportunities for improvement in several areas including two high priorities: IT strategy and governance. To develop and articulate an IT strategy and adjust its resources to deliver the expected value to the organization and to formalize an IT governance model IT will need to shift its approach from reactive and transactional to a more proactive and strategic approach. Outcomes from this shift would include:

- Restructuring IT to provide schools with deeper subject matter expertise to improve IT system selection and maintenance
- Better leverage with existing and future technological solutions
- Decrease the number of stand-alone, work-around solutions that have been implemented to support particular school/business needs, including increasing the use of limited self-service applications and defining related workflows.

Improvements in governance, security, service delivery and an overall IT strategy will address the most important findings of the Mercer study.

Development of governance for IT must answer: how to ensure effective management and use of IT (budget, standards, key vendors, capital allocation); who makes these decisions and how the decisions will be made and monitored. IT governance should include: principles, architecture, infrastructure, business application needs and prioritization of investments. Developing and following a comprehensive governance structure and process around design, management and operations of the IT function can reduce financial, legal and reputation risk, minimizing surprises and improving organizational effectiveness.

Current SPPS IT governance practices are inconsistent with best practices. Historically there has been limited or no integrated or central ownership of systems except for the Oracle and PeopleSoft solutions. It is not clear who owns individual applications other than the broader Oracle and PeopleSoft solutions and there is no autonomy among schools in regard to business processes. Best practices provide for clear ownership of system functionality and systems changes must be approved by a resource that is intimately familiar with the integration implications. There should be clearly defined business processes with elimination of unnecessary uniqueness where possible. There should be a clear business case documentation for systems changes or additions which demonstrate alignment to strategic priorities. Common and established migrations dates need to be planned annually at a minimum (with the exception of critical production defects).

A comprehensive security policy is key to maintaining information security. The employee/student right to privacy must be protected and users must have access to data they have a need to know. Multiple categories of security can be implemented though typically super users have access to all data. The key is to have a comprehensive security policy and ensure that it is followed across all systems and understood clearly by all. Data privacy and security is everyone's concern.

IT Service Management is philosophically centered on the customers' perspective of IT's contribution to the district. It focuses on providing a proven framework to structure IT-related activities and the interactions of IT technical personnel with business customers and users. The current structure is not effective in this area.

Technology should serve as an enabler, not an order-taker. It should effectively break down silos. Under a best practices approach business needs are the driver, technology is the enabler within a strategy that is aligned with and optimizes the service delivery model.

A technology strategy has traditionally been expressed in a document that explains how technology should be utilized as part of the district's overall strategy. The district's spending on technology should exploit it in ways that create value for the organization; provides for full integration of technology-related decisions with the district's strategies and operating plans in a way that no separate technology strategy exists other than the de facto strategic principal. It is through the IT strategy process that the overall direction of the department and district is set.

A proper IT strategy will contribute to student and district success by being agile and forward thinking; providing a core infrastructure that is stable, available and secure with core administrative systems the focus. Service should be a priority and the value of the district's IT expenses should be maximized.

QUESTIONS/DISCUSSION:

- What does this mean to the district; how will it be affected? Response: SPPS has aged systems that need to be upgraded to meet the needs that are out there. Reorganizing work requires shifts in personnel to focus their abilities where they can be best utilized.

Standards will probably be the most difficult aspects as this moves forward with such things as establishing parameters that must be maintained. The intent is to make sure data is secure and that there is the infrastructure to do things in efficient and effective ways.

- Will records be consolidated and will student information be available to staff so they can access it? Yes.
- Did the audit address how technology is taught? No, this audit was conducted from an operational perspective. An academic audit is not currently under consideration but could be done at a later time.
- Does the audit include end users in the classroom? What is happening with computers in classrooms? Response: The audit was just district use not classroom use.
- The audit should be seen as an exploration of a positive way to use resources better.
- What will district look like in two years? Response: Flexible and adaptable would be two good descriptors. Flexible meaning being able to have systems and processes in place so things can be done correctly and consistently in an integrated manner when changes are required. Adaptability is being able to respond to new technology and integrate it into the system rapidly.
- Regarding decisions schools make on buying computers; there does not seem to be an overall plan across the district on buying computers, rather it seems to be done on a school-by-school basis. Response: This will be addressed as part of restructuring IT and revising the procurement process. It will address provision of the same types of resources to all locations; this may affect site-based decision-making to some degree.
- District business applications are antiquated; these will be updated to allow for better use of data.
- Will there be an inclusive and collaborative process that will involve sites/schools? Yes.
- As the District moves toward standards, structure and systemization how will it ensure it is facilitating learning and some of the unique and specialized needs in classrooms? How will nuance be dealt with? Response: IT has not been at the table when hard and software decisions have been made previously. IT is now an integral part of decision-making at the front end and it has begun to make a difference with smarter decisions resulting in positive impacts for academics.
- Instructional capacity will this change allow teachers to teach better? The process currently in place is everything is an exception instead of an exception which is managed. The exception is the norm. Creating a governance structure will allow for consideration of unique needs and how to address them. This has to be through a coherent process.
- Program outcomes are impacted by use of technology; in terms of actual software, will new markets need to be looked at? Particularly in the language specific and adaptive technologies. Response: Yes.
- Will the District get input from the end users so they know what is wanted? When vendors are hired, will they provide the support promised? Response: Technology will support academic needs by providing input and support to it and yes, vendors will be held accountable.
- How to better engage classroom teachers at the front end of the change process is a question the District is still trying to answer.
- Data privacy – SPPS is a government entity and has different privacy issues about what is legally public. There is also the issue of the ease of accessing it. Response: Data has not been classified within the District as to what is public and private and who has access to it. This is a governance issue that must be addressed.
- Technology as enabler, how does it tie into the strategic plan? Being an enabler aligns the District, the focus needs to be defined and then IT will look at technology to see how it would enable that focus. This presentation of the audit is the “big picture.” The next steps would be to define how it would be applied and what changes would be required. As the District moves into the next budget cycle, the question of “how does where we

need to go and what is recommended match up with what is feasible” needs to be addressed.

- Grant proposals have typically been written by individual schools to technology companies; will this change? Response: This is better done at the district level.

MOTION: Mr. Brodrick moved the Committee of the Board recommend the Board of Education accept the report on the IT audit. Ms. Carroll seconded the motion.

Motion passed.

D. Financial Update 2008-09 Final Budget Revision

The Chief Financial Officer provided a recap of fiscal year 2008-09. Expenditures exceeded revenues by \$2.9 million. The General Fund Unreserved, Undesignated fund balance shows \$27.3 million which represents 5.2% of the general fund expenditures. The final figures will be presented in December when the audit is presented. No action is required at this time.

He discussed Exhibit B which showed the final budget revisions for the 2008-09 budget. This is a formality required by the audit to make certain that all revisions, especially those in the fully financed area for grants received late in the year, have formal Board approval.

MOTION: Ms. Kong-Thao moved the Committee of the Board recommend the Board of Education approve the revisions to the budget for FY 2008-09 as detailed in Exhibit B.

Motion passed.

QUESTIONS/DISCUSSION:

- Explanation was provided on the fully financed budgets and how they report out on the financial statements.

E. Standing Item: School & Program Changes

As noted at the September 4, 2009 COB meeting, school program changes will focus on schools identified as NCLB Stage 4, Pre-Restructuring or Stage 5, Restructuring. Two schools, Washington Middle School and Open School, are currently in Stage 4. The BioSMART program at Arlington and Humboldt Secondary School are entering year one of their two year restructuring plans.

1. Plans for Washington Middle School

Washington Middle is in the final year of the three-year federally funded BioSMART grant. As part of this grant, Washington Middle is an experimental design program. Students are identified as being part of the interdisciplinary BioSMART program or part of the control group. This provides for an evaluation plan for looking at next steps for the school. Some of the professional development has already been started.

The school is at capacity and this year has a waiting list. This is a change from its previous situations in which it was facing declining enrollment in addition to being at the Pre-Restructuring stage. Washington has many of the things the Federal guidelines talk about: the extended day program is already built in. They have changed their professional learning community structure to better address the need for interventions around literacy and math. They have increased their level of content coaches at the building level and added additional teachers to provide support in literacy and math. They are having common formative assessments in every content area; one per month and those assessments are used to provide additional academic interventions for students. They have put a great deal of emphasis on the social and emotional supports as well as the academic.

In terms of Washington, the District would plan to move forward to school-wide implementation of the interdisciplinary model. This is a research proven best practice model. There will be a need for additional professional development time this summer to bring the instructional teams at the site to bring this to full building implementation.

QUESTIONS/DISCUSSION:

- Do these plans meet NCLB requirements for what has to be done at this stage? The Federal guidelines as proposed? No. The guidelines are still under consideration at the Federal level; the District is waiting to receive the guidelines.
- Concern was expressed about this being an isolated 7-8 model. Administration was asked to bring back to the Board in the near future the extent of the impact of this as part of the challenges Washington is facing. Response: There is some sentiment for the exploration of a 6-8 middle school model. It is thought that moving back to that model might be more academically beneficial. Those discussions were paused until the discussion around Choice occurs.
- Is that also tied to conversations about what appears to be a 7-12 two-campus model? This has been positioned as an articulation between Washington and Arlington. As part of the sustainability once the BioSMART grant is gone, the District has talked about moving to a one-pathway lead that would work grades 7-12 and which would work for both campuses with the internship experiences, the job shadowing, the partnership, etc. The BioSMART program really does need to be combined and treated as a two-campus program in terms of some of those resources that would be very specific its sustainability.
- How were the additional teachers obtained? Through additional Federal money? As a Title I school they are able to add additional teachers through ARRA monies.
- The waiting list – what is the make up? First time on-time applicants, late applicants added to the waiting list and then out of district enrollment. Out of district enrollment needs to be part of the Choice discussion.
- What got the enrollment up at Washington? Response: A number of things: the BioSMART emphasis, the summer programming. One of the challenges at Washington was the construction period it went through, this had a substantial impact, as they had to reduce the number of students at the school for that period, there were teachers who left so the program has had to build back up from that point. All in all the enrollment increase was a fortunate blend of several factors tied in with timing.
- Schools in Stage 4 need to have letters sent to parents informing them they can move their children to other schools, were those sent out? Yes.

2. **AYP Implications for 2009-10 and 2010-11 School Improvement Plan – Open School**

Open School made AYP in all but one sub-group area and missed that AYP by 3 points. The philosophy when Open School started is very different from today's standard-driven age of accountability so it has been exploring the next natural step for the school as it defines itself.. Finding the right blend is the challenge the school has been facing.

Open School started exploration of the Expeditionary Learning model last year. The Expeditionary Learning representative presented information to the staff in January 09. Building leadership attended the national Expeditionary Learning Conference in March. Information regarding the model was presented to the Site Council in April. Two teacher leaders, including the SPFT Building Steward, attended an Expeditionary Learning three-day Planning Institute in June. There has been very aggressive efforts to engage the school's staff, students and families in the discussion on this model.

Expeditionary Learning schools are built on ten principles that reflect the educational values and beliefs of Outward Bound. These principles also reflect the design's connection to other related thinking about teaching, learning and the culture of schools. The principles are:

- The primacy of self-discovery
- The having of wonderful ideas
- The responsibility for learning
- Empathy and caring
- Success and failure
- Collaboration and competition
- Diversity and inclusion
- The natural world
- Solitude and reflection
- Service and compassion

QUESTIONS/DISCUSSION:

- Where will the District get money for moving the school forward? Response: One of the next steps is to connect with the Expeditionary Learning representative to explore what the costs would be. There is funding relative to school change though funding for the school improvement grants are currently on hold pending issuance of the Federal guidelines. There is also money in the budget to support program changes.
- This is a potential program? Yes, it is being looked at for next school year.
- A request was made that Administration provide, in the near future, a plan on how it will sustain the long-term costs of a program such as this.
- Is Humboldt potentially similar? Response: Humboldt's program is an inquiry-based instruction as is this program, so they are similar in that respect. Humboldt can continue to sustain its program through its work with the partners it has in place (Hamline and U of MN) in the environmental studies model.

3. Roosevelt/Longfellow Update

The update for these two schools will be put in the Board's Weekly Update. A fact sheet on district initiatives was passed out to Board members. Administration was asked to include information on the LCD program specific to Roosevelt and what plans there are to place it elsewhere.

F. Standing Item: Policy Update -- No Report

G. Scheduling for a Closed Board Meeting for Expulsion

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, that the Committee of the Board recommend the Board of Education scheduled a Closed Board of Education Meeting concerning one expulsion for October 19, 2009 at 4:30 p.m.

Motion passed.

The quorum for the meeting will be Directors Hardy, Carroll, Brodrick and Street-Stewart.

H. Standing Item: Superintendent Transition

The Board Chair stated HYA is moving ahead with recruitment and a number of applications have already been received. There have been questions from Board members regarding the criteria which need to be resolved. It was suggested discussion on this be held after the closed Board meeting.

MOTION: Ms. Carroll moved the meeting recess for the Closed Board Meeting on Negotiations to resume following the adjournment of that meeting. Motion seconded by Mr. Hardy.

Motion passed.

The Committee of the Board Meeting reconvened at 9:05 p.m.

It was noted all Board members were to have provided their input on the criteria to the Board Chair by September 25; however, concerns were expressed on the criteria which needed to be resolved. The concerns centered on there being no real, specific criteria being put forward. It was explained the more specific criteria were used as differentiators in the later interview sessions regarding candidates' past performance. Once there is an offer to a candidate, the more specific criteria become incorporated into the contract and subsequently as Board expectations to be considered in the annual evaluation process. There needs to be real clarity about expectations.

The Board Chair indicated she would provide the finalized criteria piece to HYA no later than the next day. She will also provide the expectations to them to utilize in the screening process. It was noted "demonstrated success" was a really big piece.

Concern was expressed on the length of time between the initial interview process and the screening of the final three candidates. The Board chair will contact HYA to explore moving the dates either forward or backward to shorten that time period.

III. ADJOURNMENT

MOTION: Ms. Carroll moved the meeting adjourn; seconded by Mr. Hardy.

Motion passed.

The meeting adjourned at 9:13 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA
Statement of Revenues, Expenditures, and Changes in Fund Balances
Governmental Funds
Year ended June 30, 2009
(Unaudited)

					Total
	General	Community service	Food service	Debt service	Capital projects
Revenues:					Governmental Funds
Local sources:					
Property taxes	\$ 69,822,722	3,331,111	—	28,162,682	—
County and other	14,084,586	6,827,132	68,521	—	100
State	391,030,577	12,608,270	1,204,125	4,932,730	—
Federal	41,040,402	3,697,852	16,197,050	—	—
Investment earnings	1,307,937	70,393	43,929	365,531	223,803
Sales and conversions of assets	299,296	—	3,332,455	—	—
Total revenues	517,585,520	26,534,758	20,846,080	33,460,943	223,903
Expenditures:					
Current:					
District administration	21,909,673	—	—	—	—
District support	11,562,261	—	—	—	—
Regular instruction	252,784,269	1,235,389	—	—	—
Vocational instruction	4,489,448	—	—	—	—
Exceptional instruction	103,253,149	—	—	—	—
Community education services	—	24,285,832	—	—	—
Instructional support	36,602,058	—	—	—	—
Pupil support	47,926,037	995,877	20,288,211	—	—
Sites, buildings, and equipment	42,009,623	—	—	—	27,312,395
Debt service:					
Principal payments	—	—	—	29,364,089	—
Interest expense	—	—	—	15,483,221	—
Other debt expense	—	—	—	85,293	30,735
Total expenditures	520,536,518	26,517,098	20,288,211	44,932,603	27,343,130
Excess (deficiency) of revenues over (under) expenditures	(2,950,998)	17,660	557,869	(11,471,660)	(27,119,227)
Other financing sources (uses):					
Bonds issued	—	—	—	—	25,800,000
Premium on bonds issued	—	—	—	—	256,605
Interest on proceeds of refunding bonds	—	—	—	9,968,392	—
Principal payments by refunded bond escrow agent	—	—	—	(9,030,000)	—
Interest payments by refunded bond escrow agent	—	—	—	(1,315,250)	—
Total other financing (uses) sources	—	—	—	(376,858)	26,056,605
Excess (deficiency) of revenue and other financing sources over (under) expenditures	(2,950,998)	17,660	557,869	(11,848,518)	(1,062,622)
Fund balance at beginning of year	65,460,204	2,928,262	4,071,951	34,892,210	24,574,229
Fund balance at end of year	\$ 62,509,206	2,945,922	4,629,820	23,043,692	23,511,607

See accompanying notes to basic financial statements.

**SAINT PAUL PUBLIC SCHOOLS
FINAL BUDGET REVISION
FISCAL YEAR 2008-09**

<u>Revenue</u>	<u>Adopted Budget</u>	<u>Previous Revisions</u>	<u>Current/Final Revision</u>	<u>Revised Budget</u>
General Fund	\$473,965,378			\$473,965,378
General Fully-Financed	39,653,616	15,759,837	5,760,290	61,173,743
Food Service	20,750,000			20,750,000
Community Service	19,669,059	181,142		19,850,201
Community Service Fully-Financed	4,721,635	1,802,835	463,155	6,987,625
Building Construction	26,900,000			26,900,000
Debt Service	33,947,252			33,947,252
	<u>\$619,606,940</u>	<u>\$17,743,814</u>	<u>\$6,223,445</u>	<u>\$643,574,199</u>
<u>Expenditures</u>				
General Fund	\$476,410,378	6,550,003		\$482,960,381
General Fully-Financed	39,653,616	15,759,837	5,760,290	61,173,743
Food Service	21,026,000			21,026,000
Community Service	20,989,584	181,142		21,170,726
Community Service Fully-Financed	4,721,635	1,802,835	463,155	6,987,625
Building Construction	30,200,000			30,200,000
Debt Service	35,133,375			35,133,375
	<u>\$628,134,588</u>	<u>\$24,293,817</u>	<u>\$6,223,445</u>	<u>\$658,651,850</u>

**SAINT PAUL PUBLIC SCHOOLS
FINAL REVENUE BUDGET REVISION
FISCAL YEAR 2008-09**

Fund	Fully Financed Budgets	ABE Aid	Total Adjustment
General Fully Financed	\$5,760,290		\$5,760,290
Community Service Fully Financed	463,155		463,155
Total	\$6,223,445	\$0	\$6,223,445

**SAINT PAUL PUBLIC SCHOOLS
FINAL EXPENDITURE BUDGET REVISION
FISCAL YEAR 2008-09**

Fund	Fully Financed Budgets	Enrollment	ABE Aid	Total
General Fully Financed	5,760,290			5,760,290
Community Service Fully Financed	463,155			463,155
Total	\$6,223,445	\$0	\$0	\$6,223,445

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

DATE: October 20, 2009

TOPIC: Acknowledgement of good work provided by outstanding district Employees and Departments.

A. PERTINENT FACTS:

1. **Gary Ales**, retired SPPS counselor and current volunteer, and his wife **Jean Allen**, are celebrating 45th years of Friendship Club, currently located at **Humboldt Secondary School**. Founded in 1964 by Mr. Ales, Friendship Club has served more than 50,000 community members and completed countless environmental projects with a focus on helping the elderly and handicapped.
2. **Patrick Bryan**, principal at **Jackson Preparatory Magnet**, received the 2009-10 Saint Paul Division Leadership Achievement Award from the Minnesota Elementary School Principals' Association (MESPA). He will be recognized at the annual MESPA Institute in February.
3. **Michelle Leba**, social studies teacher and the curriculum coordinator at **Washington Middle School**, was recognized as the Junior Achievement of the Upper Midwest Middle Level Teacher of the Year at the Annual Junior Achievement Banquet on Friday, Sept. 25, 2009. She received the award for her work in coordinating the "JA for a day" Program at Washington Middle School.
4. **Valeria Silva**, Chief Academic Officer, **Saint Paul Public Schools**, was the recipient of the Cars for Courage "Women with Drive" award in April 2009 from the Courage Center, WCCO and WLTE Radio. The Courage Center is an organization that serves to advance the lives of children and adults experiencing barriers to health and independence.

Ms. Silva received the award based on her innovations, dedication and more than 20 years of commitment to the students of Saint Paul, starting in her role as an educational assistant and moving up the ranks as a teacher, assistant principal, principal, director of English language learners, to her current position.

5. **Kevin Umidon**, general manager of facility planning was recently installed as governor of Area Five for the Midwest Great Lakes region of the Council of Educational Facility Planners International (CEFPI). The governors serve for a three-year term and are responsible for coordinating all membership and chapter development for their areas.
6. **Saint Paul Public Schools (SPPS) Office of the Superintendent** received the 2009 Leadership Award from the Children's Dental Services (CDS). The award was presented for the Districts' partnership to provide dental services to Saint Paul students. CDS expressed gratitude for the extraordinary vision and leadership of the SPPS Office of the Superintendent, which over the past year collaborated with CDS to make dental care available to children in every SPPS.
7. This item is submitted by Luz Maria Serrano, Interim Chief of Staff.

B. RECOMMENDATION:

That the Board of Education recognizes the staff and departments acknowledged above for their contributions and outstanding work.

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

DATE: October 20, 2009

TOPIC: Acknowledgement of Good Work by Schools.

A. PERTINENT FACTS:

1. **Bruce F. Vento Elementary** is the first school in the state of Minnesota to be accepted into the No Excuses University (NEU) program. NEU is a network of elementary, middle, and junior high schools across the United States. These schools actively promote a comprehensive model of college readiness to all students the moment they begin elementary school with a belief that all children can go to college. Every NEU school has a well-defined process for identifying and creating the following exceptional systems: Culture of Universal Achievement; Collaboration; Standards Alignment; Assessment; Data Analysis and Interventions.
2. **Dayton's Bluff Achievement Plus** received the 2009 Minnesota's Future Award from the MN Business Partnership. The award recognizes two public elementary schools for their success in closing the achievement gap and raising overall student achievement. As part of the Minnesota's Future Award, each recognized school receives \$10,000 and two laptop computers.
3. This item is submitted by Nancy Stachel, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education recognizes the schools above for their contributions and outstanding work.

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Allan, P. J.	Classroom Teacher	08/31/2009	\$32.18	Maxfield
Allen, S. A.	Classroom Teacher	08/31/2009	\$22.64	Maxfield
Anderson, T. M.	Classroom Teacher	08/31/2009	\$23.76	Maxfield
Christensen, A. N.	Classroom Teacher	09/02/2009	\$24.66	Open School
Delain, R. J.	Classroom Teacher	09/15/2009	\$40.52	Johnson Sr High
Dubaille, F. M.	Classroom Teacher	09/03/2009	\$25.21	French Immersion
Fick, K.	Classroom Teacher	08/31/2009	\$22.64	Wellstone
Hofmann, J.	Classroom Teacher	09/28/2009	\$40.52	1930 Como/Cent Srv/Dst Srv Ctr
Isebrand, E. J.	Classroom Teacher	09/04/2009	\$26.69	Cleveland Jr High
Jacobson, B. H.	Classroom Teacher	09/01/2009	\$25.21	Longfellow
Jagunich, A. E.	Classroom Teacher	08/31/2009	\$23.76	Cherokee Heights
Kendall, B. J.	Classroom Teacher	09/15/2009	\$25.21	Wellstone
Krause, J. L.	Classroom Teacher	08/31/2009	\$33.11	Ronald M. Hubbs Ctr
Lambrecht, C. L.	Classroom Teacher	09/03/2009	\$29.55	Arlington Sr High
Leifeld, M. M.	Classroom Teacher	09/14/2009	\$40.52	345 Plato Blvd E
Moreno Utrilla, V.	Classroom Teacher	09/03/2009	\$22.64	Bruce F. Vento
Schilling, N. E.	Classroom Teacher	09/04/2009	\$24.66	Hancock Hamline U
Stevens-Royer, J.	Classroom Teacher	09/02/2009	\$22.64	Farnsworth
Syed, N.	Classroom Teacher	08/31/2009	\$17.85	Crossroads Montessori
Thompson, J. S.	Classroom Teacher	09/22/2009	\$44.50	Central Sr High
Thomson, C. A.	Classroom Teacher	08/31/2009	\$22.64	Cherokee Heights
Unowsky, V. J.	Classroom Teacher	09/25/2009	\$31.46	JJ Hill
Van Os, K.	Classroom Teacher	09/02/2009	\$25.21	1930 Como/Cent Srv/Dst Srv Ctr
Villafane, R. D.	Classroom Teacher	09/21/2009	\$23.76	Como Park Sr High
Wendorff, B. J.	Classroom Teacher	09/04/2009	\$45.91	North End*

*ARRA funded

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Johnson, K. S.	ELL Teacher	09/08/2009	\$31.46	Hayden Heights
Quesnell, C. L.	Nurse	09/14/2009	\$30.61	Riverview
Becker, J. A.	Psychologist	08/31/2009	\$28.35	360 Colborne - Admin
Gwin Jr, J.	Special Education Teacher	09/04/2009	\$33.50	PAS - St. Andrews Bldg
Nawrocki, M. D.	Speech Pathologist	09/08/2009	\$41.39	Cleveland Jr High
Quiroz, M. A.	School/Community Professional	09/14/2009	\$20.93	Johnson Achievement Plus
Soe, M. K.	Education Assistant	09/04/2009	\$12.99	Washington Middle
Akimoto, R. K.	Teaching Assistant	09/24/2009	\$14.25	Capitol Hill
Barghini, J.	Teaching Assistant	09/11/2009	\$18.57	Homecroft
Butts, C. A.	Teaching Assistant	09/29/2009	\$13.57	Rondo Education Center
Collinson, R. M.	Teaching Assistant	09/30/2009	\$13.25	Humboldt Sr High
Deignan, P. C.	Teaching Assistant	09/10/2009	\$12.57	Museum Magnet/Rondo
Docken, K. N.	Teaching Assistant	09/21/2009	\$12.57	Como/Hartzell
Earl, R. E.	Teaching Assistant	09/08/2009	\$14.25	Benjamin Mays
Edwards, D. K.	Teaching Assistant	09/10/2009	\$13.57	Benjamin Mays
El-Dweek, M.	Teaching Assistant	09/23/2009	\$13.25	Humboldt Sr High
Gay, S. G.	Teaching Assistant	09/29/2009	\$10.96	Phalen Lake
Hill, R. B.	Teaching Assistant	09/23/2009	\$12.57	Como Park Elementary
Irwin, N. L.	Teaching Assistant	09/14/2009	\$13.08	Arlington Sr High
Paitich, G. W.	Teaching Assistant	09/08/2009	\$11.50	Como Park Elementary
Paster, S. J.	Teaching Assistant	09/21/2009	\$13.08	Como Park Sr High
Reynolds, N. J.	Teaching Assistant	09/28/2009	\$13.57	Rondo Education Center
Schones, B. L.	Teaching Assistant	09/29/2009	\$13.08	Hancock Hamline U
Seidholz, M.	Teaching Assistant	09/21/2009	\$12.74	Highwood Hills
Steiner, T. L.	Teaching Assistant	09/10/2009	\$13.08	Rondo Education Center

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vang, M. M.	Teaching Assistant	09/10/2009	\$12.74	Como/Hartzell
Yoon, J.	Teaching Assistant	09/24/2009	\$12.74	Monroe Community School
Stoehr, R. D.	School Bus Driver	09/21/2009	\$20.24	1780 W. 7th Street
Gunderson, B.	Clerical	08/31/2009	\$18.15	Rondo ECSE
Lor, S.	Clerical	09/15/2009	\$15.01	Maxfield
Edelstein, B.	Custodian	10/12/2009	\$13.36	Custodial/1930 Como
Mathiowetz, P. A.	Professional Employee	09/14/2009	\$24.60	360 Colborne - Admin

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Levin, A. C.	Assistant Principal From: Classroom Teacher	09/15/2009	\$47.86	Frost Lake
Fry, D.	Central Administrator Career Progression	08/24/2009	\$47.45	345 Plato Blvd E
Gerdin, K.	Central Administrator From: School/Community Professional	08/24/2009	\$32.02	Ronald M. Hubbs Ctr
Moos, K.	Classroom Teacher From: Teaching Assistant	08/31/2009	\$22.64	North End
Wade, R. A.	Special Education Teacher From: Education Assistant	09/22/2009	\$22.64	Webster
Hersi, O. D.	School/Community Professional From: Education Assistant	08/31/2009	\$27.32	St. Andrew's Bldg
Lysongtseng, K.	School/Community Professional From: Education Assistant	08/31/2009	\$27.32	St. Andrew's Bldg
Negroni, E. Y.	School/Community Professional From: Education Assistant	08/31/2009	\$25.43	St. Andrew's Bldg
Xiong, G. N.	School/Community Professional From: Education Assistant	08/31/2009	\$25.43	Longfellow
Yang, B. C.	School/Community Professional From: Education Assistant	08/31/2009	\$25.43	St. Andrew's Bldg
Yang, T.	School/Community Professional From: Education Assistant	08/31/2009	\$25.92	St. Andrew's Bldg

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hogden, J. E.	Custodian Career Progression	09/08/2009	\$24.61	Custodial/1930 Como
Mammenga, L. R.	Custodian Career Progression	09/14/2009	\$23.11	Custodial/1930 Como
Mroszak, T. S.	Custodian Career Progression	09/14/2009	\$22.55	Custodial/1930 Como
Brown, K. W.	Professional Employee From: Technical	08/19/2009	\$32.42	360 Colborne - Admin

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lajuzan, A. A.	Classroom Teacher	09/15/2009	\$22.64	Ramsey Jr High
Pilot, R. J.	Classroom Teacher	08/29/2009	\$31.84	Harding Sr High
Yang, M. L.	Classroom Teacher	08/31/2009	\$45.91	International Academy - LEAP

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Detzler, K. L.	Classroom Teacher	09/25/2009	Hazel Park Middle
Hall, M.	Classroom Teacher	09/11/2009	Open School
Hren, N. A.	Classroom Teacher	09/23/2009	Capitol Hill
King, S.	Classroom Teacher	09/03/2009	Wellstone
Soden, H. R.	Classroom Teacher	09/04/2009	Cherokee Heights
Thao, C. H.	Classroom Teacher	09/25/2009	Jackson
Vue, N.	Classroom Teacher	09/21/2009	Como Park Elementary
Johnson, B. P.	ELL Teacher	08/31/2009	Eastern Heights
Pedersen, G. J.	Social Worker	09/18/2009	Highland Park Sr High
Becker, J. M.	Special Education Teacher	09/21/2009	Longfellow
Donald, A.	Special Education Teacher	09/14/2009	1780 W. 7th Street
Krick Oborn, K.	Special Education Teacher	09/17/2009	1780 W. 7th Street
Miller, A. E.	Special Education Teacher	09/01/2009	Rondo ECSE
Revak, A. L.	Special Education Teacher	09/10/2009	Cleveland Jr High

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bray, L. M.	Speech Pathologist	08/31/2009	Johnson Achievement Plus
Xiong, T. A.	Education Assistant	11/30/2009	Monroe Community School
Cesaro, R. L.	Teaching Assistant	09/24/2009	Four Seasons A+
Johnson, S.	Teaching Assistant	09/11/2009	Hancock Hamline U
Landby, R. L.	Teaching Assistant	09/12/2009	Four Seasons A+
Thoma, D. J.	Teaching Assistant	09/09/2009	Monroe Community School
Nunez, A. M.	Clerical	09/12/2009	Student Placement Center
Woodberry, P. L.	Custodian	10/23/2009	American Indian Magnet
Cook, M. G.	Nutrition Services Personnel	10/02/2009	Adams Spanish Immersion

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
P., S.	Classroom Teacher	09/26/2009
M., A.	Clerical	10/01/2009

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Fuchs, M. P.	Education Assistant	09/02/2009	\$21.91	Battle Creek Middle
Hubbard, S.	Education Assistant	08/31/2009	\$26.58	Randolph Heights
Laiho, J.	Education Assistant	08/31/2009	\$21.91	Focus Beyond
Lindsey, C. M.	Education Assistant	09/30/2009	\$21.06	Humboldt Sr High
Nelson, A.	Education Assistant	09/02/2009	\$19.35	Central Sr High
Pederson, I. M.	Education Assistant	09/08/2009	\$18.62	Highland Park Elementary
Van Pelt, J.	Education Assistant	08/31/2009	\$20.46	PAS West 7th
Badman, J. M.	Teaching Assistant	09/10/2009	\$16.34	Sheridan
Scherbel, T. A.	Teaching Assistant	09/08/2009	\$14.25	Bridge View
Sima, D. S.	Teaching Assistant	09/10/2009	\$16.95	Sheridan
Sundquist, P. J.	Teaching Assistant	09/24/2009	\$17.11	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

REHIRE AFTER RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Arroyo, R.	Classroom Teacher	08/31/2009	\$24.12	Adams Spanish Immersion
Byrd, L. W.	Classroom Teacher	08/31/2009	\$23.76	Arlington Sr High
Cherney, S. L.	Classroom Teacher	09/10/2009	\$23.76	Galtier
Johnson, K. A.	Classroom Teacher	09/21/2009	\$24.59	Juvenile Service Center*
Lamker-Franke, D.	Classroom Teacher	09/11/2009	\$42.36	Highland Park Jr High
Lodge, F. R.	Classroom Teacher	09/03/2009	\$22.64	Harding Sr High*
Mascotti, G. M.	Classroom Teacher	08/31/2009	\$29.59	Arlington Sr High
Murphy, B. C.	Classroom Teacher	08/31/2009	\$43.80	Maxfield
Pierce, C. M.	Classroom Teacher	09/11/2009	\$22.64	Webster
Sparks, J.	Classroom Teacher	08/31/2009	\$23.76	Expo Elementary
Scheuring, R. M.	ELL Teacher	08/31/2009	\$26.69	Wellstone
Itzkowitz, M. S.	Social Worker	09/21/2009	\$28.87	1930 Como/Cent Srv/Dst Srv Ctr
Vue Vang, Z.	School/Community Professional	09/09/2009	\$19.88	Jackson
Dale, K. M.	Education Assistant	09/01/2009	\$13.31	Roosevelt School
Ott, E. L.	Education Assistant	08/29/2009	\$14.85	Open School*
Averill, K. M.	Teaching Assistant	09/21/2009	\$14.25	Ramsey Jr High
Gadzo, A. W.	Teaching Assistant	09/15/2009	\$13.57	Highwood Hills
Gilles, E. W.	Teaching Assistant	09/08/2009	\$12.62	Adams Spanish Immersion
Howell, F.	Teaching Assistant	09/21/2009	\$13.25	Focus Beyond
Monroe, S.	Teaching Assistant	09/08/2009	\$14.25	Battle Creek Middle
Peck, E. M.	Teaching Assistant	09/08/2009	\$18.57	Bridge View
Schoen, A. R.	Teaching Assistant	09/08/2009	\$14.25	Special Education
Wallraff, P. J.	Custodian	09/28/2009	\$13.36	Custodial/1930 Como

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Boyt, J. T.	Classroom Teacher	08/31/2009	Johnson Sr High

* ARRA Funded

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Campbell, A. J.	Classroom Teacher	08/24/2009	Crossroads Arts & Science
Croone, K. E.	Classroom Teacher	08/31/2009	Washington Middle
Dunlap, H. M.	Classroom Teacher	08/31/2009	Johnson Sr High
Hedenstrom, M. N.	Classroom Teacher	08/31/2009	Benjamin Mays
Johns Danforth, P.	Classroom Teacher	08/31/2009	Roosevelt School
Kluxdal, S. A.	Classroom Teacher	08/31/2009	Frost Lake
Logan, N.	Classroom Teacher	08/31/2009	Museum Magnet/Rondo
Lopes, C. M.	Classroom Teacher	08/24/2009	Crossroads Montessori
Manor, J. M.	Classroom Teacher	08/24/2009	Four Seasons A+
Miller, K. A.	Classroom Teacher	08/31/2009	Open School
Miranda, A. L.	Classroom Teacher	08/31/2009	Longfellow
Ormsby, E. N.	Classroom Teacher	08/31/2009	Johnson Sr High
Reiffenberger, L.	Classroom Teacher	08/31/2009	Museum Magnet/Rondo
Rusche, K. M.	Classroom Teacher	08/24/2009	Crossroads Montessori
Tennison, R.	Classroom Teacher	08/31/2009	Wellstone
Weinkauf, A.	Classroom Teacher	08/31/2009	Murray Jr High
Williams, P. L.	Classroom Teacher	08/31/2009	Wellstone
Yates, M. S.	Classroom Teacher	08/31/2009	Como Park Sr High
Kost, C. G.	ELL Teacher	08/31/2009	Wellstone
Peterman, E.	ELL Teacher	08/31/2009	JJ Hill
Chresand, M. K.	Nurse	08/31/2009	Student Placement Center
Henry, K.	Occupational Therapist	08/31/2009	Benjamin Mays
Koch, R. M.	Social Worker	08/31/2009	Spc Education-Frost Lake
Lovat, S.	Social Worker	08/31/2009	Johnson Achievement Plus
McCabe, P. R.	Social Worker	08/31/2009	Longfellow
Donald, A.	Special Education Teacher	09/21/2009	Central Sr High
Kerr, M.	Special Education Teacher	08/31/2009	Phalen Lake

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Larson, K. E.	Special Education Teacher	08/31/2009	Bridge View
Peulen, R. G.	Special Education Teacher	08/31/2009	Bridge View
Revak, A. L.	Special Education Teacher	09/28/2009	Cleveland Jr High
Thune, K. N.	Special Education Teacher	08/31/2009	Monroe Community School
Amborn, D. L.	Speech Pathologist	08/31/2009	Spc Education-Frost Lake
Ehlers, M.	Teacher on Special Assignment	08/31/2009	Cherokee Heights
Ellis, J.	Education Assistant	09/08/2009	Rondo Education Center
Erickson, E. M.	Education Assistant	08/24/2009	Crossroads Montessori
Edman, J.	Teaching Assistant	09/08/2009	JJ Hill
Ferguson, A.	Teaching Assistant	09/08/2009	Arlington Sr High
Johnson, J. M.	Teaching Assistant	08/31/2009	Como Park Elementary
Martin, M. A.	Teaching Assistant	09/21/2009	Sheridan
Nissen, S. M.	Clerical	09/08/2009	360 Colborne - Admin
Hartman, K. J.	Custodian	09/09/2009	Central Sr High
Pederson, T. M.	Custodian	09/02/2009	Arlington Sr High

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
R., T.	Classroom Teacher	08/31 – 09/07/2009
Y., M. S.	Classroom Teacher	1 Day To be determined
T., M. J.	Custodian	09/16/2009

RETIREMENT AND RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Covington Clarkson, L.	Central Administrator	09/26/2009	Arlington Sr High
Napurski, A.	Classroom Teacher	06/11/2009	Riverview
Schoeberl, B. O.	Classroom Teacher	09/02/2009	Roosevelt School
Thomas, J.	Classroom Teacher	09/12/2009	Maxfied

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

RETIREMENT AND RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Williams, J.	Classroom Teacher	09/12/2009	Galtier
Johnson, S.	Occupational Therapist	06/10/2009	Phalen Lake
North, D. G.	Special Education Teacher	06/11/2009	Bush Memorial
Gums, E.	Education Assistant	06/11/2009	Battle Creek Middle
Her, V. V.	Education Assistant	09/29/2009	Highland Park Sr High
Jama, F.	Education Assistant	06/11/2009	Homecroft
Minus, A. R.	Education Assistant	06/10/2009	Humboldt Sr High
Nitti, B.	Education Assistant	08/31/2009	Wellstone
Schuster, K. A.	Education Assistant	09/02/2009	Crossroads Montessori
Shurie, F. M.	Education Assistant	06/11/2009	Homecroft
Anderson, E. C.	Teaching Assistant	06/10/2009	Como Park Sr High
Axelson, P. J.	Teaching Assistant	09/12/2009	Expo Elementary
Barnes, E. M.	Teaching Assistant	06/10/2009	Highwood Hills
Burt, S. J.	Teaching Assistant	06/10/2009	Longfellow
Eidsmoe, K. L.	Teaching Assistant	10/03/2009	Central Sr High
Jones, J. L.	Teaching Assistant	06/10/2009	Museum Magnet/Rondo
Mieloch, N. M.	Teaching Assistant	06/10/2009	Wheelock
Roise, R. P.	Teaching Assistant	06/10/2009	Monroe Community School
Rosenbloom, P. L.	Teaching Assistant	06/10/2009	Longfellow
Smebakken, J. A.	Teaching Assistant	06/10/2009	Eastern Heights
Vang, M.	Teaching Assistant	06/10/2009	Nokomis Montessori
Vang, Y.	Teaching Assistant	09/08/2009	Mississippi Creative Arts
White, M. J.	Teaching Assistant	09/26/2009	Highland Park Sr High
Herman, D. J.	Nutrition Services Personnel	09/23/2009	Nutrition Center/1930 Como

HUMAN RESOURCE TRANSACTIONS
October 20, 2009

RETIREMENT AND RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nfn, Y.	Nutrition Services Personnel	06/11/2009	Johnson Sr High
Sackie Sr, C.	Nutrition Services Personnel	06/11/2009	Hayden Heights
Villamor, D. A.	Nutrition Services Personnel	09/04/2009	Humboldt Sr High

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
E., J.	Clerical	10/02/2009

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Moua, K.	Education Assistant	06/11/2009	Rondo Education Center
Murphy, M. M.	Teaching Assistant	06/10/2009	Open School
Swanson, S. D.	Teaching Assistant	06/10/2009	Highwood Hills
Wolf, J. M.	Teaching Assistant	06/10/2009	Johnson Achievement Plus
Brown, M. R.	Nutrition Services Personnel	12/14/2007	Johnson Sr High
Triemert, S. L.	Nutrition Services Personnel	09/16/2009	American Indian Magnet
Heyman, K. N.	Professional Employee	09/19/2009	360 Colborne - Admin

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Garcia, C. M.	Classroom Teacher	06/15/2010	Humboldt Sr High
Heckman, S. M.	Classroom Teacher	06/10/2009	Webster
Maxwell, A. K.	Special Education Teacher	06/10/2009	Bridge View

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Leussler, V. A.	Education Assistant	09/01/2009	Eastern Heights

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

DATE: October 20, 2009

TOPIC: Gift Acceptance from Ceridian Corporation

A. PERTINENT FACTS:

1. Central High School would like to accept a monetary gift of \$13,000.00 from the Ceridian Corporation.
2. This donation will be used for scholarship awards to students.
3. This project will meet the District target area goals by ensuring high academic achievement for all students
4. This item is submitted by Mary Mackbee, Principal, Central High School and Denise Quinlan, Executive Director, Secondary Schools

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary gift from the Ceridian Corporation to be used as designated. The total gift of \$13,000.00 will be deposited into the Central High School Intra-school account 19-210-000-000-5096-0000.

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

DATE: October 20, 2009

TOPIC: Gift Acceptance from The David Winton Bell Foundation

A: PERTINENT FACTS:

1. Crossroads Elementary School has accepted a gift of \$5,000 from The David Winton Bell Foundation.
2. Crossroads Elementary will use the gift to rebuild our playground.
3. This project will meet the District target area goals by strengthening relationships with community and families.
4. This item is submitted by Celeste Carty, Principal, Crossroads Elementary; Barbara DeMaster, Area Superintendent, Nancy Stachel, Chief of Schools.

B: RECOMMENDATIONS:

1. That the Board of Education authorize the Superintendent (designee) to allow Crossroads Elementary School to accept this gift from The David Winton Bell Foundation.
2. The Superintendent (designee) will send a letter of appreciation to The David Winton Bell Foundation.

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

DATE: October 20, 2009

TOPIC: Gift Acceptance from Lucy B. Hartwell and the Smikis Foundation

A: PERTINENT FACTS:

1. Crossroads Elementary School has accepted a gift of \$5,000 from Lucy B. Hartwell and the Smikis Foundation.
2. Crossroads Elementary will use the gift to rebuild our playground.
3. This project will meet the District target area goals by strengthening relationships with community and families.
4. This item is submitted by Celeste Carty, Principal, Crossroads Elementary; Barbara DeMaster, Area Superintendent and Nancy Stachel, Chief of Schools.

B: RECOMMENDATIONS:

1. That the Board of Education authorize the Superintendent (designee) to allow Crossroads Elementary School to accept this gift from Lucy B. Hartwell and the Smikis Foundation.
2. The Superintendent (designee) will send a letter of appreciation to Lucy B. Hartwell and the Smikis Foundation.

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

DATE: October 20, 2009

TOPIC: Request for Permission to Submit a Grant Application to the AT&T Foundation

A. PERTINENT FACTS:

1. The AT&T Foundation is currently accepting grant applications for programs that promote multicultural education.
2. Wheelock Early Education has prepared an application for funds to provide families with multicultural, multi-language books, classroom activities and music education. Saint Paul Public Schools will serve as the fiscal agent for this grant. Staff in the program researched this opportunity. This grant is for approximately \$5,000.
3. This grant will meet the District target area goals by strengthening relationships with community and families.
4. This item is submitted by Shirley Heitzman, Director, Office of Innovation and Development; Ceceila Dodge, Director of Special Education; Valeria Silva, Chief Academic Officer; and Luz Maria Serrano, Interim Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to AT&T for funds to support multicultural education, including students from across Saint Paul's diverse student population in student/parent/teacher classroom engagement at Wheelock Early Education; 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 20, 2009

TOPIC: Request for Permission to Submit a Grant Application to Capitol Region Watershed District

A. PERTINENT FACTS:

1. Capital Region Watershed District is currently accepting grant applications for programs that promote the health and vitality of the area watershed.
2. Saint Paul Public Schools Community Education has prepared an application for funds to provide reduced fees to adult community education students participating in rain barrel workshops. Saint Paul Public Schools will serve as the fiscal agent for this grant. The grant is for \$6,000.
3. This grant will meet the District target area goals by strengthening relationships with community and families.
4. This item is submitted by Shirley Heitzman, Director, Office of Innovation and Development; Lynn Gallandat, Director of Community Education; Valeria Silva, Chief Academic Officer; and Luz Maria Serrano, Interim Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Capitol Region Watershed to support community education inclusion by reducing enrollment fees; 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 20, 2009

TOPIC: Request for Permission to Partner with the University of Minnesota on a Grant Application for the Intervention for College Attendance Program.

A. PERTINENT FACTS:

1. The University of Minnesota is applying for a continuation grant for the Intervention for College Attendance Program (ICAP) through the Minnesota Office of Higher Education. ICAP fosters postsecondary attendance and retention by providing outreach services to Minnesota's historically underserved students in grades six through 12 and to historically underrepresented college students.
2. Saint Paul Public Schools has partnered with the University of Minnesota to prepare an application for funds to help adequately prepare American Indian students for college-level work and to support their access to post-secondary institutions. The fiscal agent for this program is the University of Minnesota. This grant is for approximately \$40,000.
3. This project will meet the District target area goals by accelerating the path to excellence.
4. This item is submitted by Kathy Denman-Wilke, Supervisor, Indian Education Program; Shirley Heitzman, Director, Office of Innovation and Development; Kate Wilcox-Harris, Executive Director, Professional Development; Valeria Silva, Chief Academic Officer; Christine Wroblewski, Chief Community Relations Officer; and Luz Maria Serrano, Interim Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to partner with the University of Minnesota for funds that help adequately prepare American Indian students for college-level work and to support their access to post-secondary institutions; 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 20, 2009

TOPIC: Request for Permission to Partner in Submitting Grant Applications to the U. S. Department of Education Institute of Education Sciences Educational Research and Development Center Program Grants

A. PERTINENT FACTS:

1. The U. S. Department of Education Institute of Education Sciences is currently accepting applications for Educational Research and Development Center Program Grants. Grants are for approximately \$2 million over five years to: 1.) identify schools that effectively serve underachieving populations 2.) identify the practices of consistently effective schools serving chronically low-performing student populations 3.) develop these practices into a form that can be transferred to schools less successfully serving similar populations 4.) create a system to support the adoption of these practices at such schools 5.) evaluate the transfer of these practices and their impact on student achievement and 6.) where needed, revise both the practices and the transfer process based on these evaluations.
2. The Minnesota Minority Education Partnerships (MMEP) has prepared an application in collaboration with the Saint Paul Public Schools and Minneapolis Public Schools to research and evaluate district, school, and instructional strategies that enhance the academic competencies, skills, strengths, and resiliency of new immigrant students. The proposed project will develop an applied research center, Minnesota Education Research Center on Race Equity, that will significantly improve capacity to validate, transfer, test, evaluate, and disseminate a series of policies, programs, and practices in the Saint Paul Public Schools that have great promise to effectively improve student outcomes of immigrant students for urban and suburban districts facing similar challenges locally, regionally and nationally. The proposed research is of particular interest to SPPS and has the potential to positively impact its large immigrant student population, in particular the 41% of St. Paul's student population who are English language learners (ELL) speaking over 100 different languages.
3. The University of Minnesota has also prepared an application in partnership with Saint Paul Public Schools for a project entitled: "Use of the mathematics think aloud strategy to improve the problem solving of middle school English language learners". This project would research and evaluate integrating mathematics instructional strategies aimed at supporting struggling English language learners (ELLs) into middle school general education classes.
4. These projects will meet the District target area goals by ensuring high academic achievement for all students
5. This item is submitted by Shirley Heitzman, Director, Office of Innovation and Development; Heidi Bernal, Director, ELL; Evelyn Belton-Kocher, Director, Research, Evaluation & Assessment; Valeria Silva, Chief Academic Officer; Michelle Walker, Chief Accountability Officer; and Luz Maria Serrano, Interim Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to partner in submitting grant applications for the U. S. Department of Education Institute of Education Sciences Educational Research and Development Center Program Grants; to accept funds, if awarded, and to implement the projects as specified in the award documents.

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

DATE: October 20, 2009

TOPIC: Request for Permission to Submit a Grant Application to the McNeely Foundation

A. PERTINENT FACTS:

1. The McNeely Foundation is accepting grant applications for projects that help struggling students succeed in middle school and begin to prepare them for high school, higher education, and career success.
2. Saint Paul Public Schools has prepared an application for funds to implement credit completion programming at Washington Technology Middle School and Battle Creek Middle School. This early identification and multi-leveled intervention system is designed to address critical issues experienced by middle school students. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$80,000.
3. This project will meet the District target area goals by accelerating the path to excellence.
4. This item is submitted by Shirley Heitzman, Director, Office of Innovation and Development; Denise Quinlan, Executive Director, Secondary Education; Valeria Silva, Chief Academic Officer; and Luz Maria Serrano, Interim Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant from the McNeely Foundation for funds to implement the credit completion programming at Washington Technology Middle School and Battle Creek Middle School; 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 20, 2009

TOPIC: Request for Permission to Partner in Submitting a Grant Application with the University of Minnesota's Division of Epidemiology & Community Health to the National Institute of Health for a Childhood Obesity Prevention Project

A. PERTINENT FACTS:

1. The University of Minnesota's Division of Epidemiology & Community Health has prepared an application to the National Institute of Health in collaboration with the Saint Paul Public Schools to request support for a special project focused on childhood obesity prevention. The proposed project has three primary objectives:
 - to evaluate the effects of a three-year multi-level, multi-setting parent targeted randomized controlled intervention on the primary outcome, child body mass index (z-score), compared to a standard primary care only intervention among 500 preschool children ages 3-5 yrs.
 - To evaluate the effects of a three-year multi-level, multi-setting parent targeted intervention on secondary outcomes, child energy intake and physical activity energy expenditure, compared to a standard primary care only intervention.
 - To evaluate the effects of the multi-setting parent-targeted intervention on community availability and cost of healthful food sources and sports and recreational facilities.
2. SPPS recognizes the importance of such a project and looks forward to working in collaboration to promote sustained patterns of change in food intake, physical activity, and healthy body weight among low income, ethnically diverse children. Specifically, the Early Childhood and Family Education (ECFE) Program at SPPS will collaborate to test a multi-setting intervention to prevent obesity among preschool children ages 3-5. Collaboration with the U of M Division of Epidemiology & Community Health on this project will include embedding obesity prevention curriculum within specialized ECFE classes. This collaboration will have a positive impact on the children and families who participate and will significantly aid in the development of best practices and effective strategies to prevent childhood obesity among low-income ethnically diverse children
3. This grant will meet the District target area goals by strengthening relationships with community and families.
4. This item is submitted by Donald Sysyn, Supervisor, ECFE; Shirley Heitzman, Director, Office of Innovation and Development; Lynn Gallandat, Director of Community Education; Valeria Silva, Chief Academic Officer; and Luz Maria Serrano, Interim Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to partner in submitting a grant application with the University of Minnesota's Division of Epidemiology & Community Health to the National Institute of Health for a Childhood Obesity Prevention Project in Early Childhood Family Education: 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 20, 2009

TOPIC: Request for Permission to Submit a Grant Application to the St. Jude Medical Foundation

A. PERTINENT FACTS:

1. The St. Jude Medical Foundation is currently accepting grant application for projects that promote and enhance health awareness through education, training and supporting communities.
2. Arlington High School has prepared a grant application for funds to allow students to participate in a Certified Nursing Assistant Program offered onsite through the American Red Cross. Staff in the program researched this grant opportunity. This grant is for approximately \$25,000.
3. This project will meet the District target area goals by accelerating the path to excellence.
4. This item is submitted by Patricia Murphy, Principal, Arlington Senior High School; Shirley Heitzman, Director, Office of Innovation and Development; Denise Quinlan, Executive Director, Secondary Education; Nancy Stachel, Chief of Schools; and Luz Maria Serrano, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the St. Jude Medical Foundation for funds to allow students to participate in a Certified Nursing Assistant Program offered onsite through the American Red Cross at Arlington High School; 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 20, 2009

TOPIC: Request for Permission to Submit a Grant Application to the Travelers Foundation

A. PERTINENT FACTS:

1. The Travelers Foundation is currently accepting grant applications that fund programs promoting the arts and diversity. These funds are separate from funding previously awarded from the Travelers Foundation for college access and leadership initiatives.
2. Central High School was invited to prepare a grant application for funds to expand its ArtsLiteracy program. The ArtsLiteracy program utilizes the Central Touring Theatre to coach teachers in how to use performance arts to improve literacy rates. Saint Paul Public Schools will be the fiscal agent. This grant is for approximately \$10,000.
3. The Center for Professional Development has prepared a grant application for funds to provide the 2010 Art for All Conference. The conference provides participants with visual and performing arts knowledge, skills, tools and the beliefs necessary to create high levels of student learning and engagement, improve instructional practices and encourage personal artistic growth. Saint Paul Public Schools will be the fiscal agent. This grant is for approximately \$9,000.
3. These grants will meet the District target area goals by accelerating the path to excellence.
4. This item is submitted by Mary Mackbee, Principal, Central High School; Jan Spencer, Supervisor, Visual and Performing Arts K-12; Shirley Heitzman, Director, Office of Innovation and Development; Barbara DeMaster, Executive Director, Elementary Education; Nancy Stachel, Chief of Schools; and Luz Maria Serrano, Interim Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit two grant applications to the Arts and Diversity Committee at the Travelers Foundation for funds to support the Art for All Conference and ArtsLiteracy program; to accept funds, if awarded; and to implement the projects as specified in the award documents.

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

DATE: October 20, 2009

TOPIC: Agreement between Saint Paul Independent School District #625 and Ramsey County on behalf of the Saint Paul - Ramsey County Department of Public Health

A. PERTINENT FACTS:

1. Ramsey County, on behalf of the Saint Paul - Ramsey County Department of Public Health, will award the District \$449,370.00 to promote physical activity, healthy nutrition, reduce tobacco use and establish practices that support chronic disease prevention.
2. The funding is awarded to Ramsey County by the State of Minnesota Department of Health Statewide Health Improvement Program (SHIP).
3. This project supports schools to implement the Wellness Policy.
4. The agreement period is from August 10, 2009 to June 11, 2011.
5. This project supports the District goal to ensure high academic achievement for all.
6. Requested by Ann Hoxie, Assistant Director, Student Health and Wellness; Cecelia Dodge, Director, Special Education; and Valeria Silva, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to accept grant funds of \$449,370.00 from Ramsey County to promote physical activity and healthy nutrition, reduce tobacco use and establish practices that support chronic disease prevention.

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

DATE: October 20, 2009

TOPIC: Approval to Enter into a Collaborative Grant Agreement with the Amherst H. Wilder Foundation

A. PERTINENT FACTS:

1. Special Education wishes to enter into an agreement with the Amherst H. Wilder Foundation for the 2009-2010 school year.
2. This cooperative effort will provide funding for the Amherst H. Wilder Foundation to assist with the following programs:
 - Mental health services and consultation to support and strengthen existing services to student families and staff relating to learners with special needs.
 - Support for a school-based service, Project Kofi, for at-risk African American male students in grades three through six attending school at Rondo Center, Galtier, Maxfield, Dayton's Bluff and Monroe.
 - An ADHD (Attention-Deficit Hyperactivity Disorder) and Mental Health Assessment component.
3. The services of this agreement will meet the District target area goals of ensuring high academic achievement for all students and strengthening relationships with community and families.
4. The total cost of this agreement is \$504,231. 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.
5. This item is submitted by Cecelia Dodge, Director of Special Education; and Valeria Silva, Chief Academic Officer.

B. RECOMMENDATIONS:

1. That the Board of Education enter into a collaborative grant agreement with the Amherst H. Wilder Foundation to provide Special Education services for the 2009-2010 school year.
2. 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.

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

DATE: OCTOBER 20, 2009

TOPIC: Authorization to Lease Space at Galtier Towers Apartments for the Home Living Lab for Focus Beyond Programs

A. PERTINENT FACTS:

1. Special Education has a need to lease an apartment for educational training in the area of home living for transition planning and programming. The apartment is used as a collaborative instructional site for Focus Beyond programs. On September 16, 1997, the Board of Education authorized lease of an apartment in the Galtier Towers Apartments for Focus Beyond programs beginning October 1, 1997. The term of the current lease expires November 30, 2009.
2. The district desires to continue leasing the apartment in Galtier Towers Apartments and has requested a new lease agreement for the term December 1, 2009 through November 30, 2010. The monthly rent for the apartment will be \$875.00 per month or \$10,500.00 annually.
3. Funding will be provided from the lease levy, budget code 01-005-850-302-6370-0000.
4. This lease meets the District Strategic Plan goals by aligning resource allocation to district priorities.
5. This item is submitted by Kevin S. Umidon, General Manager, Facility Planning; Cecelia Dodge, Director, Special Education; Valeria Silva, Chief Academic Officer; and Hitesh Haria, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize continued lease of an apartment in Galtier Towers Apartments for Focus Beyond programs for the term of December 1, 2009 through November 30, 2010, and execution by the Chair and Clerk of a lease agreement for said rental, in accordance with all terms and conditions of said agreement.

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

DATE: October 20, 2009

TOPIC: Request to approve the 2009-10 Project Early Kindergarten contract with Resources for Child Caring

A. PERTINENT FACTS:

1. In June 2007, Saint Paul Public Schools received a three million dollar, three-year research grant renewal from the McKnight Foundation to align early childhood education with K-6, insuring a smooth transition to kindergarten and 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 three literacy coaches to work with 8 childcare centers and 14 childcare homes.
3. This contract needs to be approved for July 1, 2009-June 30, 2010 in the amount of \$254,334.00 to provide salaries for the child care literacy coaches, coaching supplies, travel, professional development, and administration. The source of funding is the Project Early Kindergarten McKnight grant, budget number 29-005-605-000-6305-3650.
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 Ann Lovrien, Assistant Director, Project Early Kindergarten; Jacqueline Felt, Supervisor, Pre-Kindergarten Program; and Valeria Silva, Chief Academic Officer.

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, 2009 - June 30, 2010 at the cost of \$254,334.00.

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

DATE: October 20, 2009

TOPIC: Supplemental Educational Services Contracts

A. PERTINENT FACTS:

1. As mandated by the No Child Left Behind (NCLB) Act of 2001, Saint Paul Public Schools Title I buildings not making Adequate Yearly Progress for three (3) or more years must offer Supplemental Educational Services (SES) to their students. The school district enters into agreements with providers authorized by the Minnesota Department of Education to provide the instructional services to eligible students who attend one of the schools offering Supplemental Educational Services.
2. The following schools offering SES for the school year 2009-2010 are: American Indian Magnet, Arlington Senior High School, Bruce F. Vento Elementary, Cherokee Heights West Side School of Excellence, Como Park Elementary, Four Seasons A+ Elementary, Franklin Music Magnet, Guadalupe Alternative Programs, Hancock-Hamline University Collaborative Magnet, Harding Senior High School, Hazel Park Middle School Academy, Highwood Hills Elementary, Humboldt Secondary School, International Academy LEAP, Longfellow Humanities Magnet, Maxfield Magnet School, Mississippi Creative Arts Magnet, North End Elementary, Open School, Phalen Lake Elementary, Roosevelt Elementary West Side School of Excellence, Barack and Michelle Obama Service Learning Elementary, Washington Technology Middle, Paul & Sheila Wellstone, World Cultures Magnet School.
3. This request is for participation in the SES program between the following providers and Saint Paul Public Schools for the school year of 2009-2010. Registration for SES services will end December 18, 2009. The amounts presented here are based on enrollment figures as of September 29, 2009 and projected numbers for enrollment for the remainder of the enrollment cycle. Enrollment in the SES is capped at approximately 3.4 million dollars, an amount equal to the 20% set-aside for school choice and SES options.

Vendor & Budget Codes (29-005-216-401-6303-2300 & 29-005-216-401-6304-2300)	Contract Amounts Based on Projected Enrollments
A+ Tutoring Services, LTD	\$ 427,302.50
ATS Project Success	\$ 299,111.75
ClubZ Tutoring	\$ 512,763.00
College Tutors	\$ 512,763.00
Eager to Learn, Friendship Community Services	\$ 170,921.00
Eastside Learning Center	\$ 51,276.30
Educate Online	\$ 256,381.50
LDA Minnesota	\$ 68,368.40
Network for the Development of Children of African Decent	\$ 42,730.25
Project Spirit	\$ 85,460.50
Salvation Army, Eastside	\$ 51,276.30
Sylvan Learning Center	\$ 427,302.50
TutorCo	\$ 170,921.00

Tutorial Serivces	\$	170,921.00
YWCA Saint Paul	\$	170,921.00
Total	\$	3,418,420.00

4. This agreement supports the strategic plan target area of ensuring all students and all student groups meet or exceed district targets in reading, writing, math and science.
5. This item is submitted by Matthew Mohs, Director, Title I/Funded Programs; Michelle Walker, Chief Accountability Officer; and Luz Marie Serrano; Interim Chief of Staff

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into an agreement with the above authorized SES providers for the school year 2009-2010.

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

DATE: October 20, 2009

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 or in print, and which must be approved by the Board of Education.
3. The SPPS 2008-09 Annual Report on Curriculum, Instruction and Student Achievement was incorporated into the school district's comprehensive 2009 Annual Report, which reported on the district's progress toward meeting the goals of the Strategic Plan for Continued Excellence.
4. The report was released Oct 13th and shared with a variety of stakeholders. In addition, the report is posted on the school district's web site at www.spps.org.
3. This project will meet the District's goals of raising expectations for accountability and strengthening relationships with community and families.
4. This item is submitted by Christine Wroblewski, Chief Community Relations Officer.

B. RECOMMENDATION:

That the Board of Education approve the 2008-09 Annual Report on Curriculum, Instruction and Student Achievement and the Office of Community Relations 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 20, 2009

TOPIC: Approval of an Employment Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, to Establish Terms and Conditions of Employment for 2009-2012

A. PERTINENT FACTS:

1. New Agreement is for a three-year period, June 1, 2009, through May 31, 2012.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has 3 regular FTE in this bargaining unit.
4. Wage and benefit changes reflect prevailing wage for the industry.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2008-2009 budget year (June 1, 2009 – June 30, 2009): \$359
 - in the 2009-2010 budget year (July 1, 2009 – June 30, 2010): \$4,448
 - In the 2010-2011 budget year (July 1, 2010 – June 30, 2011): \$6,047
 - In the 2011-2012 budget year (July 1, 2011 – May 31, 2012): \$5,780
6. This item will meet the District target area goal of aligning resource allocation to District priorities.
7. This request is submitted by Susan Gutbrod, Negotiations/Employee Relations Manager; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Teresa C. Rogers, Executive Director of Human Resources/Employee Relations; Michael Baumann, Interim Chief Financial Officer; Kevin Umidon, General Manager Facility Planning; and Hitesh Haria, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2009 through May 31, 2012.

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

DATE: October 20, 2009

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 Ann Hoxie, Assistant Director, Student Health and Wellness; Cecelia Dodge, Director, Special Education; and Valeria Silva, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective October 29, 2009, 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 20, 2009

TOPIC: Proposed Amendments to Joint Powers Agreement Metropolitan Learning Alliance

A. PERTINENT FACTS:

1. St. Louis Park has withdrawn as a member district of the Metropolitan Learning Alliance. As such, the Joint Powers Agreement requires amendment
2. Amendments must be approved by the Boards of Education of the member districts. Copies of the proposed amendments to the Joint Powers Agreement have been provided to Board members under separate cover.
3. This agreement will meet the District target area goals by strengthening relationships with community and families
4. This item is submitted by Luz Maria Serrano, Interim Chief of Staff and Suzanne Kelly, Interim Superintendent.

B. RECOMMENDATION:

That the Board of Education accepts the proposed amendments to the Joint Powers Agreement for the Metropolitan Learning Alliance and that it authorize the Board Chair and Clerk to sign the Joint Exercise of Powers Agreement for the Metropolitan Learning Alliance.

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

DATE: October 20, 2009

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.
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 Gerald Keenan, Athletic Director; Denise Quinlan, Executive Director, Secondary Schools; and Nancy Stachel, Chief of 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 20, 2009

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 Financial Officer.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period September 1 – September 30, 2009.

(a) General Account	#460042-461296 #3013455-3013860	\$41,411,741.66
(b) Debt Service	-0-	4,257.50
(c) Construction	-0-	<u>4,134,774.09</u>
		<u>\$45,550,773.25</u>

Included in the above disbursements are payrolls in the amount of \$16,402,618.85 and overtime of \$64,252.65.

(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 19, 2010 .

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

DATE: October 20, 2009

TOPIC: Post Age-65 Retiree Health Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District provides health insurance coverage for post-age 65 retirees through HealthPartners for approximately 2,040 retirees. The District's cost for calendar year 2009 is approximately \$8,400,000.
2. The District covers Medicare-eligible retirees who reside in Minnesota with the HealthPartners Freedom Plan. Retirees who are non-Medicare eligible or who reside outside of Minnesota are covered by the HealthPartners National One Plan or the HealthPartners Liberty Plan. Current monthly premiums and enrollment are:

	<u>Single</u>	<u>Family</u>
HealthPartners Freedom Plan (1,790)	\$236.00	\$ 472.00
HealthPartners National One Plan (199)	\$525.26	\$1,258.89
HealthPartners Liberty Plan (54)	\$236.00	\$ 472.00

3. HealthPartners has proposed an approximate 5.2% increase for the Freedom Plan for 2010 and a 4% increase for the National One Plan for 2010. The Liberty Plan is being replaced by the HP Retiree Medical Plan and Prescription Drug Plan that will offer better access to care for retirees. The plan rates are the same as the Freedom Plan. The following are the proposed rates for calendar year 2010:

	<u>Single</u>	<u>Family</u>
HealthPartners Freedom Plan	\$248.50	\$ 497.00
HealthPartners National One Plan	\$546.27	\$1,309.25
HealthPartners Retiree Medical Plan	\$248.50	\$ 497.00

4. The District's cost for calendar year 2010 will increase approximately \$450,000, for an estimated annual cost of \$8,850,000.
5. This agreement supports the District's target area goal of aligning resource allocation to District priorities.
6. This item is submitted by Terri Bopp, Benefits Supervisor; Teresa Rogers, Executive Director, Human Resources and Employee Relations; and Michael Baumann, Interim Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education approve the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2010, at the proposed premium renewal rates.

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

DATE: October 20, 2009

TOPIC: Professional Services from Dunham Engineering

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: Planning, architecture, landscape architecture, interior design, field inspection of contractors' work, and other professional services as required by the District.
2. Dunham Engineering has submitted a proposal to provide the described professional services based on a schedule of rates not to exceed \$180.00 per hour depending on the level of expertise provided. The highest rates on the schedule are for services of the principals of the firm who will be used minimally, if at all by the District. The rates are guaranteed from October 6, 2009 through August 31, 2011 and may be extended for additional periods.
3. This proposal has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from operating capital, alternative bonds, capital bonds, and health and safety levy budgets on a project-by-project basis.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Kevin Umidon, General Manager, Facility Planning; Hitesh Haria, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure professional architectural/engineering services from Dunham Engineering as needed, based on a schedule of rates not to exceed \$180.00 per hour, depending on the level of expertise provided, for the period October 6, 2009 through August 31, 2011 or for additional extended periods at the same terms and conditions.

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

DATE: October 20, 2009

TOPIC: Professional Services from Karges-Faulconbridge, Inc.

A. PERTINENT FACTS:

1. The District requires professional mechanical and electrical engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: Mechanical and electrical engineering services, and other professional services as required by the District.
2. Karges-Faulconbridge, Inc. has submitted a proposal to provide the described professional services based on a schedule of rates not to exceed \$170.00 per hour depending on the level of expertise provided. The highest rates on the schedule are for services of the principals of the firm who will be used minimally, if at all by the District. The rates are guaranteed from October 1, 2009 through August 31, 2011 and may be extended for additional periods.
3. This proposal has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from operating capital, alternative bonds, capital bonds, and health and safety levy budgets on a project-by-project basis.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Kevin Umidon, General Manager, Facility Planning; Hitesh Haria, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure mechanical and electrical engineering services from Karges-Faulconbridge, Inc. as needed, based on a schedule of rates not to exceed \$170.00 per hour, depending on the level of expertise provided, for the period October 1, 2009 through August 31, 2011 or for additional extended periods at the same terms and conditions.

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

DATE: October 20, 2009

TOPIC: Professional Services from LHB Corp. - Educational Design Group

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: Planning, architecture, landscape architecture, interior design, field inspection of contractors' work, and other professional services as required by the District.
2. LHB Corp. - Educational Design Group has submitted a proposal to provide the described professional services based on a schedule of rates not to exceed \$195.00 per hour depending on the level of expertise provided. The highest rates on the schedule are for services of the principals of the firm who will be used minimally, if at all by the District. The rates are guaranteed from October 1, 2009 through August 31, 2011 and may be extended for additional periods.
3. This proposal has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from operating capital, alternative bonds, capital bonds, and health and safety levy budgets on a project-by-project basis.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Kevin Umidon, General Manager, Facility Planning; Hitesh Haria, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure professional architectural/engineering services from LHB Corp. - Educational Design Group as needed, based on a schedule of rates not to exceed \$195.00 per hour, depending on the level of expertise provided, for the period October 1, 2009 through August 31, 2011 or for additional extended periods at the same terms and conditions.

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

DATE: October 20, 2009

TOPIC: Professional Services from Miller Hanson Partners

A. PERTINENT FACTS:

1. The District requires professional architectural services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: Planning, architecture, landscape architecture, interior design, field inspection of contractors' work, and other professional services as required by the District.
2. Miller Hanson Partners has submitted a proposal to provide the described professional services based on a schedule of rates not to exceed \$145.00 per hour depending on the level of expertise provided. The highest rates on the schedule are for services of the principals of the firm who will be used minimally, if at all by the District. The rates are guaranteed from October 1, 2009 through August 31, 2011 and may be extended for additional periods.
3. This proposal has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from operating capital, alternative bonds, capital bonds, and health and safety levy budgets on a project-by-project basis.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Kevin Umidon, General Manager, Facility Planning; Hitesh Haria, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure professional architectural services from Miller Hanson Partners as needed, based on a schedule of rates not to exceed \$145.00 per hour, depending on the level of expertise provided, for the period October 1, 2009 through August 31, 2011 or for additional extended periods at the same terms and conditions.

MEMORANDUM

October 20, 2009

To: Suzanne Kelly
Interim Superintendent

From: Michael A. Baumann *MAB*
Interim Chief Financial Officer

Subject: CBFAC Applications

Attached is an application for membership on the Citizens' Budget and Finance Advisory Committee (CBFAC):

Cricket James (member 2008-09)

Please forward this application to the Board of Education on October 20, 2009 for action.

Thank you.

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

Proposed Policy:

SAINT PAUL PUBLIC SCHOOLS POLICY MANUAL

New Policy: 510.00 Graduation

Proposed Policy Revision:

SAINT PAUL PUBLIC SCHOOLS POLICY MANUAL

First Reading August 18, 2009

Second Reading September 22, 2009

Third Reading October 20, 2009

COMMENTS:

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

510.00 GRADUATION

1. It is the policy of the school district that all students must meet the graduation standards of the State of Minnesota (Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits), including state-wide test and credit requirements in order to graduate.
2. Basic course credit requirements for Saint Paul Public School high school diploma also include:
 - Health & Wellness credit
 - Fitness & Physical Education credit
 - Family & Consumer Science, Industrial Technology or Business credit
 - Elective credits
 - Post High School Planning
3. Additional requirements may be established by each high school, as approved by Superintendent (designee) and shall be made known prior to the student enrollment process.
4. Students meeting or exceeding all school district graduation requirements may walk across the graduation ceremony stage to receive a diploma.
5. Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown (exemptions must be approved by the Superintendent).

LEGAL REFERENCES:

Minn. Stat. § 120B.02 – Educational Expectations for Minnesota's Students

Minn. Stat. § 120B.023 – Benchmarks

Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits

Minn. Stat. § 120B.07 – Early Graduation

Minn. Stat. § 120B.11 – School District Process

Minn. Rules Parts 3501.0010-3501.0180 – Rules Relating to Graduation Standards – Mathematics and Reading

Minn. Rules Parts 3501.0200-3501.0290 – Rules Relating to Graduation Standards – Written Composition

Minn. Rules Parts 3501.-0505-3501.0635 – K-12 Standards

20 U.S.C. § 6301, *et. Seq.* – *No Child Left Behind*

CROSS REFERENCES:

SPPS Policy: 510.02 Graduation Exercises

*SPPS Procedure (Timeline for informing students of their “on-track” status)**

*SPPS Procedure (Post high school plan including “soft skills”)**

*SPPS Procedure (Use of on-line credits)**

*SPPS Procedure (Honorary diploma)**

*SPPS Procedure (Senior project and/or portfolio)**

** Potentially to be developed*




Independent School District 625
360 Colborne Street
Saint Paul, MN 55102-3299

Office of the Superintendent
Suzanne P. Kelly
Interim Superintendent of Schools

Telephone: (651) 767-8150 • Fax: (651) 290-8331 • www.spps.org

October 20, 2009

Memorandum to: Board of Education Directors
From: Suzanne P. Kelly 
Subject: Authorization of Competitive and Negotiated Bond Sales

I recommend that the Board of Education adopt the attached resolutions providing for the competitive and negotiated sale of bonds as follows:

1. \$9,885,000 in general obligation school building bonds, series 2009B, under authority granted in Minnesota Statutes § 123B.59
2. \$9,090,000 in general obligation refunding bonds, series 2009C, under authority granted in Minnesota Statutes § 126C.55
3. \$16,115,000 taxable general obligation school building bonds, series 2009D (Qualified School Construction Bonds – Tax Credit), under the provision in Minnesota Statutes § 126C.55 to take advantage of the State guarantee program.

The first item listed is the issuance of new debt for deferred maintenance and capital projects. The Minnesota Commissioner of Education has approved the use of these funds. The second item is a refunding of existing debt to secure a lower interest rate and reduce future debt payments. The third item listed is the issuance of new debt to finance improvements set forth in the District's approved alternative facilities plan.

Recommendation:

Move approval of the attached resolutions providing for the competitive and negotiated sale of \$9,885,000 of general obligation school building bonds, series 2009B, \$9,090,000 refunding bonds, series 2009C, and \$16,115,000 Qualified School Construction Bonds, series 2009D.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION – GENERAL FORM

Board File No. _____

Date _____

**RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED
SALE OF \$9,885,000 GENERAL OBLIGATION
SCHOOL BUILDING BONDS, SERIES 2009B;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS**

A. WHEREAS, the School Board of Independent School District Number 625 (Saint Paul), Minnesota (the "District"), has heretofore determined that it is necessary and expedient to issue \$9,885,000 General Obligation School Building Bonds, Series 2009B (the "Bonds"), pursuant to Minnesota Statutes, Section 123B.59 to provide funds to finance improvements set forth in its approved alternative facilities plan; and

B. WHEREAS, the District has retained Springsted Incorporated, in Saint Paul, Minnesota ("Springsted"), as its independent financial advisor and is therefore authorized to sell the Bonds by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9); and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625 (Saint Paul), as follows:

1. Authorization; Findings. The School Board hereby authorizes Springsted to solicit bids for the competitive negotiated sale of the Bonds.

2. Meeting; Bid Opening. The School Board shall meet at the time and place specified in the Terms of Proposal attached hereto as Exhibit A for the purpose of considering sealed bids for, and awarding the sale of, the Bonds. The bids shall be opened at the time and place specified in the Terms of Proposal.

3. Terms of Proposal. The terms and conditions of the Bonds and the negotiation thereof are fully set forth in the "Terms of Proposal" attached hereto as Exhibit A and hereby approved and made a part hereof.

4. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Bond Registrar or any successor paying agent three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Bond Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit in the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

5. Official Statement. In connection with said competitive negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Springsted and participate in the preparation of an official statement for the Bonds, and to execute and deliver it on behalf of the District upon its completion.

EXHIBIT A

THE DISTRICT HAS AUTHORIZED SPRINGSTED INCORPORATED TO NEGOTIATE THIS ISSUE ON ITS BEHALF. PROPOSALS WILL BE RECEIVED ON THE FOLLOWING BASIS:

TERMS OF PROPOSAL

\$9,885,000*

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL, MINNESOTA

GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2009B

(Minnesota School District Credit Enhancement Program)

(BOOK ENTRY ONLY)

Proposals for the Bonds and the Good Faith Deposit ("Deposit") will be received on Tuesday, November 17, 2009, until 10:00 A.M., Central Time, at the offices of Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota, after which time proposals will be opened and tabulated. Consideration for award of the Bonds will be by the School Board at 5:45 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

Springsted will assume no liability for the inability of the bidder to reach Springsted prior to the time of sale specified above. All bidders are advised that each Proposal shall be deemed to constitute a contract between the bidder and the District to purchase the Bonds regardless of the manner in which the Proposal is submitted.

(a) **Sealed Bidding.** Proposals may be submitted in a sealed envelope or by fax (651) 223-3046 to Springsted. Signed Proposals, without final price or coupons, may be submitted to Springsted prior to the time of sale. The bidder shall be responsible for submitting to Springsted the final Proposal price and coupons, by telephone (651) 223-3000 or fax (651) 223-3046 for inclusion in the submitted Proposal.

OR

(b) **Electronic Bidding.** Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all Bids submitted to PARITY®. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY® for purposes of submitting its electronic Bid in a timely manner and in compliance with the requirements of the Terms of Proposal.* Neither the District, its agents nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure electronic access to any qualified prospective bidder, and neither the District, its agents nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages

A-1

caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Bonds, and PARITY® is not an agent of the District.

If any provisions of this Terms of Proposal conflict with information provided by PARITY®, this Terms of Proposal shall control. Further information about PARITY®, including any fee charged, may be obtained from:

PARITY®, 1359 Broadway, 2nd Floor, New York, New York 10018
Customer Support: (212) 849-5000

DETAILS OF THE BONDS

The Bonds will be dated December 15, 2009, as the date of original issue, and will bear interest payable on February 1 and August 1 of each year, commencing August 1, 2010. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

The Bonds will mature February 1 in the years and amounts* as follows:

2011	\$345,000	2015	\$410,000	2019	\$455,000	2023	\$520,000	2027	\$600,000
2012	\$390,000	2016	\$420,000	2020	\$470,000	2024	\$540,000	2028	\$620,000
2013	\$395,000	2017	\$430,000	2021	\$485,000	2025	\$555,000	2029	\$645,000
2014	\$405,000	2018	\$445,000	2022	\$500,000	2026	\$580,000	2030	\$675,000

* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Bonds or the maturity amounts offered for sale. Any such increase or reduction will be made in multiples of \$5,000 in any of the maturities. In the event the principal amount of the Bonds is increased or reduced, any premium offered or any discount taken by the successful bidder will be increased or reduced by a percentage equal to the percentage by which the principal amount of the Bonds is increased or reduced.*

Proposals for the Bonds may contain a maturity schedule providing for a combination of serial bonds and term bonds. All term bonds shall be subject to mandatory sinking fund redemption at a price of par plus accrued interest to the date of redemption and must conform to the maturity schedule set forth above. In order to designate term bonds, the proposal must specify "Years of Term Maturities" in the spaces provided on the Proposal Form.

BOOK ENTRY SYSTEM

The Bonds will be issued by means of a book entry system with no physical distribution of Bonds made to the public. The Bonds will be issued in fully registered form and one Bond, representing the aggregate principal amount of the Bonds maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository of the Bonds. Individual purchases of the Bonds may be made in the principal amount of \$5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Bonds. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of

beneficial owners. The purchaser, as a condition of delivery of the Bonds, will be required to deposit the Bonds with DTC.

REGISTRAR

The District will name the registrar which shall be subject to applicable SEC regulations. The District will pay for the services of the registrar.

OPTIONAL REDEMPTION

The District may elect on February 1, 2019, and on any day thereafter, to prepay Bonds due on or after February 1, 2020. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. If less than all Bonds of a maturity are called for redemption, the District will notify DTC of the particular amount of such maturity to be prepaid. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. All prepayments shall be at a price of par plus accrued interest.

SECURITY AND PURPOSE

The Bonds will be general obligations of the District for which the District will pledge its full faith and credit and power to levy direct general ad valorem taxes. In addition, the District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State will appropriate money to the payment of the principal and interest on the Bonds when due if the District is unable to make a principal or interest payment. The proceeds will be used to finance costs of capital projects as set forth in the District's 10-year alternative facility plan.

BIDDING PARAMETERS

Proposals shall be for not less than \$9,885,000 (Par) and accrued interest on the total principal amount of the Bonds.

No proposal can be withdrawn or amended after the time set for receiving proposals unless the meeting of the District scheduled for award of the Bonds is adjourned, recessed, or continued to another date without award of the Bonds having been made. Rates shall be in integral multiples of 5/100 or 1/8 of 1%. Rates are not required to be in level or ascending order; however, the rate for any maturity cannot be more than 1% lower than the highest rate of any of the preceding maturities. Bonds of the same maturity shall bear a single rate from the date of the Bonds to the date of maturity. No conditional proposals will be accepted.

GOOD FAITH DEPOSIT

Proposals, regardless of method of submission, shall be accompanied by a Deposit in the amount of \$98,850, in the form of a certified or cashier's check, a wire transfer, or Financial Surety Bond and delivered to Springsted Incorporated prior to the time proposals will be opened. Each bidder shall be solely responsible for the timely delivery of their Deposit whether by check, wire

transfer or Financial Surety Bond. Neither the District nor Springsted Incorporated have any liability for delays in the transmission of the Deposit.

Any Deposit made by **certified or cashier's check** should be made payable to the District and delivered to Springsted Incorporated, 380 Jackson Street, Suite 300, St. Paul, Minnesota 55101.

Any Deposit sent via **wire transfer** should be sent to Springsted Incorporated as the District's agent according to the following instructions:

Wells Fargo Bank, N.A., San Francisco, CA 94104

ABA#121000248

For credit to Springsted Incorporated, Account #635-5007954

Contemporaneously with such wire transfer, the bidder shall send an e-mail to bond_services@springsted.com, including the following information; (i) indication that a wire transfer has been made, (ii) the amount of the wire transfer, (iii) the issue to which it applies, and (iv) the return wire instructions if such bidder is not awarded the Bonds.

Any Deposit made by the successful bidder by check or wire transfer will be delivered to the District following the award of the Bonds. Any Deposit made by check or wire transfer by an unsuccessful bidder will be returned to such bidder following District action relative to an award of the Bonds.

If a **Financial Surety Bond** is used, it must be from an insurance company licensed to issue such a bond in the State of Minnesota and pre-approved by the District. Such bond must be submitted to Springsted Incorporated prior to the opening of the proposals. The Financial Surety Bond must identify each underwriter whose Deposit is guaranteed by such Financial Surety Bond. If the Bonds are awarded to an underwriter using a Financial Surety Bond, then that underwriter is required to submit its Deposit to the District in the form of a certified or cashier's check or wire transfer as instructed by Springsted Incorporated not later than 3:30 P.M., Central Time on the next business day following the award. If such Deposit is not received by that time, the Financial Surety Bond may be drawn by the District to satisfy the Deposit requirement.

The Deposit received from the purchaser, the amount of which will be deducted at settlement, will be deposited by the District and no interest will accrue to the purchaser. In the event the purchaser fails to comply with the accepted proposal, said amount will be retained by the District.

AWARD

The Bonds will be awarded on the basis of the lowest interest rate to be determined on a true interest cost (TIC) basis. The District's computation of the interest rate of each proposal, in accordance with customary practice, will be controlling.

The District will reserve the right to: (i) waive non-substantive informalities of any proposal or of matters relating to the receipt of proposals and award of the Bonds, (ii) reject all proposals without cause, and (iii) reject any proposal that the District determines to have failed to comply with the terms herein.

BOND INSURANCE AT PURCHASER'S OPTION

If the Bonds qualify for issuance of any policy of municipal bond insurance or commitment therefor at the option of the underwriter, the purchase of any such insurance policy or the issuance of any such commitment shall be at the sole option and expense of the purchaser of the Bonds. Any increased costs of issuance of the Bonds resulting from such purchase of insurance shall be paid by the purchaser, except that, if the District has requested and received a rating on the Bonds from a rating agency, the District will pay that rating fee. Any other rating agency fees shall be the responsibility of the purchaser.

Failure of the municipal bond insurer to issue the policy after Bonds have been awarded to the purchaser shall not constitute cause for failure or refusal by the purchaser to accept delivery on the Bonds.

CUSIP NUMBERS

If the Bonds qualify for assignment of CUSIP numbers such numbers will be printed on the Bonds, but neither the failure to print such numbers on any Bond nor any error with respect thereto will constitute cause for failure or refusal by the purchaser to accept delivery of the Bonds. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the purchaser.

SETTLEMENT

Within 40 days following the date of their award, the Bonds will be delivered without cost to the purchaser through DTC in New York, New York. Delivery will be subject to receipt by the purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Saint Paul and Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Bonds shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Bonds has been made impossible by action of the District, or its agents, the purchaser shall be liable to the District for any loss suffered by the District by reason of the purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

On the date of the actual issuance and delivery of the Bonds, the District will execute and deliver a Continuing Disclosure Undertaking (the "Undertaking") whereunder the District will covenant to provide, or cause to be provided, annual financial information, including audited financial statements of the District, and notices of certain material events, as specified in and required by SEC Rule 15c2-12(b)(5).

OFFICIAL STATEMENT

The District has authorized the preparation of an Official Statement containing pertinent information relative to the Bonds, and said Official Statement will serve as a nearly final Official Statement within the meaning of Rule 15c2-12 of the Securities and Exchange Commission. For copies of the Official Statement or for any additional information prior to sale, any prospective

purchaser is referred to the Financial Advisor to the District, Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101, telephone (651) 223-3000.

The Official Statement, when further supplemented by an addendum or addenda specifying the maturity dates, principal amounts and interest rates of the Bonds, together with any other information required by law, shall constitute a "Final Official Statement" of the District with respect to the Bonds, as that term is defined in Rule 15c2-12. By awarding the Bonds to any underwriter or underwriting syndicate submitting a proposal therefor, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the senior managing underwriter of the syndicate to which the Bonds are awarded 250 copies of the Official Statement and the addendum or addenda described above. The District designates the senior managing underwriter of the syndicate to which the Bonds are awarded as its agent for purposes of distributing copies of the Final Official Statement to each Participating Underwriter. Any underwriter delivering a proposal with respect to the Bonds agrees thereby that if its proposal is accepted by the District (i) it shall accept such designation and (ii) it shall enter into a contractual relationship with all Participating Underwriters of the Bonds for purposes of assuring the receipt by each such Participating Underwriter of the Final Official Statement.

Dated October 20, 2009

BY ORDER OF THE SCHOOL BOARD

/s/ John Brodrick
Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION – GENERAL FORM

Board File No. _____

Date _____

RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED
SALE OF \$9,090,000 GENERAL OBLIGATION
REFUNDING BONDS, SERIES 2009C;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS

A. WHEREAS, the School Board of Independent School District Number 625 (Saint Paul), Minnesota (the "District"), has heretofore determined that it is necessary and expedient to issue \$9,090,000 General Obligation Refunding Bonds, Series 2009C (the "Bonds"), to refund the February 1, 2011 through February 1, 2014 maturities of the District's General Obligation Refunding Bonds, Series 2002C, dated September 1, 2002, and the February 1, 2011 through February 1, 2015 maturities of the District's General Obligation Refunding Bonds, Series 2002D, dated September 1, 2002; and

B. WHEREAS, the District has retained Springsted Incorporated, in Saint Paul, Minnesota ("Springsted"), as its independent financial advisor and is therefore authorized to sell the Bonds by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9); and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625 (Saint Paul), as follows:

1. Authorization; Findings. The School Board hereby authorizes Springsted to solicit bids for the competitive negotiated sale of the Bonds.

2. Meeting; Bid Opening. The School Board shall meet at the time and place specified in the Terms of Proposal attached hereto as Exhibit A for the purpose of considering sealed bids for, and awarding the sale of, the Bonds. The bids shall be opened at the time and place specified in the Terms of Proposal.

3. Terms of Proposal. The terms and conditions of the Bonds and the negotiation thereof are fully set forth in the "Terms of Proposal" attached hereto as Exhibit A and hereby approved and made a part hereof.

4. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Bond Registrar or any successor paying agent three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Bond Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit in the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

5. Official Statement. In connection with said competitive negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Springsted and participate in the preparation of an official statement for the Bonds, and to execute and deliver it on behalf of the District upon its completion.

EXHIBIT A

TERMS OF PROPOSAL

\$9,090,000*

INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA

GENERAL OBLIGATION REFUNDING BONDS, SERIES 2009C

(Minnesota School District Credit Enhancement Program)

(BOOK ENTRY ONLY)

Proposals for the Bonds and the Good Faith Deposit ("Deposit") will be received on Tuesday, November 17, 2009, until 10:00 A.M., Central Time, at the offices of Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota, after which time proposals will be opened and tabulated. Consideration for award of the Bonds will be by the School Board at 5:45 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

Springsted will assume no liability for the inability of the bidder to reach Springsted prior to the time of sale specified above. All bidders are advised that each Proposal shall be deemed to constitute a contract between the bidder and the District to purchase the Bonds regardless of the manner in which the Proposal is submitted.

(a) **Sealed Bidding.** Proposals may be submitted in a sealed envelope or by fax (651) 223-3046 to Springsted. Signed Proposals, without final price or coupons, may be submitted to Springsted prior to the time of sale. The bidder shall be responsible for submitting to Springsted the final Proposal price and coupons, by telephone (651) 223-3000 or fax (651) 223-3046 for inclusion in the submitted Proposal.

OR

(b) **Electronic Bidding.** Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all Bids submitted to PARITY®. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY® for purposes of submitting its electronic Bid in a timely manner and in compliance with the requirements of the Terms of Proposal.* Neither the District, its agents nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure electronic access to any qualified prospective bidder, and neither the District, its agents nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a

* Preliminary; subject to change.

communication mechanism to conduct the electronic bidding for the Bonds, and PARITY® is not an agent of the District.

If any provisions of this Terms of Proposal conflict with information provided by PARITY®, this Terms of Proposal shall control. Further information about PARITY®, including any fee charged, may be obtained from:

PARITY®, 1359 Broadway, 2nd Floor, New York, New York 10018
Customer Support: (212) 849-5000

DETAILS OF THE BONDS

The Bonds will be dated December 15, 2009, as the date of original issue, and will bear interest payable on February 1 and August 1 of each year, commencing August 1, 2010. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

The Bonds will mature February 1 in the years and amounts* as follows:

2011	\$2,060,000	2012	\$2,115,000	2013	\$2,145,000	2014	\$2,180,000	2015	\$590,000
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* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Bonds or the maturity amounts offered for sale. Any such increase or reduction will be made in multiples of \$5,000 in any of the maturities. In the event the principal amount of the Bonds is increased or reduced, any premium offered or any discount taken by the successful bidder will be increased or reduced by a percentage equal to the percentage by which the principal amount of the Bonds is increased or reduced.*

Proposals for the Bonds may contain a maturity schedule providing for a combination of serial bonds and term bonds. All term bonds shall be subject to mandatory sinking fund redemption at a price of par plus accrued interest to the date of redemption and must conform to the maturity schedule set forth above. In order to designate term bonds, the proposal must specify "Years of Term Maturities" in the spaces provided on the Proposal Form.

BOOK ENTRY SYSTEM

The Bonds will be issued by means of a book entry system with no physical distribution of Bonds made to the public. The Bonds will be issued in fully registered form and one Bond, representing the aggregate principal amount of the Bonds maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository of the Bonds. Individual purchases of the Bonds may be made in the principal amount of \$5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Bonds. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The purchaser, as a condition of delivery of the Bonds, will be required to deposit the Bonds with DTC.

REGISTRAR

The District will name the registrar which shall be subject to applicable SEC regulations. The District will pay for the services of the registrar.

OPTIONAL REDEMPTION

The Bonds will not be subject to payment in advance of their respective stated maturity dates.

SECURITY AND PURPOSE

The Bonds will be general obligations of the District for which the District will pledge its full faith and credit and power to levy direct general ad valorem taxes. In addition, the District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State will appropriate money to the payment of the principal and interest on the Bonds when due if the District is unable to make a principal or interest payment. The proceeds will be used to refund the February 1, 2011 through February 1, 2014 maturities of the District's General Obligation Refunding Bonds, Series 2002C, dated September 1, 2002, and the February 1, 2011 through February 1, 2015 maturities of the District's General Obligation Refunding Bonds, Series 2002D, dated September 1, 2002.

BIDDING PARAMETERS

Proposals shall be for not less than \$9,042,277 and accrued interest on the total principal amount of the Bonds.

No proposal can be withdrawn or amended after the time set for receiving proposals unless the meeting of the District scheduled for award of the Bonds is adjourned, recessed, or continued to another date without award of the Bonds having been made. Rates shall be in integral multiples of 5/100 or 1/8 of 1%. Rates are not required to be in level or ascending order; however, the rate for any maturity cannot be more than 1% lower than the highest rate of any of the preceding maturities. Bonds of the same maturity shall bear a single rate from the date of the Bonds to the date of maturity. No conditional proposals will be accepted.

GOOD FAITH DEPOSIT

Proposals, regardless of method of submission, shall be accompanied by a Deposit in the amount of \$90,900, in the form of a certified or cashier's check, a wire transfer, or Financial Surety Bond and delivered to Springsted Incorporated prior to the time proposals will be opened. Each bidder shall be solely responsible for the timely delivery of their Deposit whether by check, wire transfer or Financial Surety Bond. Neither the District nor Springsted Incorporated have any liability for delays in the transmission of the Deposit.

Any Deposit made by **certified or cashier's check** should be made payable to the District and delivered to Springsted Incorporated, 380 Jackson Street, Suite 300, St. Paul, Minnesota 55101.

Any Deposit sent via **wire transfer** should be sent to Springsted Incorporated as the District's agent according to the following instructions:

Wells Fargo Bank, N.A., San Francisco, CA 94104
ABA#121000248
For credit to Springsted Incorporated, Account #635-5007954

Contemporaneously with such wire transfer, the bidder shall send an e-mail to bond_services@springsted.com, including the following information; (i) indication that a wire transfer has been made, (ii) the amount of the wire transfer, (iii) the issue to which it applies, and (iv) the return wire instructions if such bidder is not awarded the Bonds.

Any Deposit made by the successful bidder by check or wire transfer will be delivered to the District following the award of the Bonds. Any Deposit made by check or wire transfer by an unsuccessful bidder will be returned to such bidder following District action relative to an award of the Bonds.

If a **Financial Surety Bond** is used, it must be from an insurance company licensed to issue such a bond in the State of Minnesota and pre-approved by the District. Such bond must be submitted to Springsted Incorporated prior to the opening of the proposals. The Financial Surety Bond must identify each underwriter whose Deposit is guaranteed by such Financial Surety Bond. If the Bonds are awarded to an underwriter using a Financial Surety Bond, then that underwriter is required to submit its Deposit to the District in the form of a certified or cashier's check or wire transfer as instructed by Springsted Incorporated not later than 3:30 P.M., Central Time on the next business day following the award. If such Deposit is not received by that time, the Financial Surety Bond may be drawn by the District to satisfy the Deposit requirement.

The Deposit received from the purchaser, the amount of which will be deducted at settlement, will be deposited by the District and no interest will accrue to the purchaser. In the event the purchaser fails to comply with the accepted proposal, said amount will be retained by the District.

AWARD

The Bonds will be awarded on the basis of the lowest interest rate to be determined on a true interest cost (TIC) basis. The District's computation of the interest rate of each proposal, in accordance with customary practice, will be controlling.

The District will reserve the right to: (i) waive non-substantive informalities of any proposal or of matters relating to the receipt of proposals and award of the Bonds, (ii) reject all proposals without cause, and (iii) reject any proposal that the District determines to have failed to comply with the terms herein.

BOND INSURANCE AT PURCHASER'S OPTION

If the Bonds qualify for issuance of any policy of municipal bond insurance or commitment therefor at the option of the underwriter, the purchase of any such insurance policy or the issuance of any such commitment shall be at the sole option and expense of the purchaser of the Bonds. Any increased costs of issuance of the Bonds resulting from such purchase of insurance shall be paid by the purchaser, except that, if the District has requested and received a rating on the Bonds from a rating agency, the District will pay that rating fee. Any other rating agency fees shall be the responsibility of the purchaser.

Failure of the municipal bond insurer to issue the policy after Bonds have been awarded to the purchaser shall not constitute cause for failure or refusal by the purchaser to accept delivery on the Bonds.

CUSIP NUMBERS

If the Bonds qualify for assignment of CUSIP numbers such numbers will be printed on the Bonds, but neither the failure to print such numbers on any Bond nor any error with respect thereto will constitute cause for failure or refusal by the purchaser to accept delivery of the Bonds. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the purchaser.

SETTLEMENT

Within 40 days following the date of their award, the Bonds will be delivered without cost to the purchaser through DTC in New York, New York. Delivery will be subject to receipt by the purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Saint Paul and Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Bonds shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Bonds has been made impossible by action of the District, or its agents, the purchaser shall be liable to the District for any loss suffered by the District by reason of the purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

On the date of the actual issuance and delivery of the Bonds, the District will execute and deliver a Continuing Disclosure Undertaking (the "Undertaking") whereunder the District will covenant to provide, or cause to be provided, annual financial information, including audited financial statements of the District, and notices of certain material events, as specified in and required by SEC Rule 15c2-12(b)(5).

OFFICIAL STATEMENT

The District has authorized the preparation of an Official Statement containing pertinent information relative to the Bonds, and said Official Statement will serve as a nearly final Official Statement within the meaning of Rule 15c2-12 of the Securities and Exchange Commission. For copies of the Official Statement or for any additional information prior to sale, any prospective purchaser is referred to the Financial Advisor to the District, Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101, telephone (651) 223-3000.

The Official Statement, when further supplemented by an addendum or addenda specifying the maturity dates, principal amounts and interest rates of the Bonds, together with any other information required by law, shall constitute a "Final Official Statement" of the District with respect to the Bonds, as that term is defined in Rule 15c2-12. By awarding the Bonds to any underwriter or underwriting syndicate submitting a proposal therefor, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the senior managing underwriter of the syndicate to which the Bonds are awarded 250 copies of the

Official Statement and the addendum or addenda described above. The District designates the senior managing underwriter of the syndicate to which the Bonds are awarded as its agent for purposes of distributing copies of the Final Official Statement to each Participating Underwriter. Any underwriter delivering a proposal with respect to the Bonds agrees thereby that if its proposal is accepted by the District (i) it shall accept such designation and (ii) it shall enter into a contractual relationship with all Participating Underwriters of the Bonds for purposes of assuring the receipt by each such Participating Underwriter of the Final Official Statement.

Dated October 20, 2009

BY ORDER OF THE SCHOOL BOARD

/s/ John Brodrick
Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION – GENERAL FORM

Board File No. _____

Date _____

**RESOLUTION COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS**

WHEREAS, the School Board of Independent School District Number 625 (Saint Paul), Minnesota (the "District"), has heretofore determined that it is necessary and expedient to issue \$16,115,000 Taxable General Obligation School Building Bonds, Series 2009D (Qualified School Construction Bonds – Tax Credit) (the "Bonds"), pursuant to Minnesota Statutes, Section 123B.59 to provide funds to finance improvements set forth in its approved alternative facilities plan and pursuant to Laws of Minnesota, 2001 First Special Session, Chapter 6, Article 4, Section 23 to finance the acquisition and betterment of school facilities; and

WHEREAS, the District has determined to negotiate the sale of the Bonds and desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program.

Adopted _____

CHAIR Board of Education

CLERK Board of Education

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625 (Saint Paul), as follows:

1. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Bond Registrar or any successor paying agent three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Bond Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit in the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

2. Official Statement. In connection with said competitive negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Springsted and participate in the preparation of an official statement for the Bonds, and to execute and deliver it on behalf of the District upon its completion.

Board of Education Meetings

(5:45 unless otherwise noted)

- November 10 4:30 p.m. (Canvass Election Results)
- November 17
- December 15
- January 5, 2010 Annual Meeting
- January 19
- February 16
- March 16
- April 20
- May 18
- June 15
- July 20

Committee of the Board Meetings

(4:30 unless otherwise noted)

- November 10 – 5:00 p.m.
- December 1
- January 12
- January 26
- February 23
- March 23
- April 6
- May 4
- June 1
- July 13