



Saint Paul Public Schools

Regular Meeting

Tuesday, May 21, 2013 5:45 PM

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

BOARD OF EDUCATION



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BOARD OF EDUCATION COMMITTEES

Committee of the Board – Elona Street-Stewart, Chair

SPPS VISION STATEMENT

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

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

May 21, 2013
5:45 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE AGENDA**
 - A. Order of the Consent Agenda
 - B. Order of the Main Agenda
- IV. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of April 23, 2013 8
- V. COMMITTEE REPORTS**
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- VI. RECOGNITIONS (Time Certain 6:30 p.m.)**
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees, Departments & Programs/Schools 36
- VII. PUBLIC COMMENT (Time Certain 7:00 p.m.)**
 - A. Toua Yang - Bridgeview
 - B. Pa-Nyia Vang - Bridgeview
 - C. Porfilio & Trancite Martinez - Bridgeview
 - D. Jenny Herbst - Bridgeview
 - E. Angela Logwood - Bridgeview
 - F. Harrier Hernden - Bridgeview
 - G. Laura Linn - Bridgeview
 - H. Teri Scott - Bridgeview
 - I. Therese O'Brien - Bridgeview
 - J. Mary Olson - Bridgeview
 - K. LaToya Lewis - Bridgeview

- L. Kunnary Thiang - Bridgeview
- M. Martina Vivaldo-Perez - Bridgeview
- N. Kelly Edberg - Bridgeview
- O. Rosa Delgado - Bridgeview
- P. Nasro Abjulie - Bridgeview
- Q. Gloria Alverado - Bridgeview
- R. Janice Collins - Bridgeview
- S. Tammee Ponder - Bridgeview
- T. Jean Bender - Bridgeview
- U. Joan Duncanson - Bridgeview
- V. Jeff Koon - Teacher Evaluation System
- W. Anitra Krogman - Farnsworth Building Capacity
- X. Michael Wall - Farnsworth Building Capacity
- Y. David Marchetti - Farnsworth Building Capacity
- Z. May Seng Cha - Farnsworth Building Capacity
- AA. Sia Hamilton - Farnsworth Building Capacity
- BB. William David - Farnsworth Building Capacity

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XIV. ADJOURNMENT

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

April 23, 2013

I. CALL TO ORDER

The meeting was called to order at 5:50 p.m.

II. ROLL CALL:

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

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

B. Order of the Main Agenda

MOTION: Mr. Hardy moved approval of the Order of the Consent and Main Agendas as published. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education on March 19, 2013

B. Minutes of the Special Meeting of the Board of Education on April 15, 2013

MOTION: Ms. Seeba moved approval of the Minutes of the Regular Meeting of the Board of Education on March 19, 2013 and the Minutes of the Special Meeting of the Board of Education on April 15, 2013 as published. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of April 2, 2013

The meeting covered the following reports and actions:

1. An Overview of SY 2013-14 School Selection Season that outlined the status of SPPS enrollments as of April 2nd.
2. A report on Talented Development & Accelerated Services that provided the Board with in-depth detail on the program's services as well as an update on the use of the Cognitive Skills and Abilities Test (CogAT7).
3. This was followed by a report on Multilingual Learning providing background information to expand the Board's understanding of the services offered.

RECOMMENDED MOTION That the Board of Education accept the three reports received.

The motion was approved with the following roll call vote:

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

4. The meeting then moved to an overview on the proposed FY 14 Budget providing the Board with additional information on the budget development to date.
5. Staff indicated a draft of the Equity Policy would be provided at the May 7 COB meeting.
6. The Board then reviewed its representation at upcoming graduation events, was updated on the Metropolitan Learning Alliance followed by a brief discussion on Board agenda structure.

MOTION: Ms. Carroll moved, seconded by Ms. Seeba, the Board of Education accept the report on the Committee of the Board meeting.

The motion pass with the following roll call vote:

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

BF 29349 RECOGNITIONS

A. Parade of SPPS First Robotics Robots

The SPPS First Robotics teams and coaches presented their robots to the Board. The district coach, Jill Johnson, presented the teams: Thanks were extended to the First Robotics team sponsors 3M and Ecolab. The teams competed in the 10,000 Lakes regional competition. Harding succeeded as one of the top 18 and advanced to the state championships. The program begin in 2008 with two teams and this year included all seven high schools and Gordon Parks as participants with a total of 120 students making up the various teams. The teams recognized were from:

- Highland Park High School Team and coach
- Como Park High School Team and coach
- Harding High School Team and coach
- Johnson High School Team and coach
- Humboldt Secondary Team and coach

Teams who were unable to attend were Washington Technology Team, Gordon Parks High School and Central High School.

The Board congratulated all teams and coaches on their success.

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

1. **Paul Creager**, a Curriculum and Media Arts Coordinator at **Gordon Parks High School** was selected as a 2013 "Excellence in Education Award" winner by the Minnesota Computers for Schools organization. Mr. Creager was recognized for his innovative work in connecting students and teachers to 21st-century digital tools.
2. **Teresa Vibar**, principal of **Highland Park Elementary School** was recognized with the 2013 MESPA Division Leadership Achievement Award by The Minnesota Elementary School Principals' Association (MESPA). The award honors principals whose exemplary leadership and sustained efforts have made noteworthy contributions to the operation of effective school learning programs.
3. **Terri Lundquist** and **Carol Berg**, school nurses for Saint Paul Public Schools, for receiving their School Nurse Certification. Certification assures a national standard of preparation, knowledge, and practice. National Certification shows a commitment to the profession. Students' benefit from being in the care of a Licensed School Nurse with exceptional understanding of the link between health and learning.

MOTION: **Mr. Hardy moved, seconded by Ms. Carroll, the Board of Education recognize and congratulate all teams, coaches and district employees on their accomplishments.**

The motion pass with the following roll call vote:

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

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

- A. J. Jackson -- Building Blocks Tutorial recognizing 25 years of tutoring to west side schools
- B. B. Broberg – Value of Building Blocks Tutorial program and those who serve as tutors in the program of one-on-one tutorials
- C. J. Dodge – Uniqueness of the Building Blocks tutorial program and its impact on the childrens' learning
- D. J. Bonfil – Student statement on value of Building Blocks program
- E. A. Hubbard - Disciplinary action concerning son
- F. J. Koon - Teacher evaluation work group & student evaluation of teachers
- G. F. Dietz – Gifted education myth – resources necessary and cost of gifted education
- H. B. Trader – Thanks to band teachers for work done for students and for enjoyment in learning they help to create
- I. K. Trader – Inappropriate racial comments
- J. T. Finnegan – Censorship during public comment and reporting of unsafe working conditions in schools
- K. C. Portoghese -- Sibling preference loss
- L. B. Zick – Commend maintenance department at SPPS, class action law suit, travel expenditures, St Paul Federation of Teachers Union election, dismissal of teachers

VIII. SUPERINTENDENT'S REPORT

A. Overview of School Selection Season

The Chief Engagement Officer indicated the enrollment lottery was completed on March 20, 2013. 9,231 on-time applications were looked at, 739 late applications were received and 300 of these have been placed. The remaining will be processed on first-come, first-serve basis.

The Kindergarten lottery had 2,074 participants. 97% of students were placed and 89% received their first choice. Only 21 students remain to be placed.

The first through 12th grade lottery had 5,631 student participants, 69% were placed in their first or second choice.

Pre-Kindergarten had 1,526 students of which 74% were placed. There are 590 on the waiting list (30 more classrooms are needed).

All schools have waiting lists, those with the largest include:

- Elementary: St. Anthony Park (44) and Highland Park (44)
- K-8: Capitol Hill (468) and Farnsworth (115)
- Middle: Highland Park (87) and Murray (43)
- High School: Central (104) and Washington (540)

Reflecting St. Paul had 549 choices. 69% received their first choice with 23% of available seats filled. (goal was 20%). To qualify for Reflecting St. Paul criteria include living in a high poverty/high need neighborhood, having a first language other than English along with falling short of meeting MCA score requirements in reading and math. SPPS schools with populations that do not reflect the overall district demographic had 20% of their seats set aside for these students. These schools include: Capitol Hill, Chelsea Heights, Expo, Groveland, Highland Park, Horace Mann, JJ Hill, L'Etoile du Nord, Randolph Heights and St. Anthony Park.

Next steps include working on the 1,200 late enrollment applications received. Other actions will include school site training, phone calls and e-mails to keep families informed of the process, site-based outreach by the schools. There have been 150 new applicants added in the last week so work will continue on managing incoming applications, resolving the waiting lists, assisting walk-in, online and paper applications. 400 additional students from the waiting lists have been placed through families indicating they would not be utilizing their reserved placement. One bonus of the new process is that 69% of SPPS families have supplied their e-mail addresses making communication with them easier, more direct and more timely.

Benefits of the new system include the addition of tools for school staff so they can identify where students are coming from along with access to a great deal of data about the children enrolled for the year facilitating planning and outreach to a much greater degree than was possible in the past.

The Superintendent congratulated the engagement team and Placement Center personnel on their work with the new system and on the hours they have worked to get students placed efficiently and effectively.

QUESTIONS/DISCUSSION:

- What problems have been encountered this year, what were the issues and how were/will they be addressed? Response: There were few problems. It has been realized that with the new articulations and pathways communication has been good with families but not all families have chosen on the basis of pathways. This has resulted in the inability to accommodate everyone wanting a particular articulation/pathway. Ideally students need to come in at the elementary levels and then follow the middle and high school articulations. The system was not designed to allow students to come in mid-stream at any given level. The process has also caused staff to look at how Pre-K is being offered. Pre-K is at its most basic level for students who truly need it. Those who are bilingual, special education or who lack high quality child care. Staff is looking at incoming placements so Pre-K is placed in schools and neighborhoods that really need the support.
- What are total number registered so far? Response: 9,200 have been placed through the lottery and numbers are now over 12,000. These are new students or those changing schools. It is too early to predict if there is an enrollment increase though incoming Kindergarten registrations are very strong.

- Are the waiting list students all St. Paul residents? Response: No, about 20% are from outside the district.
- During the Parent Information Fair the change of moving schools into areas was stressed and the Parent Fair had a huge impact on understanding of the application process. Is administration thinking about how to better communicate the areas, articulations and pathways and how starting early with Kindergarten makes an impact on students. This year there was visible zoning for the areas but what can be done to capitalize on the Parent Fair to emphasize how to start on pathways so it is visible and understood by families? Response: The Areas need to be explained more strongly. The alignment with Head Start needs to be streamlined. Relationships with charter schools need to be built so there is a connection with those families so they know they have a place with SPPS for middle and high school. Outreach and marketing need to be continued and increased. The new system will give schools the ability to manage their incoming students better and sooner than ever before and provide information for them to make greater outreach to their communities.
- Equity with regard to those families who find themselves coming in in the middle of pathways, the people who made their decisions earlier before articulations/pathways were understood, those who are new to the district, country or have other barriers or challenges. How can SPPS ensure equity and opportunity for those students? Response: Part is being able to help families understand that SPPS has high quality educational opportunities in all of its schools not just the perceived "favored few". Families need to be encouraged to look at their community schools and other options. SPPS needs to level the playing field and is working with administrators as SPPS is only as good as all of its schools are inclusively. SPPS is also beginning to train staff and schools to drill down to know who is where, to look at choice patterns sooner and work with families sooner. Next year the new system will tell families what their chance is of getting into their choice school(s). The Placement Center is working with families on an individual basis to assist in getting students to the right schools.
- The comment was made that there is IB and AP at all secondary schools, as staff continues to refine the process they need to make sure that families are starting in lower grades. Additionally they need to make sure there is a mechanism to reach out to students who are further along and not in pathways to get them on track with demanding programs.
- There appears to have been a number of parents who thought their student would get into a program, were told it was possible and then did not get in. This seems to be particularly heavy in the AP/IB area. If families wanted to do an IB pathway were students accommodated? Response: In order to guarantee an articulation students have to come in through the IB articulation from elementary to middle to HS. For families coming in mid-stream in middle or high school placement is based on space available. This is also true of the regional Montessori schools in each area of the district, there are space limitations there as well. Capacity issues come to bear on some students applying to pathways. Administration tries to accommodate the needs of people but they cannot jump in over those who have already committed to an articulation/pathway.
- Is there any data on number of phone calls and responses completed? It might be a good idea to track this to ensure staff gets back to people so they know their message has been received. Response: That data is available and administration will provide it.
- Will there be staff people at various upcoming community events with a computer or tablet to assist families with information and getting registered? Response: Yes.
- The IB articulation in area E, is there one? Response: In area E the IB elementary is Ben Mays, middle is Ramsey and high school is Central.

Thanks were extended for the work of the Placement Center staff in managing the process so efficiently and effectively.

B. Talented Development & Accelerated Services Updates

The Acting Chief Academic Officer and the Director of College and Career Readiness stated the department, formerly known as Gifted Services, is now the Department of Talent Development and Acceleration Services (TDAS). The name was changed to be more

inclusive of all SPPS children as they all have talent(s) to nurture and develop. TDAS is also aligned with the SSSC Plan and supports the District's commitment to equity and excellence.

The update began with the following details regarding gifted and talented (G/T) identification and advanced course work.

- White students have been G/T identified at a rate of 4 to 1 with African American, 3 to 1 with Latino and Asian and 2 to 1 American Indian.
- White students compared to their peers in advanced courses
- There is a 37% gap between white and African American students taking AP classes
- White students earn 3 or higher on AP exams at a rate of 49% higher than African American students and
- White students score a 4 or higher on IB exams, 28% more than other racial groups.

To provide more equitable learner opportunities SPPS is moving from G/T Identification to student learner profiles and gifted identification.

From 2001-2011 SPPS used the Naglieri Non-Verbal Assessment Test (NNAT) and NNAT2 assessments. Discrepancies in G/T identification rates for students were apparent each year along racial, ethnic and linguistic lines. During the 2011-12 year, TDAS staff researched various other assessments and their impact in school districts nationally. They proposed moving to the Cognitive Skills and Abilities Test, seventh edition (CogAT7) and this was approved by the Board on September 18, 2012.

The CogAT7 offers multiple ways of knowing to be recognized. It consists of three batteries (verbal, quantitative and non-verbal) -- picture smart, math smart and spatial reasoning smart. The assessment creator utilized experts from various areas in education to create an assessment that is as culturally fair as possible.

Benefits of the CogAT7 include the ability profile that gives teachers and parents, recommended strategies to improve student performance. It acknowledges there are multiple ways of learning and knowing for students. It uses local norms comparing SPPS students to each other rather than a national sample and students are identified in every school for acceleration services. A chart of the logic model was provided.

The impact of the CogAT7 (2012-13) shows:

- 6,510 students tested across all grades with 1,278 (20%) identified for acceleration services
- A total of 324 (25%) were identified with the verbal battery (all grades).
- 394 (31%) identified (all grades) from the quantitative battery
- 558 (44%) were identified (all grades) in the non-verbal battery.
- The impact of using the CogAT7 in 2012 show 718 students were identified for acceleration services that would not have been identified using the NNAT2.

The results of the CogAT7 provided SPPS staff with a wealth of data for each student with a completed profile. Families receive information from the assessment that will allow them to collaborate more closely in their child's learning process. While the racial demographic outcomes did not vary greatly from the NNAT results in the nonverbal portion, students whose strengths lay in the quantitative and verbal areas were also identified for acceleration services.

Goals for the future include:

- Supporting the alignment of accelerated services district-wide to provide foundational offerings with fidelity for all students
- Continuation of the use of multiple measurements to illustrate and enhance student talents and gifts through the talent development model
- Encouraging the use of ability profiles during PLC meetings to inform differentiation needs for students
- Addressing concerns raised around administration of the CogAT7

- Providing the CogAT7 directions for students in Hmong, Somali, Karen and Spanish languages
- Expanding the technology scholars and student mentoring pilot programs to assist more students of color in their successful completion of advanced courses
- Deepening elementary and middle school opportunity pathways to increase student preparation for rigorous honor courses
- Engaging communities in the development of culturally relevant practices to enhance student academic success.
- Evaluating the use and impact of COGAT7 after two and three years and
- Continuing the quest for equity and excellence for all students

QUESTIONS/DISCUSSION:

- Under the Naglieri testing once a student was identified for accelerated services they would not take the test again in 2nd grade. Could the opportunity be offered to everyone to take the new test again, even those who have previously taken it? Response: At this point there are no resources budgeted for universal on-going administration of the assessment. The current contract is for three years based on projected numbers established on previous experience. It is currently administered in Kindergarten and in 2nd grade for those who did not take it in Kindergarten. The District is looking at the implications of the testing ages as Kindergarten it is not the ideal age for administering the new test while 2nd grade is.
- It was noted that the new assessment is better as it did capture more students than the old one would have. It is also another tool for parents and teachers to use in assisting students in their learning.
- Goals 2 and 3. For goal 2 can administration put some promotion on school websites for new and existing middle schools regarding the TDAS services in their schools now? For goal 3 can administration bring some of that discussion on engaging communities into the PLTT committees or create another committee to focus that area? Response: Yes, for goal 2 that could be done however there is a concern about focusing on TDAS offerings rather than the District's ongoing efforts to improve instruction for ALL students. For goal 3, the PLTT is one dimension for getting at culturally relevant teaching practices. Other aspects and areas are impacted by the District's equity policy and other on-going equity work. It was noted the Director was looking for specific actions that can take place immediately rather than in the future to highlight options for students.
- If SPPS wants to be successful with more students of color participating it will take additional personal resources to assist them. Who/how can additional support/resources for secondary students be provided on a personal basis (e.g. time at a museum, need for a calculator, etc.) What are some immediate concrete ways to encourage provision of resources to students who might need assistance of some sort? Schools offer a great deal to students but SPPS does not promote enough of what they do for the students. How can the district let families know what is available in the schools for students and families? It is at the engagement level with students, they need to have access to resources/opportunities when they need it. Response: Those are issues that are being looked at with the equity lens. Technology scholars is an example of a peer mentoring group utilizing electronic tools. SPPS is looking for additional resources and at student needs.

C. Profile of English Learners in SPPS

The Acting Chief Academic Office and the Director of Multilingual Learning presented the update. English Learners (EL) are students whose home language is not English. These students are assessed with W-APT and meet criteria for EL services. SPPS identification for EL services is not limited only to those eligible for EL funding. Students exit the program when they have scored proficient in ACCESS, MCA Reading or GRAD. SPPS bases services on need rather than funding.

This year the EL population dropped to 30% of the total SPPS population, largely due to a change in exit criteria. This compares to an EL population of 36% in the Fall of 2011. SPPS accounts for 18% of the entire EL population in Minnesota.

SPPS students speak 130 languages; however, the five most common languages are spoken by 90% of EL students. Hmong continues to be the most common primary language in SPPS. Spanish, Karen, Somali and Vietnamese are the next four most common languages.

There are five defined service levels within EL: 1) Entering, 2) Beginning, 3) Developing, 4) Expanding and 5) Bridging (exit level).

In nearly all grades there is an increase in results in MAP Reading as the level increases. This suggests that students are being placed in correct levels and that teachers, with help from EL staff, are differentiating to meet the needs of the students. As EL students approach level 5 they are either catching up with or exceeding non-EL students. After one year of exiting the EL program, exited students are on par with the non-EL peers.

Older EL students take longer to achieve grade level mastery. After one year of exiting the EL program, exited students in grades 7 and 8 are on par with their non-EL peers. Grade 9 exited students are very close to their non-EL peers.

SPPS's EL graduation rate is 13 points higher than the state EL graduation rate and slightly higher than the total SPPS rate.

In nearly every grade, SPPS EL students outperform state EL students on the MCA Reading and the gap between the state and SPPS increases in the higher grades. In grades 5-8 MCA Math, SPPS EL students are either equal to or exceed the state EL performance. Math performance decreases as the grade level increases. In grades 6 and 7, the performance of SPPS EL students exceeds the performance of state EL population.

There are three objectives in the Annual Measurable Achievement Objectives (AMAO) Report:

1. Progress toward English Language Proficiency
2. Attainment of English Language Proficiency
3. Academic Achievement and Success in reading and math.

SPPS made AMAO for FY 12 for the first time in five years.

Conclusions drawn from the report show the characteristics and needs of the SPPS EL population are changing. The EL picture is nuanced with needs ranging from language acquisition to academic support to special education services. SPPS EL students are making the gains needed to be successful academically once they exit EL services. On most EL indicators, SPPS EL students are leading statewide EL students. There is still work to be done to narrow the gap between EL and non-EL populations but the data shows the EL program is heading in the right direction.

QUESTIONS/DISCUSSION:

- In future, what will SPPS focus on to help math teachers and what added resources will be available for EL students? Response: SPPS recognizes math performance lags behind the kinds of gains made in reading. Focus will be on improving math results across the board for all students. This will include looking at how teachers use professional learning community time and how data teams approach focusing on math. through supports in professional development, curriculum orientation and other supports focused into specific areas. Also, more math specialists will be available next year.
- Further clarification stated students in level 1 (40%) in upper grade levels have EL classes related to math conducted by a teacher with an EL license. As students get more fluent they go into the mainstream in high school where EL and regular math teachers collaborate or co-teach the math class. The focus is on standards with supports in EL. SPPS has done a great deal of professional development on how to work with EL students.

The comment was made that a director was excited to see students being defined a bilingual students as they exit the program. Kudos were offered for the great success of the program.

D. FY 14 Budget Update

The Controller indicated she would provide an overview on the FY 14 General Fund budget. The numbers will continue to be refined as the budget process progresses.

The **overall General Fund Revenue budget** (including \$9.0 million of referendum funds) stands at \$494,776,150. This is \$11,064,235 increase over FY 13, a 2.3% change. Factors impacting revenue include:

• Adopted General Fund Revenue	\$483.7
• Enrollment Increase (364 PU)	3.8
• Loss in Integration Revenue	(7.7)
• OPEB Levy Reduction	(2.9)
• New Referendum Increase	9.0
• Special Education Revenue Trend	5.6
• Third Party Billing Trend	2.2
• <u>Other</u>	<u>1.0</u>
• Total	\$494.7

The big picture **General Fund Expenditures** (including \$9.0 million of referendum funds) shows:

	FY 14 (\$ millions)	Change From FY 13	Percent Change
Schools	\$242,766,252	\$ 5,633,774	2.4%
School Service Support	178,475,029	15,551,408	9.5%
District-wide Support	87,483,446	1,411,789	1.6%
Central Admin	<u>4,212,106</u>	<u>(272,053)*</u>	<u>(6.1%)</u>
Total	\$512,936,833	\$22,324,918	4.6%

* The reduction results from decrease in interest borrowing cost.

Factors impacting expenditures include:

• Adopted for FY 13	\$490.6
• Rollover & Adjustment Cost	7.8
• New Additional Support for SSSC	
o Cost of Opening New Buildings	\$1.3
o Loss of Prep Time	.2
o 7 Period Day Implementation	<u>4.0</u>
• <u>New Referendum</u>	<u>9.0</u>
• Total	\$512.9 million

The **Fund Balance** shows (in millions):

• Projected Revenue	\$494.7
• Projected Expenditure	(512.9)
• Projected Use of Fund Balance	(18.2)
• Available Unassigned Fund Balance	29.6
• Percent of Unassigned Fund Balance	5.4%

Fund Balance is residual assets over liabilities (equity). It can be part restricted and part unrestricted. Additional revenue will increase the fund balance while additional expenditure will decrease it. The Fund Balance plays an essential role in mitigating current and future risk. Unrestricted balance level is crucial in long term financial planning. Credit agencies monitor unassigned fund balance to determine creditworthiness. They favor increased levels of fund balance. It is highly recommended by the Government Finance Officers Association (GFOA) to establish a formal fund balance policy. The SPPS Board Policy sets unassigned fund balance at 5% of General Fund expenditure. GFOA recommends a minimum of two

Budget direction and impact has had a racial equity lens applied to it and it is also embedded in staffing criteria. The FY 14 budget focuses foremost on funding to implement SSSC:

- ## Staffing the schools

SSSC Class size ranges are:		FY 14 Projected
	<u>Target Ranges</u>	<u>Avg. Class Size</u>
Pre-K	20	20
KG-1	24-27	23.9-26.5
2-3	24-28	24.0-25.5
4-6	26-30	25.0-28.1
7-8	30-34	29.5-32.2
9-12	32-35	31.9-35.0

	<u>Target Ranges</u>	<u>Avg. Class Size</u>
Pre-K	20	20
KG-1	24-27	23.9-26.5
2-3	24-28	24.0-25.5
4-6	26-30	25.0-28.1
7-8	30-34	29.5-32.2
9-12	32-35	31.9-35.0

Other influencing factors taken into consideration include the Governor's proposal, legislative actions, sequestration and third quarter projections.

- April 8-24 – Presentations to principals, teachers' union, DPAC and community
- April 12 – Distribute tools and worksheets to General Fund programs
- April 25 – School budgets returned
- April 29 – General Fund budgets returned
- May 7 – Budget presentation to COB including Budget Book
- June 18 – Budget adopted by Board of Education.

QUESTIONS/DISCUSSION:

- #### E. Human Resource Transactions

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Doran moved the Board approve all Consent Agenda Items as listed.
Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 29350

Gift Accepted from the Chelsea Heights PTO to the Saint Paul School District in the Amount of \$80,000

That the Board of Education authorizes the superintendent to accept the awarded gift.

B. Grants

BF 29351

Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Program for Chelsea Heights Elementary

That the Board of Education authorize Saint Paul Public Schools to submit a request to the City of Saint Paul STAR program for playground renovation at Chelsea Heights; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29352

Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Program for Saint Paul Music Academy

That the Board of Education authorize the Superintendent (designee) to submit a grant to the City of Saint Paul Neighborhood STAR program for funds to renovate the Saint Paul Music Academy playground; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29353

Request for Permission to Submit a Grant Application to the Corporation for National and Community Service for the Turnaround Grant to Fund 10 AmeriCorps Members for Maxfield Elementary and 27 AmeriCorps Members for Humboldt High School

That the Board of Education authorize the Superintendent (designee) to submit an application to the Corporation for National Community Service to provide 37 AmeriCorps members to two Saint Paul schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF29354

Permission to Accept a Grant from EdVisions Schools, Center for School Change

That the board of Education authorize the Superintendent (designee) to accept grant funds from EdVisions Schools, Center for School change to fund four high schools for increasing High School Students' Academic Preparation for Higher Education.

BF 29355

Request for Permission to Submit a Request from Humboldt Secondary School for a GreenCorps Member to the Minnesota Pollution Control Agency and Minnesota GreenCorps

That the Board of Education authorize the Superintendent (designee) to submit a request to the Minnesota Pollution Control Agency and Minnesota GreenCorps for a full-time GreenCorps member for the 2013-2014 school year; to accept the GreenCorps member, if awarded; and to implement the project as specified in the award documents.

BF29356 Request for Permission to Submit a Grant Application to Kellogg for Accelerated Learning for Saint Paul Public School Newcomers

That the Board of Education authorize the Superintendent (designee) to submit an application to the Kellogg Foundation to fund the research and implementation of new or emerging digital instruction tools to support newcomer English language learners; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29357 Request for Permission to Submit a Grant Application to the Minnesota Department of Agriculture to Buy Kitchen Equipment for Schools to Purchase, Prepare and Serve More Locally Grown and Raised Foods

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Agriculture to provide funds for schools to buy kitchen equipment; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29358 Request for Permission to Submit a Grant Application to Open Your Heart to the Hungry and Homeless to Provide Supplies to Students in the Title I Homeless Education Program

That the Board of Education authorize the Superintendent (designee) to submit an application to Open Your Heart to the Hungry and Homeless to provide supplies to students in the Title I homeless education program, Project Reach; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29359 Request for Permission to Submit a Grant Application to Success for the Future for the Purpose of Supporting American Indian Education Programs to Improve Outcomes for American Indian Children and Youth

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for the purpose of supporting American Indian education programs to improve outcomes for American Indian children and youth; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29360 Request for Permission to Submit a Grant Application from Community Education to Wells Fargo Community Funding Council for After-School Programming for Grades 6-7 and 13 Sites

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Wells Fargo Community Funding Council for funds to purchase digital cameras for a Digital Storytelling course for middle school students; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 29361 Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with Ramsey County Workforce Solutions

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Ramsey County Workforce Solutions to provide ABE instructional and support services to adult learners participating in medical service careers training programs.

BF 29362 Youth Frontiers Student Retreats as Part of the Middle School Transitions Plan

That the Board of Education authorizes the Assistant Superintendent to provide the funding of this program in the amount of \$124,280. Courage Retreat, May 2013 - \$2490 per retreat = \$32,370; Honor Retreat, August 2013 - \$2490 per retreat = \$32,370; Kindness Retreat,

October 2013 - \$2090 per retreat = \$27,170 and Courage Retreat, May 2014 - \$2490 per retreat = \$32,370

D. Agreements

BF 29363 Permission for Institutions of Higher Education to Participate in Co-Teaching Experiences at SPPS

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

E. Administrative Items

BF 29364 Application for Kindergarten Milk Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for Kindergarten Milk Funds for the 2013-2014 school year and, if granted, to accept such funds.

BF 29365 Application for School Breakfast, School Lunch and After School Snack Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit a consolidated application for School Breakfast, School Lunch and Afterschool Snack Program Funds for the 2013-2014 school year and, if granted, to accept such funds.

BF 29366 Application for Summer Food Service Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for Summer Food Service Program and, if granted, to accept such funds.

BF 29367. Establishment of the Unclassified Position of Data Security Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Data Security Manager job classification effective April 23, 2013; that the Board of Education declare the Data Security Manager as unclassified; and that the pay rate be Grade 25 of the 2012 - 2013 Saint Paul Supervisors' Organization standard ranges.

BF 29368 Establishment of the Unclassified Position of Facilities Administrative Services Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Facilities Administrative Services Manager job classification effective April 23, 2013; that the Board of Education declare the Facilities Administrative Services Manager as unclassified; and that the pay rate be Grade 14 of the 2012 - 2013 Saint Paul Supervisors' Organization standard ranges.

BF 29369 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective April 25, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29370 Increase Lunch Prices to Students Paying Full Price

That the Board of Education authorize the Superintendent or designee to increase lunch prices as follows, effective September 1, 2013. Elementary lunch to \$1.95 and Senior high school lunches to \$2.30.

BF 29371 Monthly Operating Authority

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

General Account	#519614-521222	\$52,277,135.90
	#3017536-3017627	
	#7000054-7000093	

(a) Debt Service	-0-	
(b) Construction	-0-	\$2,239,794.07
		<u>\$54,516,929.97</u>

Included in the above disbursements are payrolls in the amount of \$35,838,624.85 and overtime of \$157,174.65 or 0.44% of payroll.

(d) Collateral Changes None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending July 19, 2013.

BF 29372 Purchase of Flight Simulators - Johnson High School

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

BF 29373 Vehicle Lease and Fleet Management Services Agreement with ARI Fleet LT

That the Board of Education authorize the execution of the Vehicle Lease and Fleet Management Services Agreement with ARI Fleet LT.

F. Bids

BF 29374 Bid No. A156172-K Fire Alarm System Replacement at Various Sites, Bid Package C

That the Board of Education authorize award of Bid No. A156172-K for construction of fire alarm system replacement at various sites (Cherokee Heights, Como Park Elementary, Farnsworth Aerospace Lower, Four Seasons and Hancock Hamline Elementary Schools), bid package C, to the lowest responsible bidder, Egan Co. for the lump sum base bid of \$748,250.00 and unit prices 1 – 13.

BF 29375 Bid No. A156230-K Roof Replacement at Saint Paul Music Academy

That the Board of Education authorize award of Bid No. A156230-K for construction of roof replacement at Saint Paul Music Academy to the lowest responsible bidder, John A. Dalsin & Son Inc. for the lump sum base bid of \$613,872.00.

BF 29376 Bid No. A156527-K Flooring Replacement at Saint Paul Music Academy

That the Board of Education authorize award of Bid No. A156527-K for construction of flooring replacement at Saint Paul Music Academy to the lowest responsible bidder, RAK Construction, Inc. for the lump sum base bid of \$349,349.00.

BF 29377 Bid No. A156529-K Flooring Replacement at Highland Park Secondary School

That the Board of Education authorize award of Bid No. A156529-K for construction of flooring replacement at Highland Park Secondary School to the lowest responsible bidder, Floors by Beckers, Inc. for the lump sum base bid plus alternate no. 1 of \$113,165.00.

BF 29378 Bid No. A156596-K Carpentry Bid Package #3 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156596-K for carpentry work for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Kellington Construction, Inc. for the lump sum base bid plus alternates no. 5 and 7 of \$612,830.00.

BF 29379. Bid No. A156597-K Doors, Frames and Hardware Materials Only Bid Package #4 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156597-K for doors, frames and hardware materials only for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Kendell Doors & Hardware, Inc. for the lump sum base bid of \$130,610.00.

BF 29380 Bid No. A156604-K Drywall Work Bid Package #7 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156604-K for drywall work for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Pinnacle Wall Systems, Inc. for the lump sum base bid plus alternate no. 7 of \$202,800.00.

BF 29381 Bid No. A156608-K Ceilings and Acoustical Treatment Bid Package #9 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156608-K for ceilings and acoustical treatment for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Twin City Acoustics, Inc. for the lump sum base bid plus alternate no. 7 of \$122,700.00.

BF 29382 Bid No. A156610-K Flooring Package #10 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156610-K for flooring for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, MCI, Inc for the lump sum base bid plus alternate no. 7 of \$293,293.00.

BF 29383 Bid No. A156615-K Wall Covering and Painting Bid Package #11 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156615-K for wall covering and painting for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Swanson & Youngdale, Inc. for the lump sum base bid plus alternates no. 5, 7 and 9 of \$131,870.00.

BF 29384 Bid No. A156622-K Fire Suppression Bid Package #15 Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156622-K for fire suppression for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Breth-Zenzen Fire Protection LLC for the lump sum base bid of \$121,330.00.

BF 29385 Bid No. A156625-K Mechanical Work Bid Package #16 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156625-K for mechanical work for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, U.S. Mechanical, Inc. for the lump sum base bid plus alternate no. 7 of \$1,003,200.00.

BF 29386 Bid No. A156626-K Electrical Work Bid Package #17 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156626-K for electrical work for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, NAC Mechanical & Electrical Services for the lump sum base bid plus alternates no. 5, 7 and 9 of \$580,800.00.

X. OLD BUSINESS -- None

XI. NEW BUSINESS

A. Project Labor Agreements

1. Ames Elementary, 1760 Ames Place -- Project Labor Agreement for Replacement of Pneumatic HVAC Controls with Direct Digital Controls (DDC)

MOTION: Ms. Street-Stewart moved the Board of Education accept administrations recommendation that no PLA be utilized for the Pneumatic HVAC Controls with Direct Digital Controls (DDC) at Ames Elementary. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

B. Bond Sales

The Springsted representative provided background information for the Board regarding how the two bond issues would be handled. She noted the 2013A bond was being issued for new money while the 2013B issue is a refunding of Bond Issues 2005A and 2006A which will be combined in order to gain an interest rate advantage. This will result in a substantial savings which will be of benefit to St. Paul taxpayers.

BF 29387 Resolution Providing for the Competitive Negotiated Sale of \$26,000,000 General Obligation School Building Bonds, Series 2013A

MOTION: Ms. Street-Stewart moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$26,000,000 General Obligation School Building Bonds, Series 2013A as presented. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

BF 29388 Resolution Providing for the Competitive Negotiated Sale of \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B

MOTION: Ms. Street-Stewart moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B as presented. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

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

1. Director Street-Stewart provided a report on the National School Boards Association Conference she attended as representative for SPPS and as part of the MSBA Delegate Assembly. She highlighted:
 - The release of the NSBA National School Guide for Out of School Suspensions.
 - The ceremonial stitching of National 9/11 Flag
 - The keynote speakers who addressed gender equity and science education and
 - The reorganization of NSBA and its leadership.

The Board extended its thanks to her for her years of representation to NSBA and MSBA on behalf of SPPS. Staff was asked to note Director Street-Stewart's work on the National School Guide for Out of School Suspensions in an upcoming edition of the Bridge.

2. Director Brodrick spoke in honor of his mother on the 101st anniversary of her birthday.
3. The Board noted it last Listening Session scheduled for April 24 at Dayton's Bluff.

XIII. FUTURE MEETING SCHEDULE

- A. Action to Schedule a Regular Board of Education Meeting on November 12, 2013 and cancel the special meeting of November 12 and the regular meeting of November 19, 2013

MOTION: Ms. Carroll moved the Board of Education schedule a regular Board of Education meeting on November 12, 2013 and cancel the special meeting of November 12 and the regular meeting of November 19, 2013. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

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

- May 7 Closed Meeting at 4:00 p.m.
- May 21 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 11 Closed Meeting at 4:00 p.m.
- June 18 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- July 16 Closed Meeting at 4:00 p.m.
- July 16 Regular Meeting 5:45 p.m.
- July 30 Closed Meeting at 4:00 p.m.
- August 20 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.

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

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

- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

- D. Discussion was held on the April 2014 proposed BOE meeting date. Consensus was to hold off scheduling the April Board meeting until the date of the Honors Concert had been determined.

XIV. ADJOURNMENT

MOTION: Ms. Doran move and Ms. Seeba seconded the motion to adjourn the meeting.

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:14 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
May 7, 2013**

PRESENT: Board of Education: Mary Doran, Jean O'Connell, Louise Seeba, Elona Street-Stewart, John Brodrick, Keith Hardy and Anne Carroll

Staff: Superintendent Silva, Darlene Fry, Christine Osorio, Liz Keenan, Michelle Bierman, Sharon Freeman, Steve Unowsky, Andrew Collins, Willie Jett, Tim Caskey, Jackie Statum-Allen, Marsha Baisch, Jackie Turner, Michael Baumann, Kathy Brown, Julie Brown, Michelle Walker, Matt Mohs, Mary Gilbert, Efe Agbamu, Joe Munnich, Marie Schrul.

Other: Tony Lonetree

I. CALL TO ORDER

The meeting was called to order at 4:55 p.m., immediately following the adjournment of the closed Board meeting on labor negotiation updates.

II. AGENDA

A. Legislative Update

The District's Legislative Liaison provided a brief update on the bills currently before the Minnesota Legislature. She indicated conference committee members had been appointed to reconcile the House and Senate E-12 Omnibus Education bills. The Tax and Human Services conference committees are meeting currently. The bills they will consider include school tax provisions as well as the school-linked mental health grants and other changes to medical assistance for children. She then went on to provide a brief overview in the following areas:

- Targets
- Tax committee provisions
- Payment shift
- General education formula
- All-Day Kindergarten
- Special education
- Pre-K scholarships
- Integration revenue aid and levy
- Safe school levy
- Reading and math corp. funding
- Statewide assessments
- Bonding authority
- School lunch aid
- ABE and adult diploma
- Teacher evaluation and licensure
- Compulsory attendance
- Epi Pen
- School-linked mental health grants
- Bullying bill
- PEIP

- Pension bill
- Dream Act

DISCUSSION/QUESTIONS:

- On the bullying bill – all volunteers with any kind of contact need to be trained? Response: Yes
- Cost is covered by? Response: No one, new mandate. This is for schools, charter schools but does not apply to private schools, though that is being checked on.
- On bullying bill, this needs to be reported to the State? Response: Yes, there is a reporting requirement. Clarification needs to be obtained from MDE to ensure districts need to do only one kind of reporting.

B. SSSC Monitoring: Resources & Operational Excellence VisionCard

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

1. **Operational Excellence**

- a. Teacher Retention (annual) has a vision of >90%. 2011-12 was 92% and 2012-13 was 96%. 33.6% of teachers hold Bachelor's degrees, 64.3% hold Master's degrees, .9% hold specialist degrees and 1% hold Doctorates.
- b. Information Technology -- Resolution of issues within 24 Hours has a vision level of >70%. 2011-12 was 68%; 2012-13 shows 64%. In FY 13, SPPS supported 87 applications, had 463 servers in operation, had 5,975 VoIP telephones in service and the SPPS network had 71,843 devices on it.
- c. Transportation
 - Buses at School within 5 minutes of scheduled arrival shows vision to be >97%. Quarter 3 of 2011-12 showed 99%; Quarter 3 of 2012-13 show 98%.
 - Students per Bus (average each day across all runs) has vision level of >90%. 2011-12 was at 103 and 2012-13 is at 98.
 - Number of Runs per bus has vision at >5.5 runs. 2011-12 was at 6.3 and 2012-13 is at 6.5.

Year-to-date there have been 35,668 students transported daily by school bus. This comes to 13,868,000 students rides provided each year. 363 buses are utilized in this transportation effort with a daily mileage reported at 39,968 miles traveled. Year to date that totals 6,924,428 miles covered for SY 12-13. There are an average of 2,364 routes covered per day with 977 a.m. route trips, 973 p.m. route trips, 179 Noon route trips and 221 EDL route trips per day.

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

For FY 13 year-to-date 2,628,653 student breakfasts have been served. 3,381,054 student lunches have been served along with 278,335 after school snacks. Data on summer breakfasts, lunch/supper and snacks will be gathered.

2. **Resources**

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

- b. Time & Effort Certifications for Federal Grants has vision at 100%. 2011-12 was at 100% as is 2012-13. There are 736 employees on Federal grants, 151 supervisors of employees on Federal grants. There have been no audit findings in this area over the past two years. This is a reporting requirement associated with Federal grants. Perfection is required to avoid audit notes.

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

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

- d. Retention -- percent of students staying in SPPS has vision at >88%. (i.e., SY 2011-12 pre-Kindergartens enrolled in SY 2012-13 Kindergarten).

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

QUESTIONS/DISCUSSION:

- On the market share, has there been a change in how this is counted that would impact it from a measurement perspective? Response: There has not been a change in how this is calculated. Market share is different from enrollment. There have been several new charter schools that are very popular and these are now moving into 7th and 8th grades. SPPS does look at the trend lines for how charter and non-publics are doing along with historical data so SPPS is aware of the macro trends in St. Paul.
- Meal participation – can there be a survey as to why students are not participating in the meals? Do we know participation by living situation? Are we serving all of our homeless students? Response: The breakfast has declined; students were very enthusiastic the first year. It seems the students are more aware of what is on the menu and they decide when to eat. There have been changes in lunches due to national requirements making it less appealing to some students. Nutrition services has not set up a survey. The goal is to achieve vision level; however, the real questions is are we serving our students well.
- Is SPPS butting up against the “time crunch” between lunch and recess time? Response: That could influence it. Students have to go into lunch and then can go outside at the elementary level.
- It would be helpful in future to look at the issues around market share in a broader context of how enrollment relates to overall number of kids, how it fits in the bigger picture. Meal participation, there are questions there. SPPS is not measuring how many are eating breakfast and lunch, only how many are eating SPPS meals. The end purpose is to be sure all kids are eating, who is and who is not? Are all kids eligible taking advantage of it? Target should be based on who is actually eating. Response: We can look at a way to do this. What was being looked at from an operations level is the SPPS food services provision efforts for students.
- Why are standards set so high, the issue is are kids being fed, are they healthy, are they getting the food they need. As long as the kids get their food, SPPS gets a pass on this.
- SPPS has the information but are we measuring where kids are coming from – home or another location such as a day care site where a meal may have been provided. With that information the Board would encourage staff to look at the combination of things. This may be obtainable from the addresses for the buses. After school may be impacting things here as well. Might be valuable to look at the combinations, to recognize that more kids are coming from day care, staying before and after school, greater numbers of homeless students are out there and SPPS is adapting to their needs. Our ends should be quality education for all students under whatever circumstances.

- Information technology – one thing that is true is there are a number of people able to set up their computers but cannot at work, they must call for help. Can SPPS define areas that can be done by individuals on their own that does not need support from IT? License is a big issue when working on and setting up networks. SPPS will evolve into a higher degree of knowledge and usage as this rolls out and calling IT may be reduced somewhat.
- Transportation – great numbers. As the district continue with SSSC, there may be some additional measures more relevant over time. Are you gathering what the distribution looks like, as that is what Board members have to address. Perhaps a slightly bigger view on this.
- Teacher retention – what is proficient teacher retention? Is that people we want to keep vs. those we want out? What is healthy turnover rate? What does SPPS see this as? Response: SPPS retention rate is incredibly high at 96%, probably one of the highest in the nation. Teacher retention is total numbers of teachers divided into terminations and retirements. What does proficient mean? That will need to be clarified later. What is industry standard around healthy turnover vs. excessive retention. What does SPPS aim for?
- Does SPPS have the ability to measure student contact time with teachers particularly Special Ed services? Is SPPS increasing student contact time with instructors or support staff (from a kid perspective)? Response: Students need to be in class longer whether in schools or extended daytime. Now, with breakfast in the classroom it allows relationship development with the teacher. Under SSSC all schools have 100 minutes of science, 60 minutes of math, 90 minutes of language arts as well as phy ed, music and arts and this is more and more in blocks of 60 to 90 minutes allowing maximization of the time for student contact. The District is looking at scheduling in elementary to optimize use of staff and interaction with students. Generally this is looked at on the basis of adults to kids, however kids to adults is also important.
- Transportation – on time and within 5 minutes. Explain why a tiered bus system precludes having a two-hour delay on bad weather days? Response: What was done differently this year was to dismiss the high school 15 minutes ahead of 2:00 p.m. Then when you go to tier two they were ahead of time but the third tier was late but not as much as it might have been. With each tier delay everything gets pushed back, there are not more buses available, it is the same bus on a different routes. It is a trade off between efficiency, cost, safety and ability to service students. SPPS is as tight as it can be to meet those goals. It usually comes down to go or no go, delay is really not an option. This will not change in the upcoming school year. SPPS is always looking to optimize this area.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the report on the Resources & Operational Excellence VisionCards. Ms. Seeba seconded the motion.

The motion passed.

C. Quarterly Financial Report

The Chief Budget Analyst provided details on the second quarter financials for the period ending March 31, 2013. He indicated there had been relatively little change in the General Fund over the past period. The unassigned fund balance was estimated to be \$31.1 million in the General Fund, which represents 5.7% of current year expenditures. This is above the minimum current Board policy of 5%. The projection assumes the use of \$18.2 million assigned fund balance in FY 14. He then reviewed the non-spendable, restricted, committed, assigned and unassigned fund balances. Total fund balance as of 6/30/13 is projected to be \$100,900,000.

An overview of each of the other fund balances was provided in the areas of:

- Fully Financed General Fund

- Food Service Fund
- Community Service Fund
- Fully Financed Community Service Fund
- Building Construction Fund
- Debt Service Fund

QUESTIONS/DISCUSSION:

- Fully Financed General Fund with the Title I piece, what is happening that is making it fall behind expectations? Response: Title I funds go to the schools and some expenditures are not up-to-date, there is a lag and average salary is used so that affects the figures as well. In addition, there are certain expenses that hit at year-end so that is a lag as well.
- Having a negative fund balance is not typically allowed. Can you explain why this is? Response: The negative fund balance will go away. With debt service, a negative is allowed because so much depends on the timing of funding.
- In the case of SPPS budget approval in June, SPPS must have a balanced budget, correct? Response: SPPS needs to have a budget. It could be in statutory operating debt but you do have to have a budget with a plan.
- Is SPPS in good or better shape than in years past? Response: One of the reasons SPPS is getting good ratings on its bonds is they are backed by the State and the State has a good economy. SPPS has the authority to levy for the debt. The payment for the debt comes from the levy not from the operating General Fund. The borrowing is the only way the District can afford to fund its capital improvements.

MOTION: Mr. Hardy moved, seconded by Ms. Seeba that the Committee of the Board recommend the Board of Education accept the Quarterly Financial Report.

Motion passed.

D. FY 14 Budget

Board members were then presented with the proposed 2013-14 Budget book. The Deputy Superintendent of Schools and Business Operations and the Chief Budget Analyst walked the Board through the book that was broken out into the categories of Executive Summary, General Fund Supplemental Information, School Budgets, General Fund Program Budgets, Adjustments and Expansions and Appendices. The key factor in developing the budget is continuing the implementation of the SSSC Strategic Plan.

Each of the major fund balances were reviewed.

1. General Fund – Revenue for FY 14 is projected to increase by \$7.7 million. The main contributor is the additional voter approved referendum by \$9.0 million. Total FY 14 expenditures are projected to increase from FY 13 by \$16.8 million; again, the new referendum funding is the main reason as the Personalized Learning Through Technology Initiative begins implementation. The expenditures exceed revenues by \$18.2 million. This difference will be covered by the use of unassigned fund balance. The fund balance will focus on implementation of the third year of the SSSC plan in the area of embedded professional development. All elementary schools will have an extra prep time for science. All schools with grade configurations of 6-12 and 9-12 will have a 7-period day schedule. The unassigned fund balance for FY 14 is projected to be \$31.2 million or 5.5% of projected general fund expenditures.
2. General Fund Fully Financed – This includes only budgets that meet a \$500,000 threshold. The proposed budget will be \$2.4 million lower than the FY 13 adopted budget. Two new Federal budgets have been added: IDEA Preschool Incentive and IDEA Part C. Two budgets will not be adopted this year, as they are less than the \$500,000 threshold: Itinerant Vision and Special Education Alternative Delivery. Federal title programs are low by about \$.6 million, mainly due to sequestration. State revenues will be lower due to the elimination of the Special Education Alternative Delivery. Local revenues will be lower due to the elimination of the Itinerant Vision program and some

reductions in estimated grants from 3M. Due to the nature of Fully Financed budgets, revenues should always equal expenditures resulting in no change to the fund.

3. Food Service Fund – Revenue and expenditures are projected to increase 2.5% for FY 14. Breakfast to Go will continue to be available district-wide at no charge. The USDA Fresh Fruit and Vegetable Grant will continue in FY 14. USDA allows for net cash resources of up to three months of average operating expenses in this fund..
4. Community Service Fund – Revenue is projected to increase by \$.05 million due to increased Community Program fees, Discovery Club fees, state ECFE funding and decreased state and federal ABE and state School Readiness funding. Expenditures are projected to be up by \$.83 million (4.1%) due to contract salary and benefit increases, additional staffing expense associated with four new Discovery Club sites and additional staffing at the new ABE HUBS at Harding Center. There will be no staffing reductions other than through attrition. There is an overall reduction in purchased services and supplies/materials due to budgetary constraints. Fund balance is expected to decrease by \$1.6 million (38.4%). Fund Balance is reserved in the Community Service Fund by program with statutory limitations on the amounts. Each program's fund balance is well under statutory limitations and expected to approximate a minimum of 3% of FY 14 budgeted expenditures at fiscal year end.
5. Community Service Fully Financed – This represents grants that exceed \$500,000 in total expenditures. As of July 1, both the 21st Century Cohort V grant and the PEK-McKnight grant will begin. Revenue is projected to increase by \$1.85 million due to grants noted. Projected expenditures usually follow revenue. Due to the nature of Fully Financed budgets, revenues should always equal expenditures resulting in no change to the fund.
6. Building Construction Fund – During FY 12, the District issued \$15 million Capital and \$11 million Alternative bonds to support implementation of the SSSC initiative. For calendar year 2012, \$16 million General Obligation Bonds 2012A were issued in June. In FY 13, the District will issue \$15 million Capital, \$11 million Alternative and \$26 million General Obligation bonds. The District will continue to issue \$11 million in alternative bonds to fund deferred maintenance projects and \$15 million to fund capital improvement projects. Calendar year 2014 issuance of Alternative and Capital bonds is projected to take place prior to June 30, 2014 as continued support for the SSSC plan. The fund balance will decrease from implementation of projects supporting SSSC.
7. Debt Service – Revenue is projected to increase by approximately \$5.3 million (12.2%) driven by scheduled payments of debt as provided to and approved by the Minnesota Department of Education. Expenditures are projected to increase by approximately \$1.7 million (4.1%) driven by scheduled debt redemptions and refundings that have restructured debt payments to retire principal earlier and reduce long-term interest expense.

General Fund revenue for FY 14 is projected to be higher than projected FY 13 by \$7.7 million (2%). Reasons include:

1. Total levy decreased by \$1.9 million due to the combination of an increase in the referendum by \$9.0 million and a loss in integration revenue of \$5.7 million, reduction in the OPEB levy of \$2.9 million and reduction in the levy components by \$2.3 million.
2. Other revenue is projected to be lower by \$1.5 million due to lower revenue in the Intra-school account.
3. State aid revenue increased by \$5.7 million with changes in:
 - Increase in enrollment generated an additional \$2.7 million
 - Increase in ELL and Compensatory Education revenue of \$1.1 million
 - Increase in Special Education revenue of \$3.5 million
 - Loss in Integration state aid of \$2.0 million
 - Increase in other state aid by \$.3 million
 - Federal revenue is projected to increase by \$2.4 million in Third Party Billing and E-Rate revenue.

For FY 14, a central allocation method was utilized in support of the SSSC plan following the funding requirements from the federal and state monies. Differentiation criteria were used to allocate resources in an equitable manner that targeted the needs in each school. In addition, staffing allocations were based on class size ranges established by central administration. The school's level of poverty was taken into consideration in this. The poverty threshold used was 73% or higher to be considered at a high poverty level. There was an increase in teacher FTEs due to adding embedded professional development at the various sites. This will provide time, at all sites, within the school day for structured professional development for teachers in professional learning communities.

Schools will receive \$255,850,187 in total allocation for FY 14. The school allocation has increased overall by approximately \$5.9 million. This increase is due to General Fund and Compensatory Education Funds. All secondary sites will continue to receive Title I funds.

The total increase in the General Fund Program budget is \$16.7 million. Of that amount, 66% has been allocated directly to school support programs, 32% to district-wide support programs and 2% to central administration. The major additions to the programs are Library Media Center and Personalized Learning Through Technology that represent the budget for the new referendum money.

QUESTIONS/DISCUSSION:

- What about the drop in OPEB? Response: When SPPS went for the referendum, SPPS promised to keep the levy at the same level except for the increase. As a result, one of the levy components needed to be reduced. OPEB was selected because it has no strings; it does not affect programming or other revenue.
- At what point will the impact and future of OPEB relative to the next budget be discussed? Response: This is looked at each fiscal year. Without knowing the revenue expenditure situation for FY 15 that cannot be determined. It is an analysis done each cycle.
- Staffing allocations – who makes up the 48.5% classroom teachers and 30% Special Ed Staff – are those teachers? Response: They are classroom teachers, paraprofessionals and educational assistants.
- Does the 48.5% also include EA and TAs? Response: No those are specifically classroom teachers. So where would we find EA & TAs who are not special ed? Response: The only EAs and TAs administration allocates are Special Ed, library supports and ELL. Schools may purchase EAs and TAs in their budgets.
- Has Special Ed percentage gone up because Special Ed is being integrated into the classroom and therefore they are represented here as being in the classroom? Response: Special Ed allocations did not increase they are reflected as going into classrooms to support special ed within general ed. The shift is within the building on an as needed basis depending on Special Ed needs. Every school was looked at; its population and allocations were based on needs according to population to support the teaching staff around that.
- Will there be support for teachers due to unidentified special ed students coming in to Pre-K and K. Response: Remember with Pre-K the ratio is 20:1. If a student comes in with an IEP in many cases it is speech, physical therapy and to some extent autism. Special Ed is transitioning to being much more proactive in addressing issues in Kindergarten in order to catch students early and mitigate behaviors early on.
- Per pupil allocations -- what is being done this year to help those schools who do not qualify for Title I funding to help them with their per pupil allocation if they have a demonstrated need for extra funds? Response: The district looks at those situations (these occur because of the way State and Federal funding is provided -- the money follows the student.) The assistant superintendents, principals and the finance teams maintain an unfunded request list. Through that process, the District tries to mitigate the situations that occur. The SSSC process is holistic, and with finances, it is shifting the focus to look at the system. That is done first and then individual situations are

addressed. It is an FTE based process. Each school is looked at from baseline standards and FTE basis. Flexibility is built in along with defined requirements.

- What is the additional \$1 million going for substitute teachers? Response: This was the additional amount needed to meet needs for substitutes based on historical experience. In addition, the substitute rate has been increased and that is reflected here as well.
- The allocations to the schools – some show zero for integration aid dollars? Why? Response: There is not enough money provided to go around, it is used for the magnet schools, to fund all day Kindergarten and some of the intervention specialists. Use of these funds has to be part of the integration plan and funds are provided in a priority order based on other funding.
- Why are other sites (Agape) not receiving referendum funds? Response: Referendum funds are utilized based on the referendum plan – all day Kindergarten, ECCE, Pre-K, class size reduction, etc.
- What are the implications to this budget under various EMID scenarios? Response: Administration is assuming Crosswinds will continue in its planning assumptions. SPPS does not know what the legislature will do so there may be some financial requirements that may come up. Administration should have a better sense of this by end of session.

E. Standing Item: Policy Update

1. Review of Draft of **Racial Equity In Education Policy**

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

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

Actions that have or are occurring include:

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

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

Engagement to deepen, transform and develop equitable practices for and with SPPS students by seeking out and lifting up students’ perspectives and engaging family and

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

The policy was then presented in its most recent iteration and discussed in-depth with recommendations for modification to the language. Some recommended language changes were incorporated. It was recommended the policy be brought for its first reading to the May Board meeting. This timeline was recommended in order to achieve approval prior to August administrative and staff development sessions for SY 13-14. The policy will be taken out for community input with further refinements made over the next three months with the final recommendation being brought to the third reading in July.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education move Policy 101.00 Racial Equity in Education forward for its first reading at the May 21 Board meeting. Mr. Hardy seconded the motion.

The motion passed with 4 in favor and 3 opposed (Seeba, Carroll & Brodrick)

F. Work Session

1. **Board Budget Review**

The Board reviewed their current budget status at 83% spent for FY 13 and then moved on to the FY 13-14 budget. There was a straight roll over with some inflation provided on some lines. A request was made for more annotation on budget line items. Discussion occurred on details of a contract up for renewal, the consensus was to add an inflationary increase. Request was made for information on industry standard for this area. Directors Hardy and Seeba were assigned to follow-up on this and bring a recommendation to the June COB meeting. A job study on Board Secretary position was requested. Other slight adjustments were recommended.

2. **Board Public Engagement Discussion**

Work group members reviewed the recommendation they had brought forward in this area. Consensus was to remove the Consent Agenda from the "public comment" as originally recommended. Consensus was to do a "trial run" of the new process over the summer into early fall and then readdress it on a COB agenda for final consideration on the process.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education implement the new public engagement plan, as revised, on a trial basis beginning in July, 2013 and that it be brought back at the October COB meeting for final action. Mr. Hardy seconded the motion.

Motion passed.

3. **Board Check-In**

There was a brief discussion on the PEG Summit coming up in October and Board participation in the event.

4. **Discussion on Budget & Finance Advisory Committee (BFAC) & Capital Expenditure Advisory Committee (CEAC) Status**

Following discussion on the two committees, the consensus was that both groups be left in the status of "on hiatus" for SY 13-14. It was recommended the entire "committee" reporting structure be reviewed in light of the strategic plan, district needs, etc.

MOTION: **Ms. Carroll moved that BFAC and CEAC remain on hiatus for SY 13-14.**
Motion seconded by Ms. Street-Stewart.

Motion passed.

III. ADJOURNMENT

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

Motion passed.

The meeting adjourned at 10:44 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk

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

DATE: May 21, 2013

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees, Departments, Schools/Programs

A. PERTINENT FACTS:

1. **The SPPS Finance Department** for winning the 2013 School Finance award from the Minnesota Department of Education. The team is lead by **Marie Schrul**, Controller.
2. **Lily Ailabouni**, an **EXPO** learning disability teacher, for being named Teacher of the Year by the Minnesota Chapter of the Council for Learning Disabilities (CLD). The national presentation will be made at the annual conference of CLD in Austin, Texas in October.
3. **Kari Skildum**, teacher from **Washington Technology Magnet School** for being awarded Rotary Teacher of the Year. Each year the Rotary Club of Saint Paul presents a "Teacher of the Year" award to a deserving educator. She was selected from among a number of impressive candidates following a request sent to all public and non-public schools in the Saint Paul area urging teachers, students, parents, administrators, and community leaders to participate by nominating persons thought to be worthy of recognition. Ms. Skildum earned her Bachelor of Science from the University of Minnesota Morris-Elementary Education; Mathematics Specialty in 2002 and has always taken part in staying current with professional development in the school district.
4. **Open World Learning** history teacher **Susanne Hollingsworth** was awarded the 2013 Minnesota History Day Senior Division Teacher of Merit and will be a candidate for the 2013 Patricia Behring Senior Division Teacher of the Year at NATIONAL History Day.
5. **Megan Olivia Hall**, a grade 7-12 science teacher at **Open World Learning Community**, has been chosen the 2013 Minnesota Teacher of the Year. She is the 49th winner of the prestigious award, and the third from the St. Paul School District. Hall has taught at Open World Learning Community since 2006 and has been teaching in St. Paul since 2002. She holds numerous science-education leadership positions within the district and the state. She holds a Bachelor of Arts degree from Macalester College and a master's degree in science education from the College of St. Catherine.
6. **Open World Learning Community** for moving up on the U.S. News & World Report's Best High Schools List Open World Learning Community was honored with a silver medal in the latest ***U.S. News and World Report's America's Best High Schools*** list, and was ranked #18 among Minnesota High Schools. This is a big jump from last year's ranking, in which OWL received a bronze medal award. **Open World Learning Community is the only high school in St. Paul Public Schools to receive a medal in the ranking.**
7. **Saint Paul Indian Education's Johnson O'Malley (JOM) program** for being awarded the 2013 Exemplary JOM program award for Region 4. JOM is a national program recognizes that American Indian and Alaska Native children in public schools have special needs due to their unique social, economic and cultural environment. SPPS is one of 14 JOM projects

DATE: May 21, 2013
TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

within the state of Minnesota. The program in Saint Paul provides tutoring and parental assistance for school supplies and fees, and assists in cultural activities for students and families. The JOM parent committee program includes **Angie Thornhill**, Chair; **Dianne Johnson**, Vice Chair; **Alicia Zetah** and **Julie Downwind**. **Kathy Denman-Wilke** is the Indian Education Program Supervisor for Saint Paul Public Schools.

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

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

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

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

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

In 2009 – 2010, Maren Wallenberg was trained as a Reading Recovery Teacher Leader and has trained the following teachers beginning in 2010 – 2011.

- **Kay Kennedy**
- **Nancy Pavsek**
- **Lynette Scott**
- **Deborah Lentsch**
- **Licia Robertson**

In 2011 – 2012:

- **Heather Smith**
- **Heather Perkl**
- **Jan Mitchell**
- **Dawn Vaughn**

In 2012 – 2013:

- **Nicole Tschohl**

There is currently one certified Reading Recovery who trained many years ago and is still teaching Reading Recovery. Her name is Julia Fung – please stand to be recognized. Thank you for your years of service in Reading Recovery.

DATE: May 21, 2013
TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

Advocates are classroom teachers, ELL teachers, special education teachers and coaches who were interested in further developing their professional expertise and understanding of early literacy. During their training, these individuals met with a child every day on their own time while also attending weekly Reading Recovery training classes. All advocates trained since 2008 please stand to be recognized.

9. Saint Paul Federation of Teachers has awarded **Denise Rodriguez**, Spanish teacher at **Ramsey Jr. High**, it's annual Mary McGough Distinguished Service Award. The award is the highest honor given by the Federation in recognition of an individual's outstanding contribution to the advancement of education in the Saint Paul Public Schools. Mary McGough was an original member of the Saint Paul Federation of Teachers and began her teaching career in 1903. At nearly 60 years old, she was instrumental in the famous 1946 Teacher's strike both as a strong public speaker outlining the need to improve the standards for students and education in Saint Paul Schools.

10. This item is submitted by Michelle J. Walker, Chief of Staff

B. RECOMMENDATION:

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



Vision Card Presentation: Resources/Operational Excellence

Michael A. Baumann

Deputy Superintendent, Schools and Business Operations

May 21, 2013

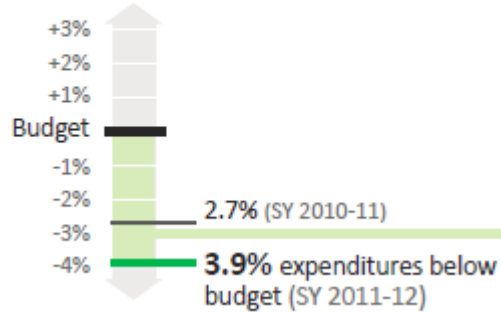
Vision Card Levels



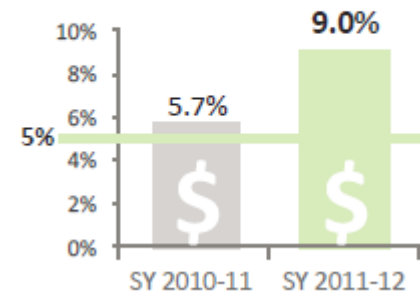
Intervene Concern Baseline Progress Vision

Budget

MAINTAIN 3% NET FAVORABLE VARIANCE from approved budget
VISION < 3% above budget



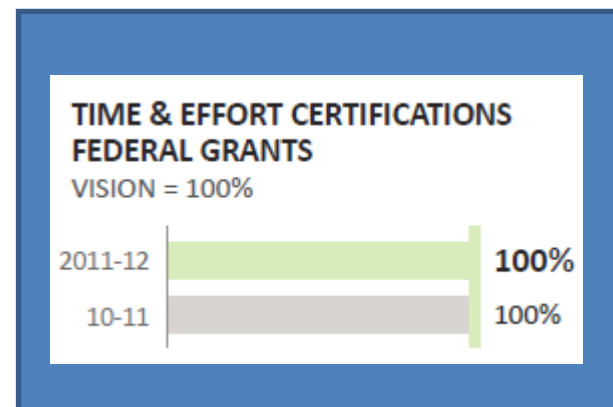
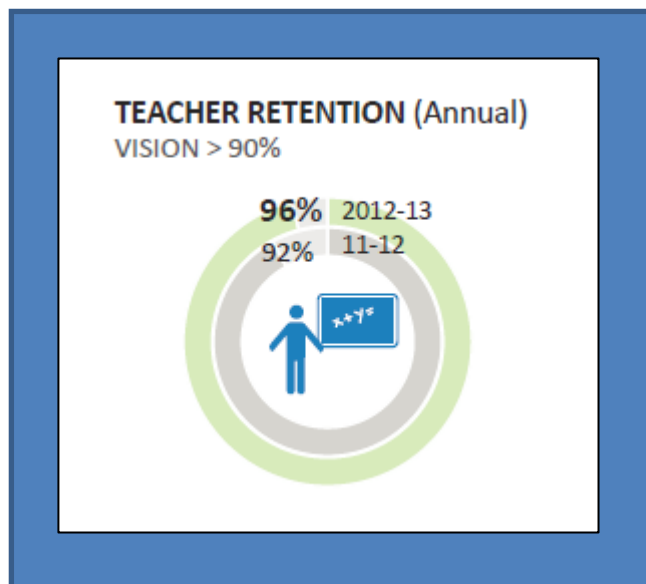
MAINTAIN FUND BALANCE
VISION > 5%



Vision Card Levels



Staffing



Vision Card Levels



Transportation

STUDENTS PER BUS, average each day across all runs

VISION > 90 students  = 10 students

2012-13  

98

11-12  

103

NUMBER OF RUNS per bus

VISION > 5.5 runs

2012-13 

6.5

11-12 

6.3

Vision Card Levels



Intervene Concern Baseline Progress Vision

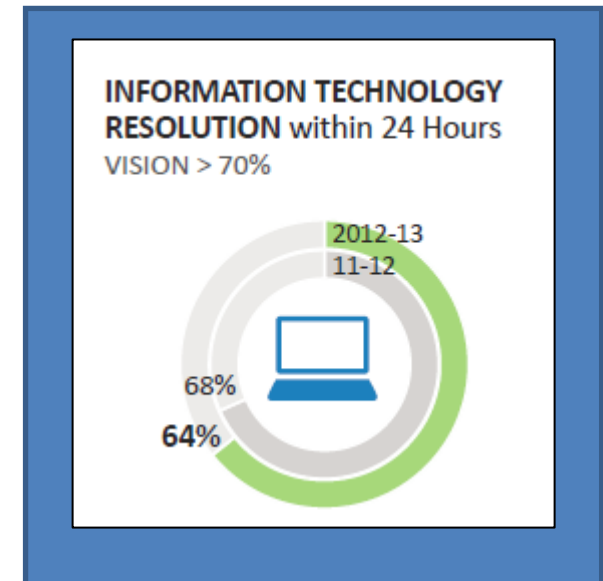
BUS AT SCHOOL within 5 minutes of scheduled arrival

VISION > 97%

98% Q3 2012-13
99% Q3 11-12



Item	FY12	FY13
District Supported Applications	79	87
Servers Currently in Operation	403	463
VoIP Telephones in Service	5,948	5,975
Devices on SPPS Network	38,552	71,843



Vision Card Levels



Market Share

% MARKET SHARE
(SPPS students divided by all
school age students in St. Paul)

K - 12 | VISION > 74.5%

K - 6 | VISION > 76.0%

7 - 12 | VISION > 73.0%



Vision Card Levels



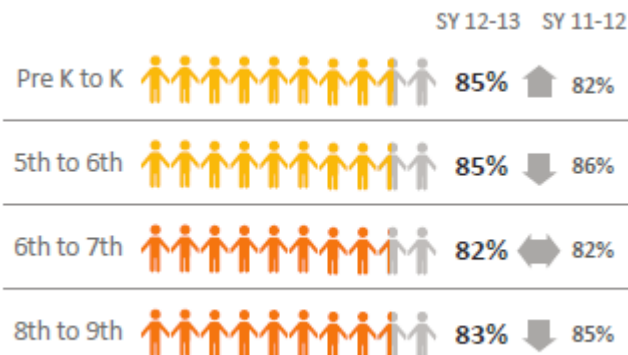
Intervene Concern Baseline Progress Vision

Retention

% STUDENTS STAYING IN SPPS

VISION > 88%

*(i.e. SY 2010-11 Pre-kindergarteners
enrolled in SY 2011-12 Kindergarten)*

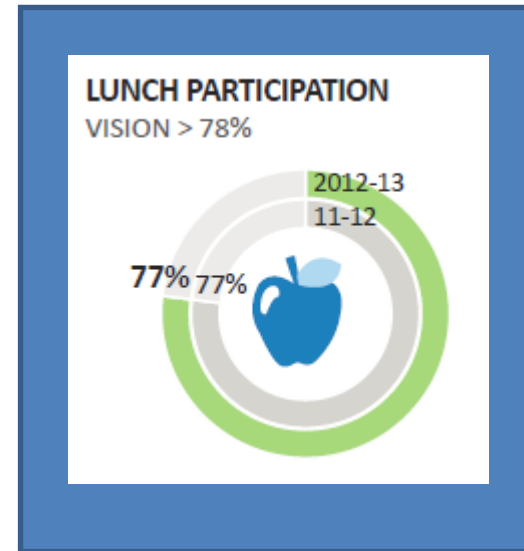
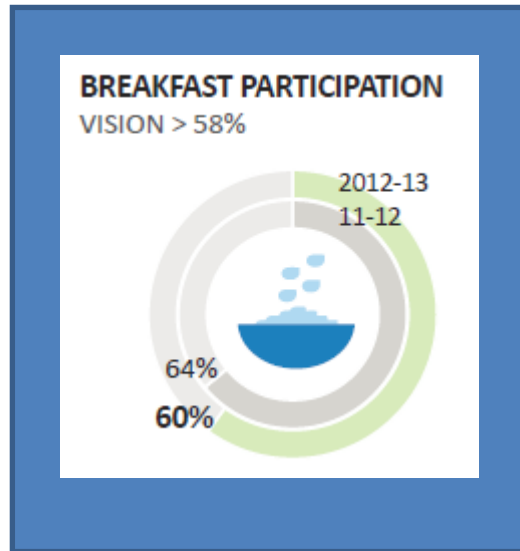


Vision Card Levels



Intervene Concern Baseline Progress Vision

Meal Participation



Vision Card Levels



Intervene Concern Baseline Progress Vision



Questions

Vision Card Levels



Intervene Concern Baseline Progress Vision



FY14 Budget Update to BOE

Michael A. Baumann
Deputy Superintendent
Schools and Business Operations



Purpose



To review FY14 budget information with the Board of Directors.



Agenda

- FY14 Proposed Budget, by fund, as presented 07MAY13
- General Fund, macro
- General Fund, by four categories
- Additional SSSC support
- Anticipated changes from the legislature
- Questions



FY14 Proposed Budget (Expenditures)



Total FY14
Proposed Budget
\$680.8

General Fund
512.9

General Fund
Fully Financed
\$43.4

Food Service
\$25.5

Community
Service
\$21.1

Community
Service Fully
Financed
\$2.3

Building
Construction
\$32.0

Debt Service
\$43.6

FY14 Proposed Budget numbers depicted in millions



General Fund FY14 Macro Picture



	FY13 Adopted	FY14 Proposed	Difference	% Change
Revenue	\$483.7	\$494.8	\$11.1	2.3%
Fund Balance	6.9	18.1*	11.2	162%
Expenditure	490.6	512.9	22.3	4.5%
Balance	0	0	0	

*Projected FY14 unassigned fund balance will be 5.5%.



General Fund

Factors Impacting Revenue



Source	Amount (\$M)
Adopted General Fund Revenue	\$483.7
Enrollment Increase (364 PU)	3.8
Loss in Integration Revenue	-7.7
OPEB Levy Reduction	-2.9
New Referendum Increase	9.0
Special Education Revenue Trend	5.6
3rd Party Billing Trend	2.2
Others	1.0
Estimated FY14 Revenue	\$494.7



General Fund Factors Impacting Expenditure



Description	Amount (\$M)
Adopted FY13 Budget	\$490.6
Add Rollover & Adjustment Cost	7.8
Add New Additional Support for SSSC	5.5
Add New Referendum	9.0
Total Proposed FY14 Budget	\$512.9



Additional Support for SSSC



Description	Amount (\$M)
Cost of Opening New Buildings	\$1.3
Loss of Prep Time	.2
7 Period Day Implementation	4.0
Total Support	\$5.5



General Fund Adopted Fund Balance History

Fiscal Year	Revenue	Expenditure	Unassigned Fund Balance Used
2007-08	478,944,195	476,499,195	2,445,000
2008-09	473,965,378	476,410,378	(2,445,000)
2009-10	459,230,143	462,930,143	(3,700,000)
2010-11	455,358,457	455,858,457	(500,000)
2011-12	455,120,795	462,120,795	(7,000,000)
2012-13	483,711,915	490,611,915	(6,900,000)
2013-14*	494,776,150	512,936,833	(18,160,683)

Unassigned Fund Balance Used has not violated Board of Education required 5%

* Proposed Budget



FY14 General Fund Big Picture - Expenditure

(Includes \$9.0M Referendum)



Area	FY13	FY14	Change	Percent Change
Schools	\$237,132,479	\$242,766,252	\$5,633,774	2.4%
School Service Support	162,923,621	178,475,029	15,551,408	9.5%
District-wide Support	86,071,657	87,483,446	1,411,789	1.6%
Central Administration	4,484,159	4,212,106	-272,053*	-6.1%
Total	\$490,611,916	\$512,936,833	\$22,324,918	4.6%

*NOTE: Reduction results from decrease in interest borrowing cost.



Anticipated Changes (Legislature)



- Additional funding in FY14 in the General Education revenue of approximately \$4.5M
- Additional Integration revenue in FY 14 of approximately \$5.8M



Additional Revenue Uses



- School adjustments
- Replenish fund balance for FY15
- Additional support for SSSC



Questions?



Legislative Update: Assessment Reform

Matthew Mohs
Interim Chief Academic Officer
May 21, 2013





Refocusing State Assessments

- Strengthen state assessments to eliminate duplication at the district level
- Provide an assessment instrument to support teaching and learning
- Reframe secondary assessments from attainment of a minimal score to a multi-year support on the path to college and career readiness



Statewide Assessment Reforms

- MCAs to become fully adaptive by 2015-2016 in Grades 3-7
 - Aligned to MN standards; and
 - Predictive of college and career readiness
- Suite of secondary assessments anchored in college and career readiness benchmarks and career interests
 - Aligned to MN standards;
 - Diagnostic component available for students not yet on track for College and Career Readiness benchmarks; and
 - Culminates in nationally-normed and recognized college entrance exam
- GRAD eliminated immediately



Timelines

- Immediately upon signature: Elimination of the GRAD requirement
 - GRAD test does not disappear for a few years due to legal precedent; remains an option for those in 9th grade currently and older (2015-16 or 2016-17)
- 2013-2014: Transition for Grades 8-12
 - MCA continues in Grades 8, 10, and 11. GRAD Writing discontinued for Grade 9
 - Use of EXPLORE, PLAN under state contract (ACT possible if contract is approved in time)
 - Seek federal approval for new system
- 2014-2015: New Suite of Assessments operational for grades 8-12
- 2015-2016: Fully adaptive versions of MCAs in Grades 3-7 (Computer-administered)





Immediate Impacts

- Students in Class of 2013 may graduate if they have satisfied all other graduation requirements and still have not passed one or more GRAD test.
- Students in the Class of 2012 and earlier also can benefit from this change
- Unclear about implications for students older than 21, awaiting state guidance



Class of 2014 and earlier

- To satisfy the state graduation testing requirement, a student must accomplish one of the following:
 - Pass GRAD Reading and Writing, at least meet alternative pathway for GRAD Math; or
 - Have taken the ACT, WorkKeys, or Compass; also a nationally recognized armed services aptitude test such as the Armed Services Vocational Aptitude Battery (ASVAB); or
 - Districts may, at their sole discretion, substitute results from a comparable assessment (SAT for ACT; Accuplacer for Compass)
- MN does not require a minimum score on the other assessments



Class of 2015 and 2016

- To satisfy the state graduation testing requirement, a student must accomplish one of the following:
 - Pass GRAD Writing, Reading and Math; or
 - Have taken the ACT, WorkKeys, or Compass; also a nationally recognized armed services aptitude test such as the Armed Services Vocational Aptitude Battery (ASVAB); or
 - Districts may, at their sole discretion, substitute results from a comparable assessment (SAT for ACT; Accuplacer for Compass)
- MN does not require a minimum score on the other assessments
- Students may also participate in the new suite of assessments as available



Class of 2017 and beyond

- Participate in all components of the state's new suite of college and career readiness assessments
 - Grade 8 (Spring): Assessment predictive of trajectory towards college and career readiness standards with career interest components
 - Grade 10 (Fall): Assessment predictive of trajectory towards college and career readiness standards with career interest components
 - Grade 10 (Spring) or Grade 11 (Fall): Students not on track for college and career readiness benchmarks must participate in a diagnostic college placement test to identify areas for intervention
 - Grade 11 (Spring): Nationally normed, nationally recognized college placement test
 - Grade 12 (TBD): Voluntary administration of placement or entrance tests at district expense





Far-reaching Effects

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



QUESTIONS?

HUMAN RESOURCE TRANSACTIONS

(April 1, 2013 through April 30, 2013)

May 21, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Carlson-Huxford, S. J.	Classroom Teacher	04/29/2013	\$27.18	St. Paul Music Academy
Ford, D. A.	Classroom Teacher	04/18/2013	\$40.40	Johnson Senior High
Paatalo, J. E.	Classroom Teacher	04/01/2013	\$44.89	Highland Park Senior
Ross, P. K.	Classroom Teacher	04/01/2013	\$27.02	Washington Tech Secondary
Mathena, L. N.	Special Education Teacher	05/10/2013	\$24.27	Focus Beyond (Gr 7-Adult)
Adams, L. L.	Education Assistant	04/30/2013	\$28.71	Student Placement Center
Baker, A. L.	Education Assistant	04/23/2013	\$14.17	Humboldt High School
Lugo Rodriguez, S.	Education Assistant	04/29/2013	\$16.99	Adams Spanish Immersion
Butler, S. D.	Teaching Assistant	04/15/2013	\$12.89	Hazel Park Preparatory
Farley, L. J.	Teaching Assistant	04/01/2013	\$12.89	Murray Junior High
Krinke, B.	Teaching Assistant	04/11/2013	\$12.99	The Heights Community School
Madison, C. A.	Teaching Assistant	04/24/2013	\$13.47	Farnsworth Aerospace (5-8)
Moua, K. N.	Teaching Assistant	04/15/2013	\$13.04	Groveland Park
Nu, N.	Teaching Assistant	04/15/2013	\$13.04	Gordon Parks High - ALC
Webb, J.	Teaching Assistant	04/16/2013	\$11.32	Daytons Bluff
You, L.	Teaching Assistant	04/01/2013	\$12.54	Benjamin Mays/Museum
Willims, R. A.	Clerical	05/06/2013	\$24.18	Colborne Admin Offices
Zierhut, A. L.	Electrician	04/22/2013	\$40.44	Como Service Center
Brooks, T.	Nutrition Services Personnel	04/15/2013	\$14.60	Como Service Center
Clark, S.	Professional Employee	04/29/2013	\$22.08	Colborne Admin Offices
McKeough, S. A.	Professional Employee	04/22/2013	\$20.21	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Randall, K. S.	Central Administrator From: Classroom Teacher	04/08/2013	\$46.15	Plato Admin Offices

HUMAN RESOURCE TRANSACTIONS
May 21, 2013

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gibbs, N. P.	School/Community Professional From: Teaching Assistant	04/01/2013	\$22.10	Capitol Hill Magnet

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, C. E.	Classroom Teacher	04/08/2013	Frost Lake - Special
Arone, D. E.	Classroom Teacher	04/18/2013	Hancock Hamline Univ
Camarena, S. C.	Classroom Teacher	04/05/2013	Wellstone Elementary
Fredrickson, S. E.	Classroom Teacher	04/08/2013	St Anthony Park
Gaetke, G. M.	Classroom Teacher	04/03/2013	Expo for Excellence
Gertz, S.	Classroom Teacher	04/22/2013	Farnsworth Aerospace (5-8)
Grosz-Haider, D.	Classroom Teacher	04/01/2013	Harding Senior High
Hinrichs, B.	Classroom Teacher	04/25/2013	Frost Lake Magnet
Kane, D. G.	Classroom Teacher	04/17/2013	Central Senior High
Lawson, N. J.	Classroom Teacher	04/10/2013	Benjamin Mays/Museum
Lind, L. B.	Classroom Teacher	04/03/2013	Adams Spanish Immersion
Martin, D. J.	Classroom Teacher	04/01/2013	Wellstone Elementary
Muse, M.	Classroom Teacher	03/18/2013	Riverview School
Musil, K. I.	Classroom Teacher	03/14/2013	Humboldt High School
Nichols, S. D.	Classroom Teacher	04/26/2013	Galtier Magnet
O'Hara, K. R.	Classroom Teacher	04/15/2013	Benjamin Mays/Museum
Raimann, A. M.	Classroom Teacher	04/16/2013	Wellstone Elementary
Ramirez, W. S.	Classroom Teacher	05/02/2013	Wellstone Elementary
Rolig, K. M.	Classroom Teacher	03/11/2013	Four Seasons A+
Shasky, K. V.	Classroom Teacher	02/22/2013	Expo for Excellence
Stinar, R. G.	Classroom Teacher	04/06/2013	Central Senior High
Strasser, K. A.	Classroom Teacher	03/25/2013	Hazel Park Preparatory
Stromstad, B. L.	Classroom Teacher	03/29/2013	Crossroads Montessori

HUMAN RESOURCE TRANSACTIONS
May 21, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Stuart, K. L.	Classroom Teacher	04/08/2013	Washington Tech Secondary
Veldhouse, S.	Classroom Teacher	04/19/2013	Cherokee Heights School
Hammond, M.	ELL Teacher	03/18/2013	Frost Lake Magnet
Hamel, E. R.	Early Education Teacher	04/08/2013	Humboldt Jr High - Admin Bldg
Lyman-Buttler, W. C.	Psychologist	04/23/2013	Journey's Secondary
McGinley, R.	Special Education Teacher	04/08/2013	Boys Totem Town
Onyango, K.	Special Education Teacher	03/11/2013	Daytons Bluff
Voeller, C.	Special Education Teacher	04/22/2013	Boys Totem Town
Graham III, J.	Education Assistant	03/20/2013	Homecroft Building
Sanchez, T.	Education Assistant	04/01/2013	The Heights Community School
Vue, B.	Education Assistant	08/27/2012	Randolph Heights
Lofgren, M.	Teaching Assistant	02/19/2013	The Heights Community School
Shields, P.	Teaching Assistant	03/22/2013	Rondo Education Center
Hiber, S. A.	Custodian	03/12/2013	Jackson Preparatory
Arnett, J.	Professional Employee	04/04/2013	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
F., I.	Classroom Teacher	04/18/2013
D., K.	Classroom Teacher	04/11/2013
H., C. A.	Special Education Teacher	04/19/2013
D., A.	Education Assistant	04/01/2013
W., M. E.	Teaching Assistant	04/23/2013
R., D.	Custodian	04/18/2013

HUMAN RESOURCE TRANSACTIONS
May 21, 2013

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Fischer, G. J.	Tri-Council	04/01/2013	\$23.50	Como Service Center
Hanson, A. E.	Tri-Council	04/01/2013	\$22.72	Como Service Center
Kubiszewski, J. J.	Tri-Council	04/01/2013	\$22.72	Como Service Center
Purinton, K.	Tri-Council	04/01/2013	\$22.72	Como Service Center
Simonet, E. S.	Tri-Council	04/01/2013	\$22.72	Como Service Center
Yanz, D. T.	Tri-Council	04/01/2013	\$22.72	Como Service Center

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Leonard, P. M.	Central Administrator	04/25/2013	\$45.38	Plato Admin Offices
Carmona Ramos, E.	Teaching Assistant	04/05/2013	\$13.68	International Academy-LEAP
Denney, L. J.	Teaching Assistant	04/11/2013	\$13.68	Humboldt High School

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Baldwin, M. M.	Classroom Teacher	04/01/2013	Obama Service Learning
Dill, E. G.	Classroom Teacher	04/15/2013	Four Seasons A+
Douglas, L. M.	Classroom Teacher	04/10/2013	Highwood Hills
Grosz-Haider, D. P.	Classroom Teacher	04/15/2013	Harding Senior High
Larson, E. A.	Classroom Teacher	03/20/2013	Benjamin Mays/Museum
Pengra-Anderson, K.	Classroom Teacher	04/09/2013	Expo for Excellence
Rolig, K. M.	Classroom Teacher	04/18/2013	Four Seasons A+
Stinar, R. G.	Classroom Teacher	04/15/2013	Central Senior High
Anderson, A. L.	Early Education Teacher	04/08/2013	Mississippi Creative Arts
O'Meara, K.	Early Education Teacher	04/03/2013	Cherokee Heights
Donald, A.	Special Education Teacher	04/15/2013	Central Senior High
Vasquez, M.	Teaching Assistant	04/01/2013	Rondo Education Center
Williams, J. M.	Custodian	03/25/2013	Wellstone Elementary
Nelson, C. R.	Nutrition Services Personnel	04/01/2013	Obama Service Learning
Arnett, J.	Professional Employee	04/25/2013	Como Service Center

HUMAN RESOURCE TRANSACTIONS
May 21, 2013

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
Z., J.	Custodian	05/10/2013
C., V.	Nutrition Services Personnel	04/01/2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kelly, M.	Central Administrator	04/15/2013	Colborne Admin Offices
Anderson, J. W.	Classroom Teacher	06/11/2013	Four Seasons A+
Kanniainen, S.	Classroom Teacher	08/24/2013	Crossroads Montessori
Ortiz, A.	Classroom Teacher	06/12/2013	Adams Spanish Immersion
Svenson, D. K.	Classroom Teacher	06/11/2013	Murray Junior High
Ahern, B.	ELL Teacher	04/01/2018	Bruce F Vento Elementary
Young, S.	ELL Teacher	06/17/2013	Bruce F Vento Elementary
Boeck, L.	Special Education Teacher	06/11/2013	Wellstone Elementary
Olson, V.	Education Assistant	06/08/2013	Four Seasons A+
Kasal, C. A.	Teaching Assistant	06/08/2013	Highwood Hills
Sanchez, C.	Teaching Assistant	06/08/2013	Bridge View
Wilson, R. M.	Teaching Assistant	06/11/2013	Cherokee Heights
Decosse, J. M.	Clerical	09/28/2013	Frost Lake Magnet
Drury, K.	Custodian	04/10/2013	Harding Senior High
Hiber, S. A.	Custodian	04/23/2013	Jackson Preparatory
Hendrix, L. M.	Teaching Assistant	07/31/2013	Focus Beyond (Gr 7-Adult)

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Canepa-Green, A.	Classroom Teacher	06/11/2013	Adam Spanish Immersion
Gemmell, M. M.	Classroom Teacher	06/11/2013	Expo for Excellence
Halverson, J.	Classroom Teacher	06/08/2013	Riverview
Heir, E.	Classroom Teacher	06/11/2013	Benjamin Mays/Museum

HUMAN RESOURCE TRANSACTIONS
May 21, 2013

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hydukovich, D. M.	Classroom Teacher	06/11/2013	Ramsey Junior
Lehnherr, C.	Classroom Teacher	06/11/2013	Humboldt High School
Lombard, J.	Classroom Teacher	05/11/2013	Maxfield
Pletzer, W.	Classroom Teacher	04/03/2013	Washington Tech Secondary
Siong, C.	Classroom Teacher	06/11/2013	Bruce F. Vento Elementary
Torrey, T. H.	Classroom Teacher	04/20/2013	Washington Tech Secondary
Wichterman, J.	Classroom Teacher	06/11/2013	American Indian Magnet
Yoon, J.	Early Education Teacher	08/01/2013	Humboldt Jr High - Admin Bldg
Heim, C. A.	Special Education Teacher	05/22/2013	Journey's Secondary
Ifill, K. M.	Education Assistant	04/18/2013	Humboldt High School
Nageye, M. E.	Education Assistant	04/27/2013	Homecroft Building
Cheatem, M. A.	Teaching Assistant	04/12/2013	Rondo Education Center
Cook, J. M.	Teaching Assistant	06/08/2013	Phalen Lake Hmong Studies
Hamilton, K.	Teaching Assistant	06/08/2013	Bridge View
Schubach, H. F.	Teaching Assistant	06/11/2013	Hancock Hamline Univ
Yang, P.	Teaching Assistant	04/13/2013	Cherokee Heights School
Underwood, S. R.	Clerical	04/19/2013	Wheelock Early Education
Lopez, C. J.	Custodian	07/27/2013	Humboldt Jr High - Admin Bldg
Fahey, K. M.	Nutrition Services Personnel	04/10/2013	Frost Lake Magnet
Ghassemlou, S. E.	Professional Employee	04/19/2013	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
May 21, 2013

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., S.	Teaching Assistant	04/12/2013
M., K. M.	Teaching Assistant	04/24/2013
R., D.	Custodian	05/04/2013
A., N. L.	Nutrition Services Personnel	04/09/2013
C., M.	Nutrition Services Personnel	04/05/2013

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mulry, A. J.	Classroom Teacher	01/23/2013	Harding Senior High
Parker, V. M.	Special Education Teacher	03/10/2013	Daytons Bluff

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Denisson, K. B.	Bricklayer	11/16/2013	Como Service Center
Wiener, D. P.	Bricklayer	11/16/2013	Como Service Center

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

DATE: May 21, 2013

TOPIC: Gift Acceptance from The Jack and Gretchen Norqual Foundation

A. PERTINENT FACTS:

1. Como Park Senior High School would like to accept a monetary gift of \$15,000 from the Jack and Gretchen Norqual Foundation
2. This gift is to be used for the Don Norqual Senior scholarships (\$10,000) and for the Robert Turner Athletic Field (\$5,000).
3. This project will meet the District strategic plan goals of achievement and sustainability
4. This item is submitted by Daniel Mesick, Principal, Como Park Senior High School and Willie Jett, Assistant Superintendent of High Schools.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent to accept the awarded gift.

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

DATE: May 21, 2013

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

A. PERTINENT FACTS:

1. 3M is currently accepting applications for projects with defined and measurable results that target underserved populations to positively impact the community in the area of education.
2. Johnson Aerospace and Engineering High School has prepared a grant application for funds to prepare students for the STEM jobs of the future. Money will be used to purchase equipment, materials, and supplies for a Fabrication Lab as part of the Engineering program. The grant is for approximately \$100,000 over one year. SPPS was invited to apply for these funds.
3. Saint Paul Public Schools will serve as fiscal agent for the project.
4. This project will meet the District target area goal of achievement.
5. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing & Development; Evelyn Belton-Kocher, Director of Research, Evaluation, and Assessment; Astein Osei, Principal of Johnson Aerospace and Engineering High School; Willie Jett, High School Assistant Superintendent; Michelle Walker, Chief of Staff; and Michael Baumann, Deputy Superintendent, Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

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

A. PERTINENT FACTS:

1. In 2009-2010, Saint Paul Public Schools was awarded funding for the first year of a multi-year initiative to implement a Strategic Science and Engineering Initiative (SSEI) in the district. The Office of Academics developed SSEI, a multi-pronged approach that addresses science and engineering at multiple grade levels. The goals and impact of SSEI are accomplished by pursuing six key strategic objectives: 1) Offer students an articulated K-12 science curriculum aligned with state and national standards; 2) Provide students with afterschool science and engineering experiences; 3) Provide students with opportunities to explore STEM careers and post-secondary options; 4) Provide teacher and administrator professional development in the areas of content, pedagogy, and curriculum in order to improve student success; 5) Offer all science teachers current information and training on the MCA II science tests; and 6) Implement district-wide coordination and support for science and engineering. The goal continues to be expansion and deeper implementation of those programs.

The SSEI STEM pipeline culminates in the post-secondary opportunities offered by Saint Paul College, ranked the top community college in the nation by Washington Monthly magazine.

2. Saint Paul Public Schools has prepared a grant application for funds to continue or expand upon SPPS efforts to spark student interest in STEM enrichment programs. These programs will deepen student understanding of STEM subjects by strategically connecting classroom learning with exposure to real-world experiences and will include: Field Trips (K-5); First Lego League (grades 4-8); First Robotics (grades 9-12); STEM Summer Camp (grades 6-8); Renewable Energy Challenge (grades 5-12); Science Clubs (grades 9-12); Real World Design Challenge; and Math Counts (grades 6-8). The grant is for approximately \$398,571 over the course of one year.
3. Saint Paul Public Schools will serve as fiscal agent for the project.
4. This project will meet the District target area goal of achievement.
5. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing & Development; Evelyn Belton-Kocher, Director of Research, Evaluation, and Assessment; Christine Osorio, Executive Director, Curriculum, Instruction, and Professional Development; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

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

A. PERTINENT FACTS:

1. The Adult Basic Education Program submits a grant proposal each year to the Minnesota Department of Education for funding to provide adult basic education services.
2. The proposal includes funds to be disbursed by the District as fiscal agent for the Saint Paul Community Literacy Consortium.
3. The Consortium membership agreed to distribute funds on the Minnesota Department of Education Adult Basic Education funding formula.
4. Consortium members eligible to receive funding include Comunidades Latinas Unidas en Servicio (CLUES), Guadalupe Alternative Program, Hmong American Partnership, Hmong Cultural Center of Minnesota, International Institute, Lao Family Community of Minnesota, Minnesota Literacy Council, MORE School for Multicultural Empowerment, Neighborhood House, Saint Paul Public Schools, and Vietnamese Social Service of Minnesota.
5. These funds will be accounted for in Fund 4, Community Services Fund, Program 520, and Adult Basic Education.
6. This project will meet the District target area goals by ensuring high academic achievement for all students, strengthening relationships with community and families, and raising expectations for accountability.
7. This item is submitted by Kristine Wehrkamp, Supervisor, Adult Basic Education; Lynn Gallandat, Director, Community Education; and Jackie Turner, Executive Director, Office of Family Engagement and Community Partnerships.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications for projects to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment.
2. SPPS has prepared an application that will leverage ADSIS services to provide direct service to students identified by data as in need of additional reading support (grades 1-3) and behavior support (grades K-12).

SPPS is requesting approximately \$500,000 over one year to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Christine Osorio, Executive Director of Curriculum, Instruction, and Professional Development; Elizabeth Keenan, Executive Director of Special Education; Julie Schultz Brown, Director of Communications, Marketing & Development; Evelyn Belton-Kocher, Director of Research, Evaluation and Assessment; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications for projects to introduce fresh fruits and vegetables as healthy snack options to elementary school children during the school day.

The objectives for this grant are: 1) to create healthier school environments by providing healthier food choices, 2) expand the variety of fruits and vegetables children experience, 3) increase students' consumption of healthy food choices, and 4) make a difference in children's diets to impact their present and future health.

2. SPPS has prepared an application to offer healthy snack options to students to introduce them to a variety of fruits and vegetables and help students make healthier choices as adults. The project will directly serve the District's elementary schools. The invitation to participate in the program was offered to all elementary principals.

The project will provide students with a classroom kit of a fruit or vegetable to eat in their classroom. Students will then serve themselves while the teacher conducts a presentation or reads a book about fruits and vegetables. Teachers will also be provided materials for promoting and education about fruits and vegetables.

SPPS is requesting approximately \$900,000 over one year to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Jean Ronnei, Director of Nutrition & Custodial Services; Julie Schultz Brown, Director Communications, Marketing & Development; Michael Baumann, Deputy of Schools and Business Operations; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Request for Permission to Accept a Fund for Teachers Grant from The Saint Paul Foundation

A. PERTINENT FACTS:

1. The Saint Paul Foundation provides local management of the national Fund for Teachers program. Fund for Teachers enriches the personal and professional growth of teachers by recognizing and supporting them as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students and on their school communities.
2. Eight Saint Paul Public Schools teachers have won grants. These projects are:
 - Como Park Senior High - Kita Her will conduct a fieldwork study of the Hmong community in Australia in order to gain knowledge of their immigrant experience to design and teach comparative lessons that will help students understand the meaning of these critical experiences of Hmong people living in the United States and elsewhere.
 - Como Park Senior High - Suzanne Susens will volunteer at a school in Mae Sot, Thailand to learn about the emigration experiences of Myanmar's ethnic minority populations. Travel throughout Myanmar to observe and experience the cultures of Myanmar's ethnic minority populations with the goal of more effectively serving these populations in the English Language Learner (ELL) classroom.
 - Central Senior High - Maureen Peltier will attend a French language school to enhance oral and written skills for a higher level of classroom language followed by an exploration of prehistoric art in the caves of the Dordogne region of France.
 - Harding Senior High - Brian Strand will explore the wide range of Southeast Asian architecture from the ancient temples of Cambodia to the modern skyscrapers of Bangkok, Thailand to create engaging lessons that focus on important geometry concepts found in these structures.
 - Linwood Monroe Arts Plus K-3 - Mary Morgan will travel to Chiusi, Italy to participate in a week-long arts workshop through a program called 'Artist in Italy' to develop her artistic abilities in order to foster this in her students. A further week will be spent examining the art, monuments, museums, and culture of Rome with a new perspective gained from the art workshop.
 - Mississippi Elementary - Dana Nelson will attend the International Symposium of Adapted Physical Activity in Istanbul, Turkey to learn about practical examples of adapted physical activity from researchers and practitioners from around the world, while bridging connections between cultures; and ascertain from recent scientific and technological advances in adapted physical education and related areas to help bridge connections between abilities in the area of adapted physical activities.
 - Saint Paul Music Academy - Francine Parling will attend a two and a half week intensive Kiswahili language and East Africa cultural orientation course in Arusha, Tanzania to increase Kiswahili proficiency and enhance knowledge about the region. These skills will

be strengthened while serving an additional four weeks as an educational volunteer at a Tanzanian primary school and leading a service project to make and install solar light bulbs in local homes. Assist, upon return, as a language and cultural resource for school and district families and staff.

- St. Anthony Park Elementary - Jessica Pratt will explore the ancient civilization of Greece focusing on the life of Alexander the Great and his connection to mythology to create literature circles that blend contemporary fantasy texts, non-fiction pieces about Greece, and myths.

Saint Paul Public Schools will serve as fiscal agent for these projects. This grant is for approximately \$37,530. All schools were informed of this grant opportunity.

3. This project will meet the District strategic plan goal/goals of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tim Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy of School and Business Operations.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

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

A. PERTINENT FACTS:

1. The Saint Paul and F. R. Bigelow Foundations are currently accepting grant applications for projects that:
 - Sustain Saint Paul as a vibrant community where all people can find hope and opportunity;
 - Build the capacity of SPPS to ensure ALL students receive a premier education;
 - Support proven and new approaches to critical issues; and
 - Seek to eliminate racial and economic disparities and engage the people most impacted.
2. Saint Paul Public Schools has prepared an application for funds to launch the first year of a comprehensive school success project for Cherokee Heights and Riverview. Based on years of experience and current research, SPPS, with the Wilder Foundation, will work in both schools to develop a welcoming, responsive, and effective instructional environment that promotes learning for all students: via in-depth support to at-risk students and their parents, school-wide assessments, and staff professional development. This grant is for approximately \$50,000 each to the Saint Paul and Bigelow Foundations.
3. This project will meet the District strategic plan goal/goals of Achievement.
4. This item is submitted by Principal Melisa Rivera, Riverview; Principal Sharon Hendrix, Cherokee Heights; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Andrew Collins, Assistant Superintendent; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Travelers Companies, Inc.

A. PERTINENT FACTS:

1. The Travelers Companies, Inc. is currently accepting applications that improve academic and career success for underrepresented youth, specifically targeted at public schoolchildren in grades five through 12 and in transition to post-secondary education.
2. The Office of College and Career Readiness and Leadership Development and Academic Support have prepared an application for approximately \$1,499,946 to continue the Travelers/SPPS vision for an aligned AVID/Leadership program to foster dynamic school leadership and high student achievement.

The 2013 AVID request expands programming to two additional elementary sites and one secondary site, and creates deep partnerships with parents, families and the community. The Leadership portion of the request will provide current/future SPPS leaders with individualized mentoring and professional development to enhance instructional leadership skills and dramatically influence student academic outcomes.

3. This project will meet the Strong Schools, Strong Communities goal of achievement, alignment and sustainability.
4. This item is submitted by Darlene Fry, Director of the Office of College and Career Readiness; Marsha Baisch, Director of Office of Leadership Development & Academic Support; Julie Schultz Brown, Director, Communications, Marketing, & Development, Evelyn Belton-Kocher, Director of Research, Evaluation and Assessment; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

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

A. PERTINENT FACTS:

1. The U.S. Department of Education is currently accepting applications for projects to support the enhancement, expansion, documentation, evaluation, and dissemination of innovative, cohesive models that are based on research and have demonstrated that they effectively - (1) integrate standards-based arts education into the core elementary and middle school curriculum; (2) strengthen standards-based arts instruction in these grades; and (3) improve students' academic performance, including their skills in creating, performing, and responding to the arts.
2. SPPS has prepared an application that will advance understanding of effective ways to integrate media arts into core academic curricula in alignment with Common Core standards. SPPS will create, deliver, and broadly disseminate a cohesive series of vertically-aligned, research and standards-based curriculum units, formative and summative assessment tools, and corresponding professional development modules that integrate media arts into existing Math and Writing/English Language Arts curricula in grades 3 through 8.

The initiative will be piloted at two elementary and two middle school sites: Mississippi Elementary School, Maxfield Elementary School, a newly-created Creative Arts Middle School, and Humboldt Secondary School. The project will be scaled out to all SPPS elementary and middle schools in phases and by the end of the fourth year, all project elements will be implemented for all SPPS 3rd-through-8th grade students and teachers districtwide.

SPPS is requesting approximately \$1,223,586 in funding over four years to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Christine Osorio, Executive Director of Curriculum, Instruction, and Professional Development; Julie Schultz Brown, Director of Communications, Marketing & Development; Evelyn Belton-Kocher, Director of Research, Evaluation and Assessment; Sharon Freeman, Elementary Assistant Superintendent; Steve Unowsky, Middle Grades Assistant Superintendent; Willie Jett, High School Assistant Superintendent; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education to advance understanding of effective ways to integrate media arts into core academic curricula in alignment with Common Core standards; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: May 21, 2013

TOPIC: Request for Permission to Submit Grant Applications to the Verizon Foundation from Hamline Elementary

A. PERTINENT FACTS:

1. The Verizon Foundation is currently accepting grant applications for its Verizon Innovative Learning Schools program: a multi-year professional development program for STEM teachers using mobile technology. The goal is to increase student engagement, achievement and interest in STEM subjects, while also increasing student and teacher proficiency with mobile devices for learning.
2. Hamline Elementary has prepared an application for funds to support teachers in: (1) bringing technology home to learn on their own; (2) working in small groups to advance their skills; (3) connecting with district resources to training in interactive white boards, digital assets and apps; and (4) using and exploring devices, planning and continuing learning with students. This grant is for approximately \$50,000.
3. This project will meet the District strategic plan goal/goals of achievement and alignment.
4. This item is submitted by Principal Craig Anderson; Julie Schultz Brown, Director, Communications, Marketing and Development; Sharon Freeman, Assistant Superintendent; Kate Wilcox-Harris, Assistant Superintendent of Academics and Technology; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Request Permission to Enter into a Contract with the Minnesota Literacy Council on behalf of the Saint Paul Literacy Consortium for 2013-2014

A. PERTINENT FACTS:

1. At its March 17, 1998 meeting the Board approved submission to the Department of Children, Families and Learning (B.F. 22629) a request from Adult Basic Education to form the Saint Paul Community Literacy Consortium, and approval for Saint Paul Public Schools to act as the fiscal agent.
2. That request was submitted and approved by the Department of Children, Families and Learning on June 1, 1998.
3. The Saint Paul Community Literacy Consortium contracts with the Minnesota Literacy Council to provide coordinated delivery of training for volunteer programs and assist with management of member organizations.
4. The amount to provide these services for the 2013-14 fiscal year will be accounted for in budget 04-005-520-322-6305-8522.
5. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
6. This item is submitted by Kristine Wehrkamp, Supervisor, Adult Basic Education; Lynn Gallandat, Director, Community Education; and Jackie Turner, Executive Director, Office of Family Engagement and Community Partnerships.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Authorization for Amendment II to the Contract with Public Consulting Group, Inc.

A. PERTINENT FACTS:

1. On August 19, 2008, the Board authorized award of RFP No. A9242-G and a contract to Public Consulting Group, Inc., for automated third party reimbursement services. This contract assists the District in receiving reimbursement for health related services for students who are in special education.
2. On April 14, 2009, the Board authorized an Amendment from June 1, 2009, through June 30, 2013, to the Public Consulting Group contract that added the EasyIEP and Section 504 modules. These modules are electronic web based systems for the required documentation and management of Individualized Education Program (IEP) plan and Section 504 services. These web based systems assist the District to electronically and efficiently monitor the compliance status of the District for accountability purposes and to collect and use data to improve teaching and learning. Implementation for the Section 504 module was funded by HealthPartners through the Saint Paul Public Schools Foundation.
3. Amendment II from July 1, 2013, through June 30, 2015, includes the third party reimbursement services, and the EasyIEP and 504 modules. The EasyIEP module is \$120,000/year for maintenance, support and hosting costs. The cost for the 504 module is \$7000/year for maintenance, support and hosting. The cost for the third party reimbursement claiming fee is \$7.80 per claim per student per month. Pricing is listed for optional modules/services, including: hours bank, scanning and faxing, student behavior management, progress monitoring, response to intervention, and assessment data.
4. This project will meet the District's Strong Schools Strong Communities goals to improve education for all students without exception or excuse through Achievement, Alignment and Sustainability.
5. This item is submitted by Dr. Elizabeth Keenan, Executive Director of Special Education; and Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve Amendment II to the contract with Public Consulting Group, Inc. for the services in accordance with the terms and conditions of Amendment II.

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

DATE: May 21, 2013

TOPIC: Agreement with the Goodwill Industries, Inc./Easter Seal Society of Minnesota

A. PERTINENT FACTS:

1. Saint Paul Public Schools has identified students whose IEPs involve training services that can best be provided in a controlled work adjustment environment.
2. Goodwill Industries, Inc./Easter Seal Society of Minnesota has identified selected vocational training stations within their facilities in Saint Paul and in the community which offers this work adjustment training environment.
3. Goodwill Industries, Inc./Easter Seal Society of Minnesota working in conjunction with the Saint Paul Public Schools has developed a partnership with the goal of work adjustment training/placement of selected special education students.
4. This collaboration effort will assist special education students with a wide range of handicapping conditions to successfully pursue and secure employment in the community and live as independently as possible after graduation.
5. Goodwill Industries, Inc./Easter Seal Society of Minnesota will also focus on skill training and employment service opportunities. Students will be enrolled in retail occupation skill training, service technician skill training, banking skill training, and construction skill training opportunities. Students will participate in hands-on training programs ranging from 7-12 weeks.
6. This agreement supports the District target area goals of high achievement for all students and meaningful connections.
7. Funding for this agreement will come from an existing Special Education Budget.
8. The agreement amount is \$150,000 and covers the period September 1, 2013 through June 30, 2014.
9. This item is submitted by Elizabeth Keenan, Executive Special Director of Special Education; and Matt Mohs, Interim Chief Academic Officer.

B. RECOMMENDATIONS:

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

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

DATE: May 21, 2013

TOPIC: Request Permission to Participate in Work-Study and Community Service Agreement with the University of Minnesota.

A. PERTINENT FACTS:

1. The Ronald M. Hubbs Center for Lifelong Learning has a long relationship with the University of Minnesota offering their students work-study and community service opportunities.
2. This request enables work-study and community service students the opportunity to work with off-campus federal and state agencies and non-profit organizations providing service to the community.
3. The work study program will reimburse the Ronald M. Hubbs Center 75 percent of the student's gross earnings up to their total work-study award amount, with the remaining 25 percent paid by the Ronald M. Hubbs Center.
4. The cost of these services will be paid from budget code 04-005-520-322-6144-8520.
5. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
6. This item is submitted by Jennifer Weaverling, ABE Assistant Supervisor; Lynn Gallandat, Director, Community Education; and Jackie Turner, Executive Director, Office of Family Engagement and Community Partnerships.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Approval of an Employment Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, to Establish Terms and Conditions of Employment for 2013-2016

A. PERTINENT FACTS:

1. New Agreement is for the three-year period May 1, 2013 through April 30, 2016.
2. Contract changes are as follows:

Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a wage freeze. The second and third year will be a reopener for wages only.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has two (2) regular F.T.E. in this bargaining unit.
5. The total cost for year one is zero due to a wage freeze from year three of last contract and year one of the current contract.
 - In the 2012-13 budget year (May 1, 2013 – June 30, 2013): \$0
 - In the 2013-14 budget year (July 1, 2013 – April 30, 2014): \$0
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

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

DATE: May 21, 2013

TOPIC: Establishment of the Unclassified Position of Academic & Technology Innovation Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Academic and Technology Innovation Department has a need for a position that provides increased leadership of District-wide efforts relating to the Strong Schools, Strong Communities' goal of increased student achievement through improved and managed instruction, the integration of the use of technology into classroom instruction and technology-based alternatives for learning.
2. The Human Resource Department was asked to review the job duties and determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Academic & Technology Innovation Director. This title would be within the unit jurisdiction of the Saint Paul Supervisors' Organization unit that represents professional supervisory employees. The appropriate pay rate for this position would be equivalent to Grade 31 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012 - 2013 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The funds for this position are available in the Academic & Technology Innovation budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Timothy J. Caskey, Executive Director of Human Resources; Kate M. Wilcox-Harris, Assistant Superintendent of Academic & Technology Innovation and Michael A. Baumann, Deputy Superintendent, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Academic & Technology Innovation Director job classification effective May 21, 2013; that the Board of Education declare the position of Academic & Technology Innovation Director as unclassified; and that the pay rate be Grade 31 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

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

DATE: May 21, 2013

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 goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Controller.

B. RECOMMENDATIONS:

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

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

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

(d) Collateral Changes	None
(e) Additions	None

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 August 23, 2013.

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

DATE: May 21, 2013

TOPIC: Permission for Teacher Candidate Employed by a Public School/Self Directed Practicum

A. PERTINENT FACTS:

1. Saint Paul Public Schools has ongoing relationships with universities and colleges to train teacher/nurse candidates in our schools. The participating universities and colleges enter into an agreement to send teacher/nurse candidates to our district and provide appropriate oversight of the program. The school district agrees to provide a suitable setting for the students to learn and grow. Partners include

TC2 and TERI IHEs	Additional Partners
Augsburg College Bethel University Concordia University St Paul Hamline University St. Catherine's University University of St. Thomas University of Minnesota	Minnesota State University, Mankato Metropolitan State University Northwestern University St. Cloud State University St. Mary's University St. Olaf College University of Wisconsin – River Falls Walden University Carleton College of St Scholastica University of Minnesota - Duluth

In addition to the 15 partners, Saint Paul Public Schools partnered with five other institutions for exceptional circumstances or specialty areas as provisional partners:

- University of North Dakota (field experience)
- University of Southern California (Occupational Science & Occupational Therapy)
- Adler Graduate School (Counseling field experience)
- Gustavus Adolphus College (student teaching and field experience)
- College of St. Scholastica – (occupational therapy)

Montessori teacher candidates are another exceptional area for pre-service training. University of Wisconsin – River Falls, requests agreement from district to allow Montessori teacher candidates to complete his/her Montessori practicum simultaneously with his/her regular teaching responsibilities. Montessori teacher candidates will already be licensed teachers as outlined under the Department of Public Instruction guidelines of the State of Wisconsin or its equivalent.

2. These arrangements with teacher preparation programs provide an excellent way to recruit Montessori candidates for the District.

3. There is no additional cost to the District for the Montessori teacher preparation programs. Agreement outlines that any related written work is completed outside of the teacher's instructional responsibilities.
4. Collaboration with colleges to train high quality urban staff supports the strategic plan.
5. This partnership will meet the District target area goals of achievement, alignment and sustainability.
6. This item is submitted by Marsha Baisch, Director of Office of Leadership Development and Academic Support; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Proposed Building Name Change for L'Etoile du Nord French Immersion School

A. PERTINENT FACTS:

1. Our school will be moving to two existing buildings starting this fall 2013
2. The Site Council met on May 14 to give input on the name change for the Prosperity Heights and Ames Buildings respectively.
3. It was agreed upon by a majority vote that the name of the current Prosperity Heights Building be changed to **L'Etoile du Nord French Immersion School Lower Campus** (Petit Campus).
4. It was also agreed upon by a majority vote that the name of the current Ames Elementary School building be changed to **L'Etoile du Nord French Immersion School Upper Campus** (Grand Campus).
5. We believe that this change will help the school to maintain its identity as an existing school that is known as L'Etoile du Nord French Immersion School, and to avoid confusion while promoting further integration within the new neighborhoods/communities.
6. This project will meet the District strategic plan goal/goals of achievement, alignment, and sustainability which are also in line with the Strong Schools, Strong Communities goals.
7. This item is submitted by Fatima Lawson, Principal, Andrew Collins, Assistant Superintendent and Michael Baumann, Deputy Superintendent Schools and Business Operations..

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Proposed Name Change for Nokomis Montessori South (Formerly Sheridan Campus)

A. PERTINENT FACTS:

1. Nokomis Montessori dual campus expansion opening in fall 2013.
2. Name change information was distributed to all current families and staff via parent events, School Newsletter and Nokomis Montessori website
3. Nokomis Montessori North and Nokomis Montessori South listed in 2013-2014 Pre-K-12 School Selection Guide to current and prospective families (p. 27, 29,41). Nokomis North serves Area A & C (East Side of 35E). Nokomis South serves Area B.
4. This project will meet the District Strong School, Strong Communities goals of Achievement, Alignment, and Sustainability.
5. This item is submitted by Melissa McCollor, Principal and Sharon Freeman, Assistant Superintendent of Elementary Schools

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve Sheridan School name change to Nokomis Montessori South beginning in the Fall of 2013.

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

DATE: May 21, 2013

TOPIC: Proposed Building Name Change for Parkway Montessori and
Community Middle School

A. PERTINENT FACTS:

1. Our school will be moving to an existing building starting fall 2013
2. The Parkway Parent Advisory Council has met on 1/17/13, 2/28/13, and 4/25/13 to give input of the various decisions surrounding the new school.
3. It has been agreed upon that the name of the current L'Etoile du Nord French Immersion School building located at 1363 Bush Avenue, Saint Paul, be changed to Parkway Montessori and Community Middle School.
4. We believe this change will allow the school to establish its identity as a Montessori Middle School and avoid confusion for the public as to the style of programming being offered at the site.
5. This school naming will meet the District strategic plan goal/goals of achievement, alignment and sustainability which are also in line with the Strong Schools, Strong Communities goals. The use of the name will designate the site as an articulation pathway for the three current Montessori elementary schools while maintaining the access to the programming for others in the Saint Paul Community that have not previously been involved in Montessori.
6. This item is submitted by Timothy Hofmann, principal, Steve Unowsky, Assistant Superintendent Middle Schools, and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to approve the name of the building located at 1363 Bush Avenue, Saint Paul, current site of L'Etoile du Nord French Immersion School, to Parkway Montessori and Community School beginning in the Fall of 2013.

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

DATE: May 2, 2013

TOPIC: Proposed Name Change for Riverview Elementary School (former Roosevelt Elementary School)

A. PERTINENT FACTS:

1. Riverview Elementary relocation in fall 2013.
2. Name change information was distributed to all current families and staff via parent events, School Newsletter and Riverview Elementary website
3. Riverview Elementary School listed in 2013-2014 Pre-K-12 School Selection Guide to current and prospective families (p. 27, 29,41
4. This project will meet the District Strong School, Strong Communities goals of Achievement, Alignment, and Sustainability.
5. This item is submitted by Melisa Rivera, Principal and Andrew Collins, Assistant Superintendent of Elementary Schools and Michael Baumann, Deputy Superintendent Schools and Business Operations

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve Roosevelt Elementary School name change to Riverview Elementary School beginning in the Fall of 2013.

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

DATE: May 21, 2013

TOPIC: Purchase of Flight Simulators

A. PERTINENT FACTS:

1. Purchase of Simulators for the new Flight Simulator Lab at Johnson High School.
2. The purchase will be for three Dual Seat simulators including controller stations, software, delivery, installation and training.
3. The total cost is \$144,000.00. Budget Code is 01-230-211-000-6530-0000.
4. This purchase will meet the District target area goal of achievement.
5. This item is submitted by Jill Wall, Program Manager, PK-12 Aerospace and Engineering; Astein Osei, Principal, Johnson High School, Willie Jett, Assistant Superintendent High Schools and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Approval of Renewal of Membership in the Minnesota State High School League

A. PERTINENT FACTS:

1. The Minnesota State High School League requires the Board of Education to adopt the attached resolution in order to renew the School District's membership in the Minnesota State High School League. It must be submitted to the M.S.H.S.L. by September 1, 2013.
2. There is no cost to the District.
3. This item will meet the District target area goal of achievement.
4. This item is submitted by John Vosejpka, Athletic Secretary and Willie Jett, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education adopt the MSHSL resolution to renew the School District's membership in the Minnesota State High School League for SY 13-14..

Minnesota State High School League
2100 Freeway Boulevard
Brooklyn Center, MN 55430-1735
763-560-2262 Fax: 763.569.0499 www.mshsl.org

**2013-2014 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

RESOLVED, that the Governing Board of School District Number 625, County of Ramsey, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Central Highland Open World
Como Humboldt
Harding Johnson
Washington Technology Magnet School

is/are authorized by this, the Governing Board of said school district or school to:

1. ☐ Make new application for membership in the Minnesota State High School League; School Enrollment (9-12): _____
OR;
☒ Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representative identified by the Governing Board.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____
Clerk/Secretary - Local Governing Board

Signed: _____
Superintendent or Head of School

Date: May 21, 2013

Date: _____

District Office Address, City, Zip: 360 Colborne, St. Paul MN 55102

School Superintendent's Phone: 651-767-8152 School Superintendent's Email: supt.silva@

RETURN ONE COPY TO THE MSHSL NOT LATER THAN SEPTEMBER 1, 2013
Retain one copy for the school files.

Spps.org

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

DATE: May 21, 2013

TOPIC: Settlement of Uninsured Claim

A. PERTINENT FACTS:

1. A.B. and J.B., parents of student I.M.W., have made an uninsured claim against the School District.
2. The claim can be settled for a payment of \$7,000.00
3. This settlement supports the District's target area of aligning resource allocation to District priorities.
4. This item is submitted by Nancy L. Cameron, Deputy General Counsel; Elizabeth Keenan, Executive Director of Special Education and Valeria Silva, Superintendent.

B. RECOMMENDATIONS:

That the Board of Education approve the settlement of the above referenced claim and authorize School District administration to issue payment.

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

DATE: May 21, 2013

TOPIC: Bid No. A157040-K Paving Replacement at Saint Paul Music Academy

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for the paving replacement at Saint Paul Music Academy.

2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
	Plus Alternate No. 1:
Bituminous Roadways, Inc	\$200,250.00
Fitol Hintz Construction Co	226,255.00
Minnesota Roadways Company	227,408.00
Pine Bend Paving, Inc	241,640.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.

4. Funding will be provided from alternative bonds, budget code 06-005-850-386-6520-6993.

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

6. This item is presented by Sara Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Bid # A157044-E: Cafeteria Serving Equipment

A. PERTINENT FACTS:

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

Hockenbergs Food Service Equipment.....	\$110,511.99
Strategic Equipment, Inc.	\$111,750.00
Douglas Equipment	\$114,391.00
Great Lakes Hotel Supply.....	\$118,875.00
Boelter Contract & Design	\$120,156.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6530-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Jean Ronnei, Director, Nutrition and Custodial Services, and Michael Baumann, Deputy Superintendent, Schools & Business Operations Division.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Bid No. A157051-K, Paving Replacement at Como Park Elementary School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for the paving replacement at Como Park Elementary School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
	<u>Plus Alternates No. 1 and 2:</u>
Peterson Companies	\$722,000.00
Bituminous Roadways, Inc	776,000.00
FPI Paving	853,000.00
Minnesota Roadways Company	864,224.00

Alternate No 1 is work in the playground areas.

Alternate No 2 is to provide and install four trees.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds budget code 06-005-850-386-6520-6993.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: May 21, 2013

TOPIC: Bid No. A157164-K, Elevator Replacement and Roof Replacement at Creative Arts High School and Open World Learning Community, 65 E. Kellogg Boulevard

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for construction of elevator replacement and roof replacement at Creative Arts High School and Open World Learning Community, 65 E. Kellogg Boulevard.

2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid Plus</u>
JPMI Construction Co.	\$415,800.00
Schreiber Mullaney Construction Co., Inc.	429,850.00
GA Construction, Inc.	449,000.00
Morcon Construction Co. Inc.	526,140.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds, 06-005-850-386-6520-6327 and 06-005-850-386-6520-6327.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

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

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION – GENERAL FORM



Board File No. _____

Date _____

RESOLUTION ACCEPTING BID ON SALE OF
\$26,000,000 GENERAL OBLIGATION SCHOOL
BUILDING BONDS, SERIES 2013A,
PROVIDING FOR THEIR ISSUANCE, AND LEVYING
A TAX FOR THE PAYMENT THEREOF

A. WHEREAS, Minnesota Statutes, Section 123B.59 (the "Act") authorizes certain school districts, upon approval of the Commissioner of Education, to issue general obligation bonds to finance capital projects under alternative facilities plans; and

B. WHEREAS, Independent School District Number 625, Saint Paul, Minnesota (the "District") qualifies under Minnesota Statutes, Section 123B.59, subdivision 1, to participate in the alternate facility bonding program and the Commissioner of Education has approved the District's ten-year alternative facility plan and the issuance of bonds in this fiscal year in the aggregate principal amount of \$11,000,000 to finance projects set forth in the plan (the "Alternative Facility Projects"); and

C. WHEREAS, the District has heretofore published a notice of the intended Alternative Facility Projects, and the amount of the bonds to be issued therefor and the total amount of indebtedness of the District; and

D. WHEREAS, Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13 (the "Act") authorizes the District to issue its general obligation bonds in the amount of \$15,000,000 to finance the acquisition and betterment of school facilities (the "Building Projects"); and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

E. WHEREAS, it is in the best interests of the District that it issue its general obligation bonds in the aggregate principal amount of \$26,000,000 (the "Bonds") to finance the Alternative Facility Projects and the Building Projects and that the Bonds be issued in book-entry form as hereinafter provided; and

F. WHEREAS, the District has retained Springsted Incorporated, as its independent financial consultant, in connection with the sale of the Bonds, and therefore the District is authorized to negotiate the sale of the Bonds without compliance with the public sale requirements of Minnesota Statutes, Section 475.60; Subdivision 2(9); and

G. WHEREAS, the following offers to purchase the Bonds were received, opened and recorded at the offices of Springsted Incorporated at 10:30 A.M. this same day:

<u>Bidder</u>	<u>Interest Rate</u>	<u>Net Interest Cost</u>
---------------	----------------------	--------------------------

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

1. Acceptance of Offer. The offer of _____ (the "Purchaser"), to purchase \$26,000,000 General Obligation School Building Bonds, Series 2013A of the District (the "Bonds" or individually a "Bond"), in accordance with the terms of proposal, at the rates of interest hereinafter set forth, and to pay therefor the sum of \$_____, plus interest accrued to settlement, is hereby found, determined and declared to be the most favorable offer received and is hereby accepted, and the Bonds are hereby awarded to the Purchaser. The District Clerk is directed to retain the deposit of the Purchaser and to forthwith return to the others making offers their good faith deposit.

2. Terms of Bonds.

(a) Title; Original Issue Date; Denominations; Maturities. The Bonds shall be titled "General Obligation School Building Bonds, Series 2013A", shall be dated June 25, 2013, as the date of original issue and shall be issued forthwith on or after such date as fully registered bonds. The Bonds shall be numbered from R-1 upward in the denominations of \$5,000 each or in any integral multiple thereof of a single maturity. The Bonds shall mature on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2015	\$	2020	\$	2025	\$	2030	\$
2016		2021		2026		2031	
2017		2022		2027		2032	
2018		2023		2028		2033	
2019		2024		2029		2034	

\$15,000,000 in the principal amount of the Bonds maturing in the years set forth below are allocated to the Building Projects (the "Building Project Bonds") and \$11,000,000 in principal amount of the Bonds maturing in the years set forth below are allocated to the Alternative Facility Projects (the "Alternative Facility Bonds") as follows:

\$15,000,000 Building Project Bonds

<u>Year</u>	<u>Principal</u>
2015	
2016	
2017	
2018	
2019	
2020	
2021	
2022	
2023	
2024	
2025	
2026	
2027	
2028	
2029	
2030	
2031	
2032	
2033	
2034	

\$11,000,000 Alternative Facility Bonds

<u>Year</u>	<u>Principal</u>
2015	
2016	
2017	
2018	
2019	
2020	
2021	
2022	
2023	
2024	
2025	
2026	
2027	
2028	
2029	
2030	

<u>Year</u>	<u>Principal</u>
2031	
2032	
2033	
2034	

(b) Book Entry Only System. The Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York or any of its successors or its successors to its functions hereunder (the "Depository") will act as securities depository for the Bonds, and to this end:

(i) The Bonds shall be initially issued and, so long as they remain in book entry form only (the "Book Entry Only Period"), shall at all times be in the form of a separate single fully registered Bond for each maturity of the Bonds; and for purposes of complying with this requirement under paragraph 10 (with respect to registration, transfer and exchange) Authorized Denominations for any Bond shall be deemed to be limited during the Book Entry Only Period to the outstanding principal amount of that Bond.

(i) Upon initial issuance, ownership of the Bonds shall be registered in a bond register maintained by U.S. Bank National Association, in St. Paul, Minnesota (the "Bond Registrar"), in the name of CEDE & CO., as the nominee (it or any nominee of the existing or a successor Depository, the "Nominee").

(i) With respect to the Bonds neither the District nor the Bond Registrar shall have any responsibility or obligation to any broker, dealer, bank, or any other financial institution for which the Depository holds Bonds as securities depository (the "Participant") or the person for which a Participant holds an interest in the Bonds shown on the books and records of the Participant (the "Beneficial Owner"). Without limiting the immediately preceding sentence, neither the District, nor the Bond Registrar, shall have any such responsibility or obligation with respect to (A) the accuracy of the records of the Depository, the Nominee or any Participant with respect to any ownership interest in the Bonds, or (B) the delivery to any Participant, any Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or (C) the payment to any Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the principal of or premium, if any, or interest on the Bonds, or (D) the consent given or other action taken by the Depository as the registered holder (the "Holder") of any Bonds. For purposes of securing the vote or consent of any Holder under this Resolution, the District may, however, rely upon an omnibus proxy under which the Depository assigns its consenting or voting rights to certain Participants to whose accounts the Bonds are credited on the record date identified in a listing attached to the omnibus proxy.

(i) The District and the Bond Registrar may treat as and deem the Depository to be the absolute owner of the Bonds for the purpose of payment of the principal of and premium, if any, and interest on the Bonds, for the purpose of giving notices of redemption and other matters with respect to the Bonds, for the purpose of obtaining any consent or other action to be taken by Holders for the purpose of registering transfers

with respect to such Bonds, and for all purpose whatsoever. The Registrar, as paying agent hereunder, shall pay all principal of and premium, if any, and interest on the Bonds only to or upon the Holder of the Bonds as shown on the register, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and premium, if any, and interest on the Bonds to the extent of the sum or sums so paid.

(i) Upon delivery by the Depository to the Bond Registrar of written notice to the effect that the Depository has determined to substitute a new Nominee in place of the existing Nominee, and subject to the transfer provisions in paragraph 10 hereof (with respect to registration, transfer, and exchange), references to the Nominee hereunder shall refer to such new Nominee.

(i) So long as any Bond is registered in the name of a Nominee, all payments with respect to the principal of and premium, if any, and interest on such Bond and all notices with respect to such Bond shall be made and given, respectively, by the Registrar or District, as the case may be, to the Depository as provided in the Letter of Representations to the Depository required by the Depository as a condition to its acting as book-entry Depository for the Bonds (said Letter of Representations, together with any replacement thereof or amendment or substitute thereto, including any standard procedures or policies referenced therein or applicable thereto respecting the procedures and other matters relating to the Depository's role as book-entry Depository for the Bonds, collectively hereinafter referred to as the "Letter of Representations").

(c) Letter of Representations. The provisions in the Letter of Representations are incorporated herein by reference and made a part of the resolution, and if and to the extent any such provisions are inconsistent with the other provisions of this resolution, the provisions in the Letter of Representations shall control.

3. Purpose. The Bonds shall provide funds to finance costs of the Alternative Facility Projects and the Building Projects (collectively, the "Project"). The total cost of the Project, which shall include all costs enumerated in Minnesota Statutes, Section 475.65, is estimated to be at least equal to the amount of the Bonds. Work on the Project shall proceed with due diligence to completion. The District covenants that it shall do all things and perform all acts required of it to assure that work on the Project proceeds with due diligence to completion and that any and all permits and studies required under law for the Project are obtained.

4. Interest. The Bonds shall bear interest payable semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2014, calculated on the basis of a 360-day year of twelve 30-day months, at the respective rates per annum set forth opposite the maturity years as follows:

<u>Maturity Year</u>	<u>Interest Rate</u>	<u>Maturity Year</u>	<u>Interest Rate</u>
2015	%	2025	%
2016		2026	
2017		2027	
2018		2028	
2019		2029	
2020		2030	
2021		2031	
2022		2032	
2023		2033	
2024		2034	

As may be requested by the Purchaser, one or more term Bonds may be issued having mandatory sinking fund redemption and final maturity amounts conforming to the foregoing principal payment schedule, and corresponding additions may be made to the provisions of the applicable Bond(s).

5. Redemption. All Bonds maturing in the years 2024 through 2034, both inclusive, shall be subject to redemption and prepayment at the option of the District on February 1, 2023 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment.

If any redemption is in part, the District shall determine the maturities and the principal amounts within each maturity to be prepaid; and if only part of the Bonds having a common maturity date are called for prepayment, the specific Bonds to be prepaid shall be chosen by lot by the Bond Registrar. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date. Mailed notice of redemption shall be given to the paying agent and to each affected registered holder of the Bonds at least 30 days prior to redemption unless otherwise required by law.

To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion, from the numbers so assigned to such Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of each such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the District or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the District and the Bond Registrar duly executed by the holder thereof or the holder's attorney duly authorized in writing) and the District shall execute and the Bond Registrar shall authenticate and deliver to the holder of such Bond, without service charge, a new

Bond or Bonds of the same series having the same stated maturity and interest rate and of any authorized denomination or denominations, as requested by such holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

6. Bond Registrar. U.S. Bank National Association in St. Paul, Minnesota is appointed to act as bond registrar and transfer agent with respect to the Bonds (the "Bond Registrar"), and shall do so unless and until a successor Bond Registrar is duly appointed, all pursuant to any contract the District and Bond Registrar shall execute which is consistent herewith. The Bond Registrar shall also serve as paying agent unless and until a successor paying agent is duly appointed. Principal and interest on the Bonds shall be paid to the Holders (or record holders) of the Bonds in the manner set forth in the form of Bond and paragraph 12 of this resolution (with respect to interest payment and record date).

7. Form of Bond. The Bonds, together with the Certificate of Authentication, the Prepayment Schedule, the form of Assignment and the registration information thereon, shall be in substantially the following form:

UNITED STATES OF AMERICA
STATE OF MINNESOTA
RAMSEY COUNTY
INDEPENDENT SCHOOL DISTRICT
NUMBER 625, SAINT PAUL

R-_____

\$_____

GENERAL OBLIGATION SCHOOL BUILDING
BOND, SERIES 2013A

(MINNESOTA SCHOOL DISTRICT CREDIT
ENHANCEMENT PROGRAM)

<u>INTEREST RATE</u>	<u>MATURITY DATE</u>	<u>DATE OF ORIGINAL ISSUE</u>	<u>CUSIP</u>
%	February 1, ____	June 25, 2013	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District Number 625, Saint Paul, Ramsey County, Minnesota (the "Issuer" or "District"), certifies that it is indebted and for value received promises to pay to the registered owner specified above or registered assigns, in the manner hereinafter set forth, the principal amount specified above, on the maturity date specified above, unless called for earlier redemption, and to pay interest thereon semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2014, at the rate per annum specified above (calculated on the basis of a 360-day year of twelve 30-day months) until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or, if no interest has been paid, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable upon presentation and surrender hereof at the principal office of U.S. Bank National Association, in St. Paul, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer. Interest on this Bond will be paid on each Interest Payment Date to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the close of business on the fifteenth day of the month preceding such Interest Payment Date (the "Regular Record Date"). Any interest not so timely paid shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given to Bondholders not less than ten days prior to the Special Record Date. The principal of and

premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

Date of Payment Not Business Day. If the date for payment of the principal of, premium, if any, or interest on this Bond shall be a Saturday, Sunday, legal holiday, or a day on which banking institutions in the City of New York, New York or the city where the principal office of the Bond Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

Optional Redemption. All Bonds of this issue (the "Bonds") maturing in the years 2024 through 2034, both inclusive, are subject to redemption and prepayment at the option of the Issuer on February 1, 2023 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the Issuer shall determine the maturities and the principal amounts within each maturity to be prepaid; and if only part of the Bonds having a common maturity date are called for prepayment, this Bond may be prepaid in \$5,000 increments of principal. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date.

Prior to the date on which any Bond or Bonds are directed by the Issuer to be redeemed in advance of maturity, the Issuer will cause notice of the call thereof for redemption identifying the Bonds to be redeemed to be mailed to the Bond Registrar and all Bondholders, at the addresses shown on the Bond Register. All Bonds so called for redemption will cease to bear interest on the specified redemption date, provided funds for their redemption have been duly deposited.

Selection of Bonds for Redemption; Partial Redemption. To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date, a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion from the numbers assigned to the Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the Issuer or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and the Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute and the Bond Registrar shall authenticate and deliver to the Holder of such Bond, without service charge, a new Bond or Bonds of the same series having the same stated maturity and interest rate and of any authorized denomination or denominations, as requested by such Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

Issuance; Purpose; General Obligation. This Bond is one of an issue in the total principal amount of \$26,000,000, all of like date of original issue and tenor, except as to number, maturity, interest rate, denomination and redemption privilege, which Bond has been issued pursuant to and in full conformity with the Constitution and laws of the State of Minnesota and pursuant to a resolution adopted by the School Board of the Issuer on May 21, 2013 (the "Resolution"). \$11,000,000 in principal amount of the Bonds has been issued for the purpose of providing money to finance the costs of capital projects set forth in the District's alternative facilities plan authorized by Minnesota Statutes, Section 123B.59 and \$15,000,000 in principal amount of the Bonds have been issued to finance the acquisition and betterment of school facilities pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13. This Bond is payable out of the General Obligation School Building Bonds, Series 2013A Fund of the Issuer. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of its principal, premium, if any, and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged. In addition, the District has covenanted and obligated itself to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on the Bonds due.

Denominations; Exchange; Resolution. The Bonds are issuable solely as fully registered bonds in the denominations of \$5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered Bonds of other authorized denominations in equal aggregate principal amounts at the principal office of the Bond Registrar, but only in the manner and subject to the limitations provided in the Resolution. Reference is hereby made to the Resolution for a description of the rights and duties of the Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Transfer. This Bond is transferable by the Holder in person or by his, her or its attorney duly authorized in writing at the principal office of the Bond Registrar upon presentation and surrender hereof to the Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with the Bond Registrar. Thereupon the Issuer shall execute and the Bond Registrar shall authenticate and deliver, in exchange for this Bond, one or more new fully registered Bonds in the name of the transferee (but not registered in blank or to "bearer" or similar designation), of an authorized denomination or denominations, in aggregate principal amount equal to the principal amount of this Bond, of the same maturity and bearing interest at the same rate.

Fees upon Transfer or Loss. The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of this Bond and any legal or unusual costs regarding transfers and lost Bonds.

Treatment of Registered Owner. The Issuer and Bond Registrar may treat the person in whose name this Bond is registered as the owner hereof for the purpose of receiving payment as herein provided (except as otherwise provided herein with respect to the Record Date) and for all other purposes, whether or not this Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

Authentication. This Bond shall not be valid or become obligatory for any purpose or be entitled to any security unless the Certificate of Authentication hereon shall have been executed by the Bond Registrar.

Not Qualified Tax-Exempt Obligations. This Bond has not been designated by the Issuer as a "qualified tax-exempt obligation" for purposes of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.

IT IS HEREBY CERTIFIED AND RECITED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed, precedent to and in the issuance of this Bond, have been done, have happened and have been performed, in regular and due form, time and manner as required by law, and that this Bond, together with all other debts of the Issuer outstanding on the date of original issue hereof and on the date of its issuance and delivery to the original purchaser, does not exceed any constitutional or statutory limitation of indebtedness.

IN WITNESS WHEREOF, Independent School District Number 625, Saint Paul, Ramsey County, Minnesota, by its School Board has caused this Bond to be executed on its behalf by the facsimile signature of its Chair and attested by the facsimile signature of its Clerk.

Date of Registration:

Registrable by: U.S. BANK NATIONAL ASSOCIATION
St. Paul, Minnesota

_____, 2013

Payable at: U.S. BANK NATIONAL ASSOCIATION
St. Paul, Minnesota

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION
This Bond is one of the
Bonds described in the
Resolution mentioned
within.

INDEPENDENT SCHOOL DISTRICT
NUMBER 625, Saint Paul, MINNESOTA

/s/ Facsimile
Chair

U.S. BANK NATIONAL
ASSOCIATION
St. Paul, Minnesota
Bond Registrar

Attest:
/s/ Facsimile
Clerk

By _____
Authorized Signature

Independent School District Number 625, Saint Paul, Minnesota - General Obligation School Building Bonds, Series 2013A, dated June 25, 2013.

ABBREVIATIONS

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common

TEN ENT - as tenants by the entireties

JT TEN - as joint tenants with right of survivorship and not as tenants in common

UTMA - _____ as custodian for _____

(Cust)

(Minor)

under the _____ Uniform Transfers to Minors Act

(State)

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated: _____

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

Signature Guaranteed:

Signature(s) must be guaranteed by a national bank or trust company or by a brokerage firm having a membership in one of the major stock exchanges or any other "Eligible Guarantor Institution" as defined in 17 CFR 240.17 Ad-15(a)(2).

The Bond Registrar will not effect transfer of this Bond unless the information concerning the transferee requested below is provided.

Name and Address: _____

(Include information for all joint owners if the Bond is held by joint account.)

PREPAYMENT SCHEDULE

This Bond has been prepaid in part on the date(s) and in the amount(s) as follows:

<u>DATE</u>	<u>AMOUNT</u>	<u>AUTHORIZED SIGNATURE OF HOLDER</u>

8. Execution. The Bonds shall be in typewritten form, shall be executed on behalf of the District by the signatures of its Chair and Clerk, and shall be sealed with the seal of the District; provided, as permitted by law, both signatures may be photocopied facsimiles and the corporate seal may be omitted. In the event of disability or resignation or other absence of either such officer, the Bonds may be signed by the manual or facsimile signature of that officer who may act on behalf of such absent or disabled officer. In case either such officer whose signature or facsimile of whose signature shall appear on the Bonds shall cease to be such officer before the delivery of the Bonds, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if he or she had remained in office until delivery.

9. Authentication. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this resolution unless a Certificate of Authentication on such Bond, substantially in the form hereinabove set forth, shall have been duly executed by an authorized representative of the Bond Registrar. Certificates of Authentication on different Bonds need not be signed by the same person. The Bond Registrar shall authenticate the signatures of officers of the District on each Bond by execution of the Certificate of Authentication on the Bond and by inserting as the date of registration in the space provided the date on which the Bond is authenticated, except that for purposes of delivering the original Bonds to the Purchaser, the Bond Registrar shall insert as a date of registration the date of original issue, which date is June 25, 2013. The Certificate of Authentication so executed on each Bond shall be conclusive evidence that it has been authenticated and delivered under this Resolution.

10. Registration; Transfer; Exchange. The District will cause to be kept at the principal office of the Bond Registrar a bond register in which, subject to such reasonable regulations as the Bond Registrar may prescribe, the Bond Registrar shall provide for the registration of Bonds and the registration of transfers of Bonds entitled to be registered or transferred as herein provided.

Upon surrender for transfer of any Bond at the principal office of the Bond Registrar, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration (as provided in paragraph 9 with respect to authentication) of, and deliver, in the name of the designated transferee or transferees, one or more new Bonds of any authorized denomination or denominations of a like aggregate principal amount, having the same stated maturity and interest rate, as requested by the transferor; provided, however, that no bond may be registered in blank or in the name of "bearer" or similar designation.

At the option of the Holder, Bonds may be exchanged for Bonds of any authorized denomination or denominations of a like aggregate principal amount and stated maturity, upon surrender of the Bonds to be exchanged at the principal office of the Bond Registrar. Whenever any Bonds are so surrendered for exchange, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration of, and deliver the Bonds which the Holder making the exchange is entitled to receive.

All Bonds surrendered upon any exchange or transfer provided for in this resolution shall be promptly cancelled by the Bond Registrar and thereafter disposed of as directed by the District.

All Bonds delivered in exchange for or upon transfer of Bonds shall be valid general obligations of the District evidencing the same debt, and entitled to the same benefits under this resolution, as the Bonds surrendered for such exchange or transfer.

Every Bond presented or surrendered for transfer or exchange shall be duly endorsed or be accompanied by a written instrument of transfer, in form satisfactory to the Bond Registrar, duly executed by the Holder thereof or his, her or its attorney duly authorized in writing.

The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of any Bond and any legal or unusual costs regarding transfers and lost Bonds.

Transfers shall also be subject to reasonable regulations of the District contained in any agreement with the Bond Registrar, including regulations which permit the Bond Registrar to close its transfer books between record dates and payment dates. The Treasurer is hereby authorized to negotiate and execute the terms of said agreement.

11. Rights Upon Transfer or Exchange. Each Bond delivered upon transfer of or in exchange for or in lieu of any other Bond shall carry all the rights to interest accrued and unpaid, and to accrue, which were carried by such other Bond.

12. Interest Payment; Record Date. Interest on any Bond shall be paid on each Interest Payment Date by check or draft mailed to the person in whose name the Bond is registered (the "Holder") on the registration books of the District maintained by the Bond Registrar, and at the address appearing thereon at the close of business on the fifteenth (15th) day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid shall cease to be payable to the person who is the Holder thereof as of the Regular Record Date, and shall be payable to the person who is the Holder thereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior to the Special Record Date.

13. Treatment of Registered Owner. The District and Bond Registrar may treat the person in whose name any Bond is registered as the owner of such Bond for the purpose of receiving payment of principal of and premium, if any, and interest (subject to the payment provisions in paragraph 12 above with respect to interest payment and record date) on, such Bond and for all other purposes whatsoever whether or not such Bond shall be overdue, and neither the District nor the Bond Registrar shall be affected by notice to the contrary.

14. Delivery; Application of Proceeds. The Bonds when so prepared and executed shall be delivered by the Treasurer to the Purchaser upon receipt of the purchase price, and the Purchaser shall not be obliged to see to the proper application thereof.

15. Fund and Accounts. There is hereby created a special fund to be designated the "General Obligation School Building Bonds, Series 2013A Fund" (the "Fund") to be administered and maintained by the District as a bookkeeping account separate and apart from

all other funds maintained in the official financial records of the District. The Fund and its accounts shall each be maintained in the manner herein specified until all of the Bonds herein authorized and the interest thereon shall have been fully paid. There shall be maintained and created in the Fund two (2) separate accounts, to be designated the "Capital Account" and "Debt Service Account", respectively.

(i) Capital Account. There shall be created an Alternative Facilities Subaccount and a Building Project Subaccount in the Capital Account. To the Alternative Facilities Subaccount of the Capital Account there shall be credited \$11,000,000 of the proceeds of the sale of the Alternative Facility Bonds, less capitalized interest and a pro rata share of any amount paid for the Bonds in excess of \$26,000,000. To the Building Project Subaccount there shall be credited \$15,000,000 of the proceeds of the sale of the Building Project Bonds less a pro rata share of any amount paid for the Bonds in excess of \$26,000,000. From the respective Subaccounts of the Capital Account there shall be paid all costs of issuing the Bonds and all costs and expenses of the respective Projects, including all costs incurred and to be incurred of the kind authorized in Minnesota Statutes, Section 475.65; and the moneys in said account shall be used for no other purpose except as otherwise provided by law; provided that the proceeds of the Bonds may also be used to the extent necessary to pay interest on the Bonds due prior to the anticipated date of commencement of the collection of taxes herein levied. The proceeds of the Alternative Facility Bonds shall be used to fund the Alternative Facility Projects and the proceeds of the Building Project Bonds shall be use to fund the Building Projects.

(ii) Debt Service Account. There is hereby created a Debt Service Account and there is hereby irrevocably appropriated thereto: (a) capitalized interest in the amount of \$_____ (together with interest earnings thereon and subject to such other adjustments as are appropriate to provide sufficient funds to pay interest due on the Bonds on or before February 1, 2014); (b) any amount paid for the Bonds in excess of \$26,000,000; (c) the collections of all taxes herein or hereafter levied for the payment of the Bonds and interest thereon; (d) all funds remaining in the Capital Account after the payment of all costs of the Project; (e) all investment earnings on funds held in the Debt Service Account; and (f) any and all other moneys which are properly available and are appropriated by the governing body of the District to the Debt Service Account. The Debt Service Account shall be used solely to pay the principal and interest of the Bonds and any other general obligation certificates of the District hereafter issued by the District and made payable from said subaccount as provided by law.

No portion of the proceeds of the Bonds shall be used directly or indirectly to acquire higher yielding investments or to replace funds which were used directly or indirectly to acquire higher yielding investments, except (1) for a reasonable temporary period until such proceeds are needed for the purpose for which the Bonds were issued and, (2) in addition to the above, an amount not greater than the lesser of five percent (5%) of the proceeds of the Bonds or \$100,000. To this effect, any proceeds of the Bonds and any sums from time to time held in the Fund (or any other District account which will be used to pay principal and interest to become due on the Bonds) in excess of amounts which under the applicable federal arbitrage regulations may be invested without regard as to yield shall not be invested in excess of the applicable yield restrictions imposed by the arbitrage regulations on such investments after taking into account any applicable "temporary periods" or "minor portion" made available under the federal arbitrage regulations. In addition, the proceeds of the Bonds and money in the Fund shall not be invested

in obligations or deposits issued by, guaranteed by or insured by the United States or any agency or instrumentality thereof if and to the extent that such investment would cause the Bonds to be "federally guaranteed" within the meaning of Section 149(b) of the Internal Revenue Code of 1986, as amended (the "Code").

16. Tax Levy; Coverage Test. To provide moneys for the payment of principal and interest on the Bonds there is hereby levied upon all of the taxable property in the District a direct annual ad valorem tax which shall be spread upon the tax rolls and collected with and as part of other general property taxes in said District for the years and in the amounts as follows:

<u>Year of Tax Levy</u>	<u>Year of Tax Collection</u>	<u>Amount</u>
2013	2014	\$
2014	2015	
2015	2016	
2016	2017	
2017	2018	
2018	2019	
2019	2020	
2020	2021	
2021	2022	
2022	2023	
2023	2024	
2024	2025	
2025	2026	
2026	2027	
2027	2028	
2028	2029	
2029	2030	
2030	2031	
2031	2032	
2032	2033	

Said tax levies are such that if collected in full they, together with estimated collections of investment earnings and other revenues herein pledged for the payment of the Bonds, will, if collected when due, produce at least five percent (5%) in excess of the amount needed to meet when due the principal and interest payments on the Bonds. The tax levies shall be irrevocable so long as any of the Bonds are outstanding and unpaid, provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61, Subdivision 3.

17. General Obligation Pledge. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing powers of the District shall be and are hereby irrevocably pledged. If the balance in the Debt Service Account is ever insufficient to pay all principal and interest then due on the

Bonds and any other bonds payable therefrom, the deficiency shall be promptly paid out of any other funds of the District which are available for such purpose, and such other funds may be reimbursed with or without interest from the Debt Service Account when a sufficient balance is available therein.

18. State Credit Enhancement Program. The District hereby ratifies and confirms its covenant in the resolution adopted April 23, 2013, obligating itself to notify the Commissioner of Education of a potential default in payment of the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of principal and interest on the Bonds. The Chair and Clerk are hereby authorized and directed to enter into an agreement with the paying agent for the Bonds or any department of the State of Minnesota required by the provisions of Minnesota Statutes Section 126C.55.

19. Certificate of Registration and Tax Levy. The Clerk is hereby directed to file a certified copy of this resolution with the Director of Property Records and Revenue of Ramsey County, Minnesota, together with such other information as he or she shall require, and to obtain the Director of Property Records and Revenue's Certificate that the Bonds have been entered in the Director of Property Records and Revenue's Bond Register, and that the tax levy required by law has been made.

20. Negative Covenant as to Use of Proceeds and Project. The District hereby covenants not to use the proceeds of the Bonds, or to cause or permit them to be used, in such a manner as to cause the Bonds to be "private activity bonds" within the meaning of Sections 103 and 141 through 150 of the Code.

21. Investment Limitations; Rebate. The District shall comply with requirements necessary under the Code to establish and maintain the exclusion from gross income under Section 103 of the Code of the interest on the Bonds, including without limitation (1) requirements relating to temporary periods for investments, (2) limitations on amounts invested at a yield greater than the yield on the Bonds, and (3) the rebate of excess investment earnings to the United States. The District expects to satisfy the two-year expenditure exemption for gross proceeds of the Bonds as provided in Section 1.148-7(d)(1) of the Regulations.

22. Records and Certificates. The officers of the District are hereby authorized and directed to prepare and furnish to the Purchaser, and to the attorneys approving the legality of the issuance of the Bonds, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as are required to show the facts relating to the legality and marketability of the Bonds as the same appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District as to the facts recited therein.

23. Compliance with Reimbursement Bond Regulations. The provisions of this paragraph are intended to establish and provide for the District's compliance with United States Treasury Regulations Section 1.150-2 (the "Reimbursement Regulations") applicable to the "reimbursement proceeds" of the Bonds, being those portions thereof which will be used by

the District to reimburse itself for any expenditure which the District paid or will have paid prior to the closing date (a "Reimbursement Expenditure").

The District hereby certifies and/or covenants as follows:

(a) It shall not seek payment for a Reimbursement Expense from proceeds of the Bonds unless, not later than 60 days after the date of payment of a Reimbursement Expenditure, the District (or person designated to do so on behalf of the District) has made or will have made a written declaration of the District's official intent (a "Declaration") which effectively (i) states the District's reasonable expectation to reimburse itself for the payment of the Reimbursement Expenditure out of the proceeds of the Bonds; (ii) gives a general and functional description of the Project for which the Reimbursement Expenditure is paid; and (iii) states the maximum principal amount of the Bonds expected to be issued by the District for the purpose of financing the Project; provided, however, that no such Declaration shall necessarily have been made with respect to: (i) "preliminary expenditures" for the Project, defined in the Reimbursement Regulations to include engineering or architectural, surveying and soil testing expenses and similar prefatory costs, which in the aggregate do not exceed 20% of the "issue price" of the Bonds, and (ii) a de minimis amount of Reimbursement Expenditures not in excess of the lesser of \$100,000 or 5% of the proceeds of the Bonds.

(b) Any such Reimbursement Expenditure shall be a capital expenditure or a cost of issuance of the Bonds or any of the other types of expenditures described in Section 1.150-2(d)(3) of the Reimbursement Regulations.

(c) The "reimbursement allocation" described in the Reimbursement Regulations for each Reimbursement Expenditure shall and will be made forthwith following (but not prior to) the issuance of the Bonds and in all events within the period ending on the date which is the later of three years after payment of the Reimbursement Expenditure or one year after the date on which the Project to which the Reimbursement Expenditure relates is first placed in service.

(d) Each such reimbursement allocation will be made in a writing that evidences the District's use of Bond proceeds to reimburse the Reimbursement Expenditure and, if made within 30 days after the Bonds are issued, shall be treated as made on the day the Bonds are issued.

Provided, however, that the District may take action contrary to any of the foregoing covenants in this paragraph 23 upon receipt of an opinion of its Bond Counsel for the Bonds stating in effect that such action will not impair the tax-exempt status of the Bonds.

24. Defeasance. When all Bonds have been discharged as provided in this paragraph, all pledges, covenants and other rights granted by this resolution to the registered

holders of the Bonds shall, to the extent permitted by law, cease. The District may discharge its obligations with respect to any Bonds which are due on any date by irrevocably depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full; or if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Bond Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit. The District may also discharge its obligations with respect to any prepayable Bonds called for redemption on any date when they are prepayable according to their terms, by depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full, provided that notice of redemption thereof has been duly given. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a suitable banking institution qualified by law as an escrow agent for this purpose, cash or securities described in Minnesota Statutes, Section 475.67, Subdivision 8, bearing interest payable at such times and at such rates and maturing on such dates as shall be required, without regard to sale and/or reinvestment, to pay all amounts to become due thereon to maturity or, if notice of redemption as herein required has been duly provided for, to such earlier redemption date.

25. No Designation of Qualified Tax-Exempt Obligations. The Bonds have not been designated as "qualified tax-exempt obligations" within the meaning of Section 265(b)(3) of the Code.

26. Continuing Disclosure.

(a) The District is the sole obligated person with respect to the Bonds. The District hereby agrees, in accordance with the provisions of Rule 15c2-12 (the "Rule"), promulgated by the Securities and Exchange Commission (the "Commission") pursuant to the Securities Exchange Act of 1934, as amended, and a Continuing Disclosure Undertaking (the "Undertaking") hereinafter described to:

(1) Provide or cause to be provided to the Municipal Securities Rulemaking Board (the "MSRB") by filing at www.emma.msrb.org in accordance with the Rule, certain annual financial information and operating data in accordance with the Undertaking. The District reserves the right to modify from time to time the terms of the Undertaking as provided therein.

(2) Provide or cause to be provided to the MSRB notice of the occurrence of certain events with respect to the Bonds in not more than ten (10) business days after the occurrence of the event, in accordance with the Undertaking.

(3) Provide or cause to be provided to the MSRB notice of a failure by the District to provide the annual financial information with respect to the District described in the Undertaking, in not more than ten (10) business days following such amendment.

(4) The District agrees that its covenants pursuant to the Rule set forth in this paragraph and in the Undertaking is intended to be for the benefit of the Holders of the Bonds and shall be enforceable on behalf of such Holders; provided that the right to enforce the provisions of these covenants shall be limited to a right to obtain specific enforcement of the District's obligations under the covenants.

(b) The Chair and Clerk of the District, or any other officer of the District authorized to act in their place, (the "Officers") are hereby authorized and directed to execute on behalf of the District the Undertaking in substantially the form presented to the School Board, subject to such modifications thereof or additions thereto as are (i) consistent with the requirements under the Rule, (ii) required by the purchaser of the Bonds and (iii) acceptable to the Officers.

27. Severability. If any section, paragraph or provision of this resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph or provision shall not affect any of the remaining provisions of this resolution.

28. Headings. Headings in this resolution are included for convenience of reference only and are not a part hereof, and shall not limit or define the meaning of any provision hereof.

STATE OF MINNESOTA
COUNTY OF RAMSEY
INDEPENDENT SCHOOL DISTRICT
NUMBER 625, SAINT PAUL

I, the undersigned, being the duly qualified and acting Clerk of Independent School District Number 625, Saint Paul, DO HEREBY CERTIFY that I have compared the attached and foregoing extract of minutes with the original thereof on file in my office, and that the same is a full, true and complete transcript of the minutes of a meeting of the School Board of said District, duly called and held on the date therein indicated, insofar as such minutes relate to considering offers for, and awarding the sale of, \$26,000,000 General Obligation School Building Bonds, Series 2013A of said District.

WITNESS my hand this ____ day of _____, 2013.

Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION – GENERAL FORM



Board File No. _____

Date _____

RESOLUTION ACCEPTING BID ON SALE OF
\$31,155,000 GENERAL OBLIGATION SCHOOL BUILDING
REFUNDING BONDS, SERIES 2013B,
PROVIDING FOR THEIR ISSUANCE AND LEVYING
A TAX FOR THE PAYMENT THEREOF

A. WHEREAS, Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore issued its General Obligation School Building Bonds, Series 2005A, dated December 1, 2005 (the "Series 2005A Bonds") and its General Obligation School Building Bonds, Series 2006A, dated November 1, 2006 (the "Series 2006A Bonds"); and

B. WHEREAS, the School Board of the District (the "School Board") has heretofore determined and declared that it is necessary and expedient to provide moneys for a crossover refunding of (i) the outstanding Series 2005A Bonds which mature on and after February 1, 2017 and (ii) the outstanding Series 2006A Bonds which mature on and after February 1, 2018; and

C. WHEREAS, \$15,255,000 in principal amount of the Series 2005A Bonds which mature on or after February 1, 2017 (the "Prior 2005A Bonds") are callable on February 1, 2016 (the "February 1, 2016 Crossover Date"), at a price of par plus accrued interest; and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

D. WHEREAS, \$15,210,000 in principal amount of the Series 2006A Bonds which mature on or after February 1, 2018 (the "Prior 2006A Bonds", and together with the Prior 2005A Bonds, the "Prior Bonds") are callable on February 1, 2017 (the "February 1, 2017 Crossover Date", and together with the February 1, 2016 Crossover Date, the "Crossover Dates"), at a price of par plus accrued interest; and

E. WHEREAS, the refunding of the Prior 2005A Bonds maturing on and after February 1, 2017 (the "Refunded 2005A Bonds"), and the refunding of the Prior 2006A Bonds maturing on and after February 1, 2018 (the "Refunded 2006A Bonds", and together with the Refunded 2005A Bonds, the "Refunded Bonds"), is consistent with covenants made with the holders thereof, and is necessary and desirable for the reduction of debt service cost to the District; and

F. WHEREAS, the School Board has heretofore determined and declared that it is necessary and expedient to issue \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B of the District, pursuant to Minnesota Statutes, Chapter 475, to provide moneys for a crossover refunding of the Refunded Bonds.

G. WHEREAS, the District has retained Springsted Incorporated, as its independent financial consultant, in connection with the sale of the Bonds, and therefore the District is authorized to negotiate the sale of the Bonds without compliance with the public sale requirements of Minnesota Statutes, Section 475.60; Subdivision 2(9); and

H. WHEREAS, offers to purchase the Bonds were solicited on behalf of the District by Springsted Incorporated; and

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

1. Acceptance of Offer. The offer of _____, (the "Purchaser"), to purchase \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B (Minnesota School District Credit Enhancement Program) of the District (the "Bonds" or the "Refunding Bonds", or individually a "Bond"), in accordance with the terms of proposal at the rates of interest hereinafter set forth, and to pay therefor the sum of \$_____, plus interest accrued to settlement, is hereby found, determined and declared to be the most favorable offer received and is hereby accepted, and the Bonds are hereby sold to the Purchaser. The District Clerk is directed to retain the deposit of the Purchaser and to forthwith return to the others making offers their good faith deposits.

2. Terms of Bonds.

(a) Title; Original Issue Date; Denominations; Maturities; Term Bond Option. The Bonds shall be titled "General Obligation School Building Refunding Bonds, Series 2013B", shall be dated June 25, 2013, as the date of original issue and shall be issued forthwith on or after such date as fully registered bonds. The Bonds shall be numbered from R-1 upward in the denomination of \$5,000 each or in any integral multiple thereof of a single maturity. The Bonds shall mature on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>
2017	\$
2018	
2019	
2020	
2021	
2022	
2023	
2024	
2025	
2026	
2027	

For the purpose of complying with Minnesota Statutes, Section 475.54, Subdivision 1, the maturity schedule for the Bonds has been combined with the maturity schedule of the District's outstanding Series 2013A Bonds, as permitted by Minnesota Statutes, Section 475.54, Subdivision 2.

(b) Book Entry Only System. The Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York or any of its successors or its successors to its functions hereunder (the "Depository") will act as securities depository for the Bonds, and to this end:

(i) The Bonds shall be initially issued and, so long as they remain in book entry form only (the "Book Entry Only Period"), shall at all times be in the form of a separate single fully registered Bond for each maturity of the Bonds; and for purposes of complying with this requirement under paragraph 10 (with respect to registration, transfer and exchange) Authorized Denominations for any Bond shall be deemed to be limited during the Book Entry Only Period to the outstanding principal amount of that Bond.

(ii) Upon initial issuance, ownership of the Bonds shall be registered in a bond register maintained by U.S. Bank National Association, Saint Paul, Minnesota (the "Bond Registrar"), in the name of CEDE & CO., as the nominee (it or any nominee of the existing or a successor Depository, the "Nominee").

(iii) With respect to the Bonds neither the District nor the Bond Registrar shall have any responsibility or obligation to any broker, dealer, bank, or any other financial institution for which the Depository holds Bonds as securities depository (the "Participant") or the person for which a Participant holds an interest in the Bonds shown on the books and records of the Participant (the "Beneficial Owner"). Without limiting the immediately preceding sentence, neither the District, nor the Bond Registrar, shall have any such responsibility or obligation with respect to (A) the accuracy of the records of the Depository, the Nominee or any Participant with respect to any ownership interest in the Bonds, or (B) the delivery to any Participant, any Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or (C) the payment to any Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the principal of or

premium, if any, or interest on the Bonds, or (D) the consent given or other action taken by the Depository as the Registered Holder of any Bonds (the "Holder"). For purposes of securing the vote or consent of any Holder under this Resolution, the District may, however, rely upon an omnibus proxy under which the Depository assigns its consenting or voting rights to certain Participants to whose accounts the Bonds are credited on the record date identified in a listing attached to the omnibus proxy.

(iv) The District and the Bond Registrar may treat as and deem the Depository to be the absolute owner of the Bonds for the purpose of payment of the principal of and premium, if any, and interest on the Bonds, for the purpose of giving notices of redemption and other matters with respect to the Bonds, for the purpose of obtaining any consent or other action to be taken by Holders for the purpose of registering transfers with respect to such Bonds, and for all purpose whatsoever. The Bond Registrar, as paying agent hereunder, shall pay all principal of and premium, if any, and interest on the Bonds only to or upon the Holder of the Bonds of the Bonds as shown on the register, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and premium, if any, and interest on the Bonds to the extent of the sum or sums so paid.

(v) Upon delivery by the Depository to the Bond Registrar of written notice to the effect that the Depository has determined to substitute a new Nominee in place of the existing Nominee, and subject to the transfer provisions in paragraph 10 hereof (with respect to registration, transfer and exchange), references to the Nominee hereunder shall refer to such new Nominee.

(vi) So long as any Bond is registered in the name of a Nominee, all payments with respect to the principal of and premium, if any, and interest on such Bond and all notices with respect to such Bond shall be made and given, respectively, by the Bond Registrar or District, as the case may be, to the Depository as provided in the Letter of Representations to the Depository required by the Depository as a condition to its acting as book-entry Depository for the Bonds (said Letter of Representations together with any replacement thereof or amendment or substitute thereto, including any standard procedures or policies referenced therein or applicable thereto respecting the procedures and other matters relating to the Depository's role as book-entry Depository for the Bonds, collectively hereinafter referred to as the "Letter of Representations").

(c) Letter of Representations. The provisions in the Letter of Representations are incorporated herein by reference and made a part of the resolution, and if and to the extent any such provisions are inconsistent with the other provisions of this resolution, the provisions in the Letter of Representations shall control.

3. Purpose; Refunding Findings. The Bonds shall provide funds for a crossover refunding of the Refunded Bonds (the "Refunding"). It is hereby found, determined and declared that the Refunding is pursuant to Minnesota Statutes, Section 475.67, Subdivision 13. As of the February 1, 2016 Crossover Date of the Series 2005A Bonds, shall result in a reduction of the present value of the dollar amount of the debt service to the District from a total dollar amount of \$_____ for the Prior 2005A Bonds to a total dollar amount of \$_____ for the Bonds refunding the Series 2005A Bonds computed in accordance with the provisions of Minnesota Statutes, Section 475.67, Subdivision 12, and accordingly the dollar amount of such present value of the debt service for the Bonds refunding the Series 2005A

Bonds is lower by at least three percent than the dollar amount of such present value of the debt service for the Prior 2005A Bonds, as required in Minnesota Statutes, Section 475.67, Subdivision 12. As of the February 1, 2017 Crossover Date of the Series 2006A Bonds, shall result in a reduction of the present value of the dollar amount of the debt service to the District from a total dollar amount of \$_____ for the Prior 2006A Bonds to a total dollar amount of \$_____ for the Bonds refunding the Series 2006A Bonds computed in accordance with the provisions of Minnesota Statutes, Section 475.67, Subdivision 12, and accordingly the dollar amount of such present value of the debt service for the Bonds refunding the Series 2006A Bonds is lower by at least three percent than the dollar amount of such present value of the debt service for the Prior 2006A Bonds, as required in Minnesota Statutes, Section 475.67, Subdivision 12

4. Interest. The Bonds shall bear interest payable semiannually on February 1 and June 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2014, calculated on the basis of a 360-day year of twelve 30-day months, at the respective rates per annum set forth opposite the maturity years as follows:

<u>Maturity Year</u>	<u>Interest Rate</u>
2017	%
2018	
2019	
2020	
2021	
2022	
2023	
2024	
2025	
2026	
2027	

5. Redemption. Bonds maturing on February 1, 2024, and thereafter, shall be subject to redemption and prepayment at the option of the District on February 1, 2023 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the maturities and the principal amounts within each maturity to be redeemed shall be determined by the District; and if only part of the Bonds having a common maturity date are called for prepayment, the specific Bonds to be prepaid shall be chosen by lot by the Bond Registrar. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date. Mailed notice of redemption shall be given to the paying agent and to each affected registered holder of the Bonds at least 30 days prior to the date fixed for redemption unless otherwise required by law.

To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each \$5,000 of the principal amount of such

Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion, from the numbers so assigned to such Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of each such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the District or Bond Registrar so requires, a written instrument of transfer in form satisfactory to the District and Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the District shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of the Bond, without service charge, a new Bond or Bonds having the same stated maturity and interest rate and of any Authorized Denomination or Denominations, as requested by the Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

6. Bond Registrar. U.S. Bank National Association, in Saint Paul, Minnesota, is appointed to act as bond registrar and transfer agent with respect to the Bonds (the "Bond Registrar"), and shall do so unless and until a successor Bond Registrar is duly appointed, all pursuant to any contract the District and Bond Registrar shall execute which is consistent herewith. The Bond Registrar shall also serve as paying agent unless and until a successor paying agent is duly appointed. Principal and interest on the Bonds shall be paid to the registered holders (or record holders) of the Bonds in the manner set forth in the form of Bond and paragraph 12 of this resolution, with respect to interest payment and record date.

7. Form of Bond. The Bonds, together with the Bond Registrar's Certificate of Authentication, the form of Assignment and the registration information thereon, shall be in substantially the following form:

UNITED STATES OF AMERICA
STATE OF MINNESOTA
RAMSEY COUNTY
INDEPENDENT SCHOOL DISTRICT NUMBER 625, SAINT PAUL, MINNESOTA

R-_____ \$_____

GENERAL OBLIGATION SCHOOL BUILDING
REFUNDING BOND, SERIES 2013B

(MINNESOTA SCHOOL DISTRICT CREDIT
ENHANCEMENT PROGRAM)

<u>INTEREST</u> <u>RATE</u>	<u>MATURITY</u> <u>DATE</u>	<u>DATE OF</u> <u>ORIGINAL ISSUE</u>	<u>CUSIP</u>
--------------------------------	--------------------------------	---	--------------

June 25, 2013

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that the Independent School District Number 625, Saint Paul, Minnesota (the "Issuer"), certifies that it is indebted and for value received promises to pay to the registered owner specified above, or registered assigns, in the manner hereinafter set forth, the principal amount specified above, unless called for earlier redemption, on the maturity date specified above, and to pay interest thereon semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2014, at the rate per annum specified above (calculated on the basis of a 360-day year of twelve 30-day months) until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or, if no interest has been paid, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable upon presentation and surrender hereof at the principal office of U.S. Bank National Association, in Saint Paul, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer. Interest on this Bond will be paid on each Interest Payment Date by check or draft mailed to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any interest not so timely paid shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given to Bondholders not less than ten days prior to the Special Record Date. The principal of and premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

Optional Redemption. All Bonds of this issue (the "Bonds") maturing on February 1, 2024, and thereafter, are subject to redemption and prepayment at the option of the Issuer on February 1, 2023 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the maturities and the principal amounts within each maturity to be redeemed shall be determined by the Issuer; and if only part of the Bonds having a common maturity date are called for prepayment, the specific Bonds to be prepaid shall be chosen by lot by the Bond Registrar. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date. Mailed notice of redemption shall be given to the Bond Registrar and to each affected Holder of the Bonds at least 30 days prior to the date fixed for redemption.

All Bonds so called for redemption will cease to bear interest on the specified redemption date, provided funds for their redemption have been duly deposited.

Selection of Bonds for Redemption; Partial Redemption. To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion, from the numbers assigned to the Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the Issuer or Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of the Bond, without service charge, a new Bond or Bonds having the same stated maturity and interest rate and of any Authorized Denomination or Denominations, as requested by the Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

Issuance; Purpose; General Obligation. This Bond is one of an issue in the total principal amount of \$31,155,000, all of like date of original issue and tenor, except as to number, maturity, interest rate and denomination, which Bond has been issued pursuant to and in full conformity with the Constitution and laws of the State of Minnesota and pursuant to a resolution adopted by the School Board of the Issuer on May 21, 2013 (the "Resolution"), for the purpose of providing funds sufficient for a crossover refunding on (i) February 1, 2016 of the Issuer's General Obligation School Building Bonds, Series 2005A, dated December 1, 2005, which mature on and after February 1, 2017, and (ii) February 1, 2017 of the Issuer's General Obligation School Building Bonds, Series 2006A, which mature on and after February 1, 2018. This Bond is payable out of the Escrow Account and the Debt Service Account. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of its principal, premium, if any, and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged. In

addition, the Issuer has covenanted and obligated itself to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on the Bonds due.

Denominations; Exchange; Resolution. The Bonds are issuable solely as fully registered bonds in the denominations of \$5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered Bonds of other authorized denominations in equal aggregate principal amounts at the principal office of the Bond Registrar, but only in the manner and subject to the limitations provided in the Resolution. Reference is hereby made to the Resolution for a description of the rights and duties of the Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Transfer. This Bond is transferable by the Holder in person or by his, her or its attorney duly authorized in writing at the principal office of the Bond Registrar upon presentation and surrender hereof to the Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with the Bond Registrar. Thereupon the Issuer shall execute and the Bond Registrar shall authenticate and deliver, in exchange for this Bond, one or more new fully registered Bonds in the name of the transferee (but not registered in blank or to "bearer" or similar designation), of an authorized denomination or denominations, in aggregate principal amount equal to the principal amount of this Bond, of the same maturity and bearing interest at the same rate.

Fees upon Transfer or Loss. The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of this Bond and any legal or unusual costs regarding transfers and lost Bonds.

Treatment of Registered Owners. The Issuer and Bond Registrar may treat the person in whose name this Bond is registered as the owner hereof for the purpose of receiving payment as herein provided (except as otherwise provided herein with respect to the Record Date) and for all other purposes, whether or not this Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

No Designation of Qualified Tax-Exempt Obligation. This Bond has not been designated by the Issuer as a "qualified tax-exempt obligation" within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.

Authentication. This Bond shall not be valid or become obligatory for any purpose or be entitled to any security unless the Certificate of Authentication hereon shall have been executed by the Bond Registrar.

IT IS HEREBY CERTIFIED AND RECITED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed, precedent to and in the issuance of this Bond, have been done, have happened and have been performed, in regular and due form, time and manner as required by law, and that this Bond, together with all other debts of the Issuer outstanding on the date of original issue hereof and the date of its issuance and delivery to the original purchaser, does not exceed any constitutional or statutory limitation of indebtedness.

IN WITNESS WHEREOF, the Independent School District Number 625, Saint Paul, Minnesota, by its School Board has caused this Bond to be executed on its behalf by the facsimile signatures of its Chair and its Clerk.

Date of Registration:

Registrable by: U.S. BANK NATIONAL ASSOCIATION
SAINT PAUL, MINNESOTA

_____, 2013

Payable at: U.S. BANK NATIONAL ASSOCIATION
SAINT PAUL, MINNESOTA

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION

INDEPENDENT SCHOOL DISTRICT NUMBER 625,
SAINT PAUL, MINNESOTA

This Bond is one of the
Bonds described in the
Resolution mentioned
within.

/s/ Facsimile
Chair

U.S. BANK NATIONAL
ASSOCIATION,
St. Paul, Minnesota
Bond Registrar

/s/ Facsimile
Clerk

By _____
Authorized Signature

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common

TEN ENT - as tenants by the entireties

JT TEN - as joint tenants with right of survivorship
and not as tenants in common

UTMA - _____ as custodian for _____
 (Cust) (Minor)
 under the _____ Uniform
 (State)
 Transfers to Minors Act

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated: _____

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

Signature Guaranteed:

Signature(s) must be guaranteed by a national bank or trust company or by a brokerage firm having a membership in one of the major stock exchanges or any other "Eligible Guarantor Institution" as defined in 17 CFR 240.17 Ad-15(a)(2).

The Bond Registrar will not effect transfer of this Bond unless the information concerning the transferee requested below is provided.

Name and Address: _____

(Include information for all joint owners
if the Bond is held by joint account.)

PREPAYMENT SCHEDULE

This Bond has been prepaid in part on the date(s) and in the amount(s) as follows:

Date

Amount

Authorized Signature of Holder

[illegible]

8. Execution. The Bonds shall be in typewritten form, shall be executed on behalf of the District by the signatures of its Chair and Clerk, and shall be sealed with the seal of the District; provided, as permitted by law, both signatures may be photocopied facsimiles and the corporate seal may be omitted. In the event of disability or resignation or other absence of either such officer, the Bonds may be signed by the manual or facsimile signature of that officer who may act on behalf of such absent or disabled officer. In case either such officer whose signature or facsimile of whose signature shall appear on the Bonds shall cease to be such officer before the delivery of the Bonds, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if he or she had remained in office until delivery.

9. Authentication. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this resolution unless a Certificate of Authentication on such Bond, substantially in the form hereinabove set forth, shall have been duly executed by an authorized representative of the Bond Registrar. Certificates of Authentication on different Bonds need not be signed by the same person. The Bond Registrar shall authenticate the signatures of officers of the District on each Bond by execution of the Certificate of Authentication on the Bond and by inserting as the date of registration in the space provided the date on which the Bond is authenticated, except that for purposes of delivering the original Bonds to the Purchaser, the Bond Registrar shall insert as a date of registration the date of original issue, which date is June 25, 2013. The Certificate of Authentication so executed on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution.

10. Registration; Transfer; Exchange. The District will cause to be kept at the principal office of the Bond Registrar a bond register in which, subject to such reasonable regulations as the Bond Registrar may prescribe, the Bond Registrar shall provide for the registration of Bonds and the registration of transfers of Bonds entitled to be registered or transferred as herein provided.

Upon surrender for transfer of any Bond at the principal office of the Bond Registrar, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration (as provided in paragraph 9 with respect to authentication) of, and deliver, in the name of the designated transferee or transferees, one or more new Bonds of any authorized denomination or denominations of a like aggregate principal amount, having the same stated maturity and interest rate, as requested by the transferor; provided, however, that no Bond may be registered in blank or in the name of "bearer" or similar designation.

At the option of the Holder, Bonds may be exchanged for Bonds of any authorized denomination or denominations of a like aggregate principal amount and stated maturity, upon surrender of the Bonds to be exchanged at the principal office of the Bond Registrar. Whenever any Bonds are so surrendered for exchange, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration of, and deliver the Bonds which the Holder making the exchange is entitled to receive.

All Bonds surrendered upon any exchange or transfer provided for in this resolution shall be promptly cancelled by the Bond Registrar and thereafter disposed of as directed by the District.

All Bonds delivered in exchange for or upon transfer of Bonds shall be valid general obligations of the District evidencing the same debt, and entitled to the same benefits under this resolution, as the Bonds surrendered for such exchange or transfer.

Every Bond presented or surrendered for transfer or exchange shall be duly endorsed or be accompanied by a written instrument of transfer, in form satisfactory to the Bond Registrar, duly executed by the Holder thereof or his, her or its attorney duly authorized in writing.

The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of any Bond and any legal or unusual costs regarding transfers and lost Bonds.

Transfers shall also be subject to reasonable regulations of the District contained in any agreement with the Bond Registrar, including regulations which permit the Bond Registrar to close its transfer books between record dates and payment dates. The Treasurer is hereby authorized to negotiate and execute the terms of said agreement.

11. Rights Upon Transfer or Exchange. Each Bond delivered upon transfer of or in exchange for or in lieu of any other Bond shall carry all the rights to interest accrued and unpaid, and to accrue, which were carried by such other Bond.

12. Interest Payment; Record Date. Interest on any Bond shall be paid on each Interest Payment Date by check or draft mailed to the person in whose name the Bond is registered (the "Holder") on the registration books of the District maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth (15th) day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid shall cease to be payable to the person who is the Holder thereof as of the Regular Record Date, and shall be payable to the person who is the Holder thereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior to the Special Record Date.

13. Treatment of Registered Owner. The District and Bond Registrar may treat the person in whose name any Bond is registered as the owner of such Bond for the purpose of receiving payment of principal of and premium, if any, and interest (subject to the payment provisions in paragraph 12 above with respect to interest payment and record date) on, such Bond and for all other purposes whatsoever whether or not such Bond shall be overdue, and neither the District nor the Bond Registrar shall be affected by notice to the contrary.

14. Delivery; Application of Proceeds. The Bonds when so prepared and executed shall be delivered by the Treasurer to the Purchaser upon receipt of the purchase price, and the Purchaser shall not be obliged to see to the proper application thereof.

15. Fund and Accounts. There is hereby created a special fund to be designated the "General Obligation School Building Refunding Bonds, Series 2013B Fund" (the "Fund") to be administered and maintained by the District as a bookkeeping account separate and

apart from all other funds maintained in the official financial records of the District. The Fund and its accounts shall each be maintained in the manner herein specified until all of the Bonds herein authorized and the interest thereon shall have been fully paid. There shall be maintained and created in the Fund two (2) separate accounts, to be designated the "Escrow Account" and "Debt Service Account".

(a) Escrow Account. The Escrow Account shall be maintained as an escrow account with US. Bank National Association (the "Escrow Agent"), in St. Paul, Minnesota, which is a suitable financial institution within the State. \$_____ in proceeds of the sale of the Bonds shall be received by the Escrow Agent and applied to fund the Escrow Account or to pay costs of issuing the Bonds. Proceeds of the Bonds, less proceeds used to pay costs of issuance and any proceeds returned to the District, are hereby irrevocably pledged and appropriated to the Escrow Account, together with all investment earnings thereon. In addition, there shall be credited to the Escrow Account \$_____ from the Debt Service Accounts from which the Prior Bonds are payable. The Escrow Account shall be invested in securities maturing or callable at the option of the holder on such dates and bearing interest at such rates as shall be required to provide sufficient funds, together with any cash or other funds retained in the Escrow Account, (i) to pay when due the interest to accrue on the Bonds to and including the February 1, 2016 Crossover Date and the February 1, 2017 Crossover Date; (ii) to pay when called for redemption on the February 1, 2016 Crossover Date, the principal amount of the Refunded 2005A Bonds; (iii) to pay when called for redemption on the February 1, 2017 Crossover Date, the principal amount of the Refunded 2006A Bonds, and (iv) to pay the costs of issuing the Bonds. The Escrow Account shall be irrevocably appropriated to the payment of (i) all interest on the Bonds to and including the February 1, 2016 Crossover Date and the February 1, 2017 Crossover Date; (ii) the principal of the Refunded 2005A Bonds due by reason of their call for redemption on the February 1, 2016 Crossover Date; (iii) the principal of the Refunded 2006A Bonds due by reason of their call for redemption on the February 1, 2017 Crossover Date, and (iv) to pay the costs of issuing the Bonds. The moneys in the Escrow Account shall be used solely for the purposes herein set forth and for no other purpose, except that any surplus in the Escrow Account may be remitted to the District, all in accordance with an agreement (the "Escrow Agreement") by and between the District and Escrow Agent, a form of which agreement is on file in the office of the District. Any moneys remitted to the District pursuant to the Escrow Agreement shall be deposited in the Debt Service Account.

(b) Debt Service Account. To the Debt Service Account there is hereby pledged and irrevocably appropriated and there shall be credited: after the February 1, 2016 Crossover Date, any balance remaining in the Debt Service Account created for the Prior 2005A Bonds; after the February 1, 2017 Crossover Date, any balance remaining in the Debt Service Account created for the Prior 2006A Bonds; any premium received on the sale of the Bonds; all investment earnings on funds in the Debt Service Account; all taxes herein levied for the payment of the Bonds and any taxes hereafter levied for the payment of the Bonds in the event the monies herein pledged are insufficient for the payment thereof; all funds remaining in the Escrow Account after completion of the Refunding and payments of the costs thereof; and any and all other moneys which are properly available and are appropriated by the governing body of the District to the Debt Service Account. The amount of any surplus remaining in the Debt Service Account when the Bonds and interest thereon are paid shall be used consistent with Minnesota Statutes, Section 475.61, Subdivision 4.

The moneys in the Debt Service Account shall be used solely to pay the principal of and interest on the Bonds or any other bonds hereafter issued and made payable from the Fund. No portion of the proceeds of the Bonds shall be used directly or indirectly to acquire higher yielding investments or to replace funds which were used directly or indirectly to acquire higher yielding investments, except (i) for a reasonable temporary period until such proceeds are needed for the purpose for which the Bonds were issued, and (ii) in addition to the above, in an amount not greater than the lesser of five percent (5%) of the proceeds of the Bonds or \$100,000. To this effect, any proceeds of the Bonds and any sums from time to time held in the Fund (or any other District account which will be used to pay principal and interest to become due on the Bonds) in excess of amounts which under the applicable federal arbitrage regulations may be invested without regard as to yield shall not be invested in excess of the applicable yield restrictions imposed by the arbitrage regulations on such investments after taking into account any applicable "temporary periods" or "minor portion" made available under the federal arbitrage regulations. In addition, the proceeds of the Bonds and money in the Fund shall not be invested in obligations or deposits issued by, guaranteed by or insured by the United States or any agency or instrumentality thereof if and to the extent that such investment would cause the Bonds to be "federally guaranteed" within the meaning of Section 149(b) of the Internal Revenue Code of 1986, as amended (the "Code").

16. Tax Levy; Cancellation of Certain Levies Relating to the Refunded Bonds; Coverage Test. To provide monies for the payment of principal and interest on the Bonds there is hereby levied upon all of the taxable property in the District a direct annual ad valorem tax which shall be spread upon the tax rolls and collected with and as part of, other general property taxes in said District for the years and in the amounts as follows:

<u>Year of Tax Levy</u>	<u>Year of Tax Collection</u>	<u>Amount</u>
2014	2015	
2015	2016	
2016	2017	
2017	2018	
2018	2019	
2019	2020	
2020	2021	
2021	2022	
2022	2023	
2023	2024	
2024	2025	
2025	2026	

The tax levies are such that if collected in full they, together with estimated collections of investment earnings and other revenues herein pledged for the payment of the Bonds will, if collected when due, produce at least five percent in excess of the amount needed to meet when due the principal and interest payments on the Bonds.

The tax levies shall be irrevocable so long as any of said Bonds are outstanding and unpaid, provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61, Subdivision 3.

Upon payment of the Prior 2005A Bonds, the uncollected taxes levied in the resolution adopted by the School Board of Independent School District Number 625, Saint Paul, Minnesota on November 16, 2005 (the "Prior 2005A Resolution") authorizing the issuance of the Prior 2005A Bonds, which are not needed to pay the Prior 2005A Bonds as a result of the Refunding, shall be canceled.

Upon payment of the Prior 2006A Bonds, the uncollected taxes levied in the resolution adopted by the School Board of Independent School District Number 625, Saint Paul, Minnesota on October 17, 2006 (the "Prior 2006A Resolution, and together with the Prior 2005A Resolution, the "Prior Resolutions") authorizing the issuance of the Prior 2006A Bonds, which are not needed to pay the Prior 2006A Bonds as a result of the Refunding, shall be canceled.

17. General Obligation Pledge. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing powers of the District shall be and are hereby irrevocably pledged. If the balance in the Escrow Account or Debt Service Account is ever insufficient to pay all principal and interest then due on the Bonds and any other bonds payable therefrom, the deficiency shall be promptly paid out of any other funds of the District which are available for such purpose, and such other funds may be reimbursed with or without interest from the Escrow Account or Debt Service Account when a sufficient balance is available therein.

18. Securities; Escrow Agent. Securities purchased from moneys in the Escrow Account shall be limited to securities set forth in Minnesota Statutes, Section 475.67, Subdivision 8, and any amendments or supplements thereto. Securities purchased from the Escrow Account shall be purchased simultaneously with the delivery of the Bonds. The School Board has investigated the facts and hereby finds and determines that the Escrow Agent is a suitable financial institution to act as escrow agent.

19. Escrow Agreement. On or prior to the delivery of the Bonds the Chair and Clerk shall, and are hereby authorized and directed to, execute on behalf of the District an Escrow Agreement. The Escrow Agreement is hereby approved and adopted and made a part of this resolution, and the District covenants that it will promptly enforce all provisions thereof in the event of default thereunder by the Escrow Agent.

20. Purchase of SLGS or Open Market Securities. Springsted, as agent for the District, is hereby authorized and directed to purchase on behalf of the School Board and in its name the appropriate United States Treasury Securities, State and Local Government Series and/or open market securities as provided in paragraph 18, from the proceeds of the Bonds and, to the extent necessary, other available funds, all in accordance with the provisions of this resolution and the Escrow Agreement and to execute all such documents (including the appropriate subscription form) required to effect such purchase in accordance with the applicable U.S. Treasury Regulations.

21. Redemption of Prior Bonds. The Prior Bonds shall be redeemed and prepaid in accordance with the terms and conditions set forth in the Notices of Call for Redemption, in the forms attached to the Escrow Agreement, which terms and conditions are hereby approved and incorporated herein by reference. The Notices of Call for Redemption shall be given pursuant to the Escrow Agreement.

22. Prior Bonds; Security. Until retirement of the Prior Bonds, all provisions theretofore made for the security thereof shall be observed by the District and all of its officers and agents.

23. Supplemental Resolution. The Prior Resolutions are hereby supplemented to the extent necessary to give effect to the provisions of this resolution.

24. Certificate of Registration and Tax Levy. The Clerk is hereby directed to file a certified copy of this resolution with the Director of Property Records and Revenue of Ramsey County, Minnesota, together with such other information as they shall require, and to obtain the Director of Property Records and Revenue's Certificate that the Bonds have been entered in the Director of Property Records and Revenue's Bond Register, and that the tax levy required by law for the Bonds have been made.

25. State Credit Enhancement Program. The District hereby ratifies and confirms its covenant in the resolution adopted April 17, 2013, obligating itself to notify the Commissioner of Education of a potential default in payment of the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of principal and interest on the Bonds. The Chair and Clerk are hereby authorized and directed to enter into an agreement with the paying agent for the Bonds or any department of the State of Minnesota required by the provisions of Minnesota Statutes Section 126C.55.

26. Records and Certificates. The officers of the District are hereby authorized and directed to prepare and furnish to the Purchaser, and to the attorneys approving the legality of the issuance of the Bonds, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as are required to show the facts relating to the legality and marketability of the Bonds as the same appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District as to the facts recited therein.

27. Negative Covenant as to Use of Proceeds and Project. The District hereby covenants not to use the proceeds of the Bonds or to use the facilities refinanced by the Bonds (the "Project"), or to cause or permit them to be used, or to enter into any deferred payment arrangements for the cost of the Project, in such a manner as to cause the Bonds to be "private activity bonds" within the meaning of Sections 103 and 141 through 150 of the Code.

28. Investment Limitations; Rebate. The District shall comply with requirements necessary under the Code to establish and maintain the exclusion from gross income under Section 103 of the Code of the interest on the Bonds, including without limitation

(a) requirements relating to temporary periods for investments, (b) limitations on amounts invested at a yield greater than the yield on the Bonds, and (c) the rebate of excess investment earnings to the United States.

29. Defeasance. When all Bonds have been discharged as provided in this paragraph, all pledges, covenants and other rights granted by this resolution to the registered holders of the Bonds shall, to the extent permitted by law, cease. The District may discharge its obligations with respect to any Bonds which are due on any date by irrevocably depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full; or if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Bond Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a suitable banking institution qualified by law as an escrow agent for this purpose, cash or securities described in Minnesota Statutes, Section 475.67, Subdivision 8, bearing interest payable at such times and at such rates and maturing on such dates as shall be required, subject to sale and/or reinvestment, to pay all amounts to become due thereon to maturity or, if notice of redemption as herein required has been duly provided for, to such earlier redemption date.

30. No Designation of Qualified Tax-Exempt Obligation. The Bonds shall not be designated by the Issuer as a "qualified tax-exempt obligation" within the meaning of Section 265(b)(3) of the Code.

31. Continuing Disclosure. The District is the sole obligated person with respect to the Bonds. The District hereby agrees, in accordance with the provisions of Rule 15c2-12 (the "Rule"), promulgated by the Securities and Exchange Commission (the "Commission") pursuant to the Securities Exchange Act of 1934, as amended, and a Continuing Disclosure Undertaking (the "Undertaking") hereinafter described to:

(a) Provide or cause to be provided to the Municipal Securities Rulemaking Board (the "MSRB") by filing at www.emma.msrb.org in accordance with the Rule, certain annual financial information and operating data in accordance with the Undertaking. The District reserves the right to modify from time to time the terms of the Undertaking as provided therein.

(b) Provide or cause to be provided to the MSRB notice of the occurrence of certain events with respect to the Bonds in not more than ten (10) business days after the occurrence of the event, in accordance with the Undertaking.

(c) Provide or cause to be provided to the MSRB notice of a failure by the District to provide the annual financial information with respect to the District described in the Undertaking, in not more than ten (10) business days following such amendment.

(d) The District agrees that its covenants pursuant to the Rule set forth in this paragraph and in the Undertaking is intended to be for the benefit of the Holders of the Bonds and shall be enforceable on behalf of such Holders; provided that the right to enforce the

provisions of these covenants shall be limited to a right to obtain specific enforcement of the District's obligations under the covenants.

The Chair and Clerk of the District, or any other officer of the District authorized to act in their place (the "Officers") are hereby authorized and directed to execute on behalf of the District the Undertaking in substantially the form presented to the School Board subject to such modifications thereof or additions thereto as are (i) consistent with the requirements under the Rule, (ii) required by the Purchaser of the Bonds, and (iii) acceptable to the Officers.

32. Severability. If any section, paragraph or provision of this resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph or provision shall not affect any of the remaining provisions of this resolution.

33. Headings. Headings in this resolution are included for convenience of reference only and are not a part hereof, and shall not limit or define the meaning of any provision hereof.

STATE OF MINNESOTA
COUNTY OF RAMSEY
INDEPENDENT SCHOOL DISTRICT NUMBER 625, SAINT PAUL, MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of the Independent School District Number 625, Saint Paul, Minnesota DO HEREBY CERTIFY that I have compared the attached and foregoing extract of minutes with the original thereof on file in my office, and that the same is a full, true and complete transcript of the minutes of a meeting of the School Board of said District, duly called and held on the date therein indicated, insofar as such minutes relate to considering offers for, and awarding the sale of, \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B of said District.

WITNESS my hand this ____ day of _____, 2013.

Clerk

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

Proposed Policy:

101.00 RACIAL EQUITY IN EDUCATION

Proposed Policy Revision:

First Reading

May 21, 2013

Second Reading

Third Reading

COMMENTS:

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

101.00 RACIAL EQUITY

I. PURPOSE

Saint Paul Public Schools (SPPS) will create respectful learning environments in which the diverse races, cultures and languages of our students are indicators of success, rather than academic disparity.

The purpose of this policy is to confront institutional racism by eliminating racial predictability and disproportionality of student outcomes. This will increase achievement for all students while narrowing the gaps between the highest- and lowest-performing students.

II. ELIMINATE SYSTEMIC DISPARITY

To interrupt systems that perpetuate inequities, SPPS will:

1. Transform practices that result in racially predictable and disproportionate outcomes.
2. Develop the personal, professional, and organizational skills and knowledge to lead from a racial equity lens.
3. Engage, deepen, and sustain conversations with multiple racial perspectives in order to create adaptive solutions to equity issues.
4. Monitor the implementation and effectiveness of the system-wide racial equity transformation plan and report on progress.

III. ENSURE SYSTEMIC EQUITY

SPPS will create, implement and lead from a system-wide racial equity plan. This plan addresses three pillars that support racial equity: Engagement; Leadership; and Teaching and Learning.

1. Engagement

SPPS staff will deepen, transform and develop equitable practices for and with our students, their families and other community members by:

- a. Seeking out and lifting up students' perspectives in the development, feedback, and implementation of culturally responsive teaching and learning practices, curriculum, and family engagement.
- b. Engaging family and community members with staff and students, district-wide and at school and program sites.

2. Leadership

Leaders will ensure that racial equity transformation drives actions and leads to improved results by:

- a. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel.
- b. Creating and monitoring conditions for equitable business systems and operational practices.

3. **Teaching and Learning**

To increase the capacity of district staff to effectively teach a racially and culturally diverse and changing student population, teachers and other staff will work collaboratively to implement culturally responsive instructional practices and curriculum.

Proposed Policy: Racial Equity

Michelle Bierman
Assistant Director
Office of Equity

Joe Munnich
Administrator
Policy, Planning and
Intergovernmental Relations

Board of Education – May 21, 2013

Outline key elements of SPPS Racial Equity Transformation

- Expectations:
Racial Equity
Transformation Plan
- Theory to Action

Read proposed
policy draft

Identify next steps:
Stakeholder input

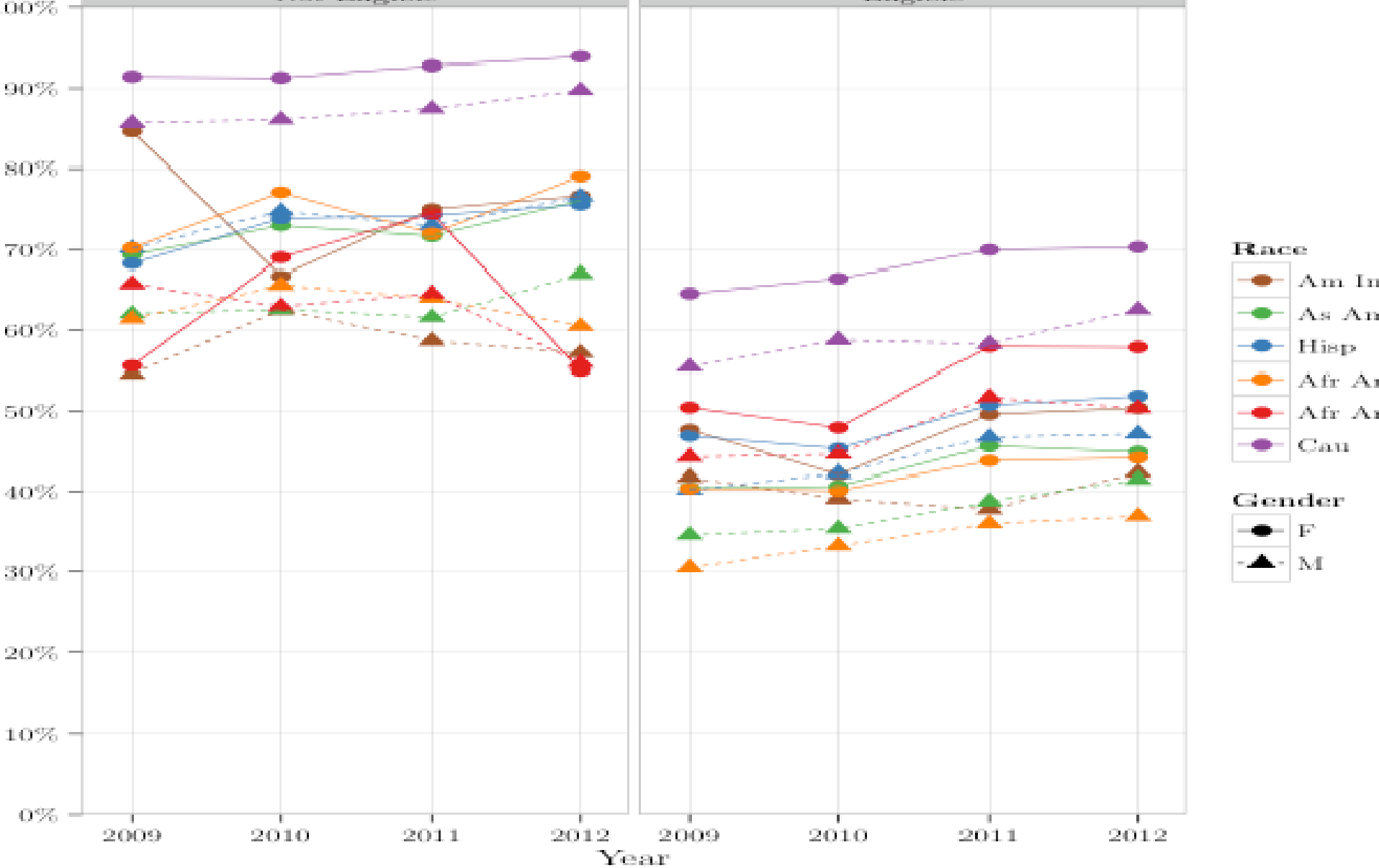


RACIAL EQUITY TRANSFORMATION: EXPECTATIONS

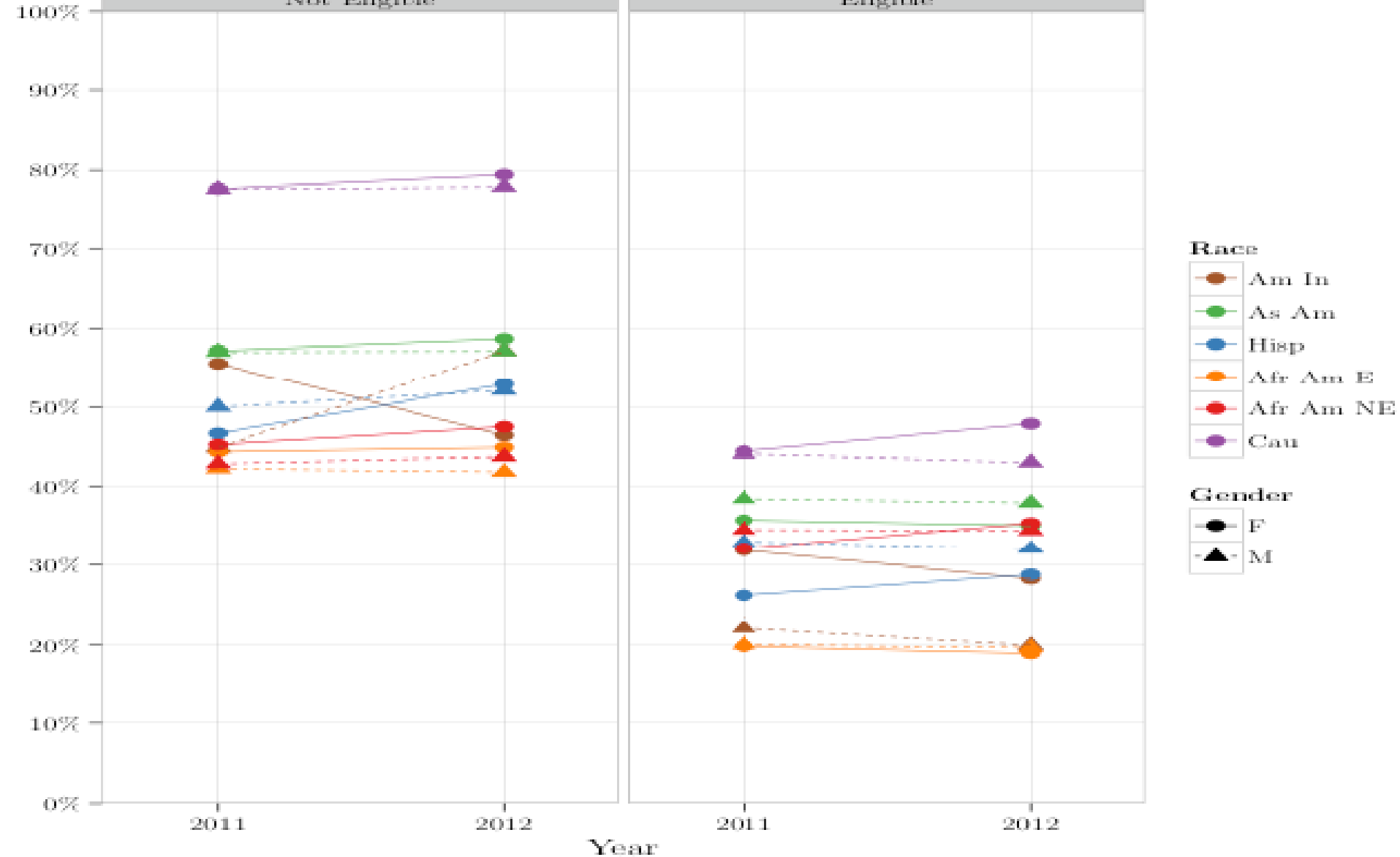
Why focus on Racial Equity?

- Saint Paul Public Schools has a racial “achievement gap”
 - Academic results for students of color have historically been lower than those of white students
 - This is true regardless of income





Income affects achievement – and race predicts proficiency regardless of income



Low-income Caucasian students are about as likely to achieve math proficiency as higher-income African American and American Indian students.

Racial Equity Transformation

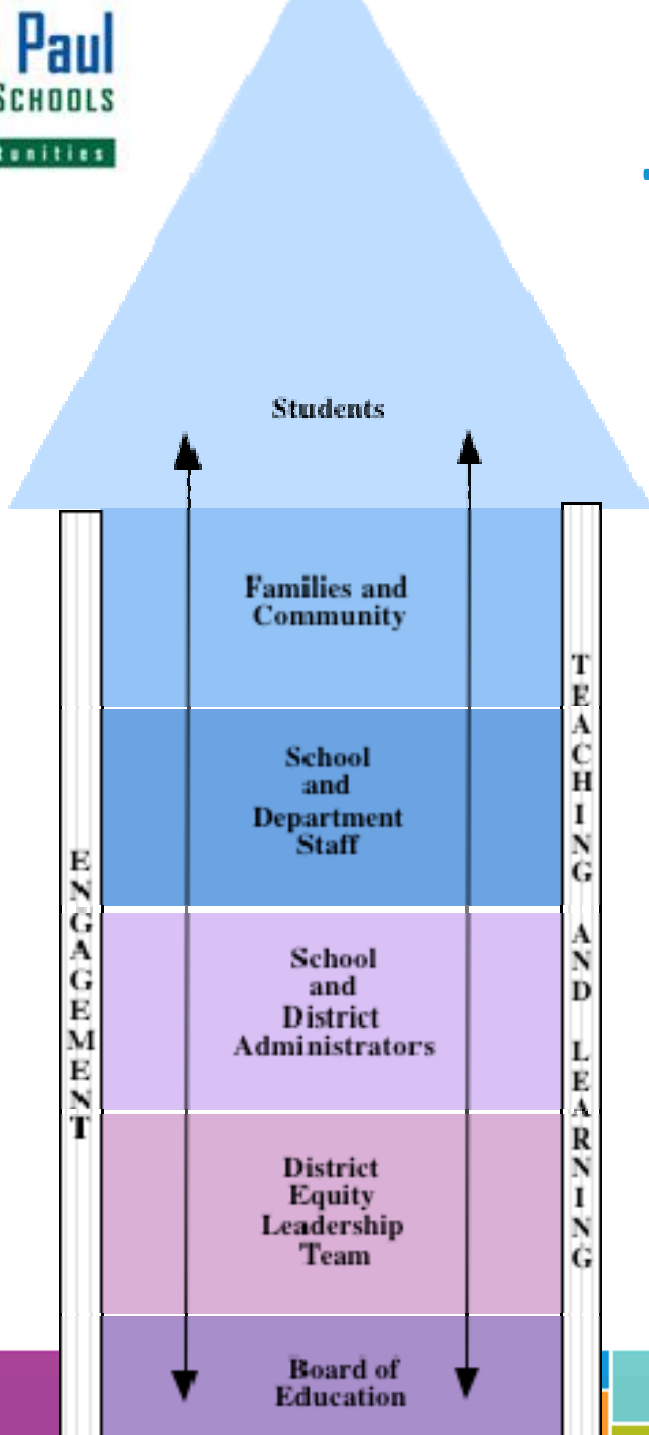
Key Strategies



Improve outcomes for each learner by:

- Transformation of institutional practices and systems
- Development, implementation, and monitoring of district equity plan and policy

Racial Equity Transformation: Framework



- Stakeholders working together
- Three “pillars” support at all levels:
 - Engagement
 - Leadership
 - Teaching and Learning

RACIAL EQUITY TRANSFORMATION: THEORY TO ACTION



RESOURCE CENTER

14 American
Family History
Experiences
Project
Sally Hines
March 2014

Multicultural Resource Center (MRC) re-organized to align with district racial equity development

Families, students, and community members have come together engage in activities that both align to standards and bring in multiple perspectives

- Latino and Somali Family Events at MRC
- Latino Consent Decree (LCD), Aztec New Year, Multicultural Celebrations
- Student Collaborations - Central Touring Theater
- School-to-Prison Pipeline and Sex Trafficking
 - Workshops, Book Groups, Film Discussions
- Collaborations with MN Humanities Center Absent Narrative Work
 - Curriculum Development, Bdote Memory Map Field Trips
- Dakota Family Day at MN History Center



School Board Focus on Systemic Equity

- Developing a personal and professional lens
 - Individual coaching
 - Individual commitment
 - Beyond Bricks – Council of Urban Boards of Education (CUBE)
 - Native American voice in equity development
 - Summit Conference
- Building organizational capacity
 - Interrupting inequities
 - Racial Equity Draft Policy



Equity Lens in curriculum cycle

- Science adoption through inquiry and equity
 - Student voice in the classroom (constructivist learning)
 - Inquiry-based curriculum
- Social Studies modeled after science
 - Social Studies Standards and curriculum cycle
 - Changes in materials due to systemic equity focus
 - American Indian Perspectives



PROPOSED RACIAL EQUITY POLICY

SPPS Mission, Ends and Racial Equity Pillars

Mission and Ends:

A Premier Education
for ALL

- High Achievement
- Respectful
Environment
- Meaningful
Connections

Pillars of

Racial Equity
Transformation:

- Teaching and
Learning
- Leadership
- Engagement

Policy Draft

I. Purpose

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- b. Engaging family and community members with staff and students, district-wide and at school and program sites.



III. Ensure Systemic Equity

(continued)

2. Leadership

Leaders will ensure that racial equity transformation drives actions and leads to improved results by:

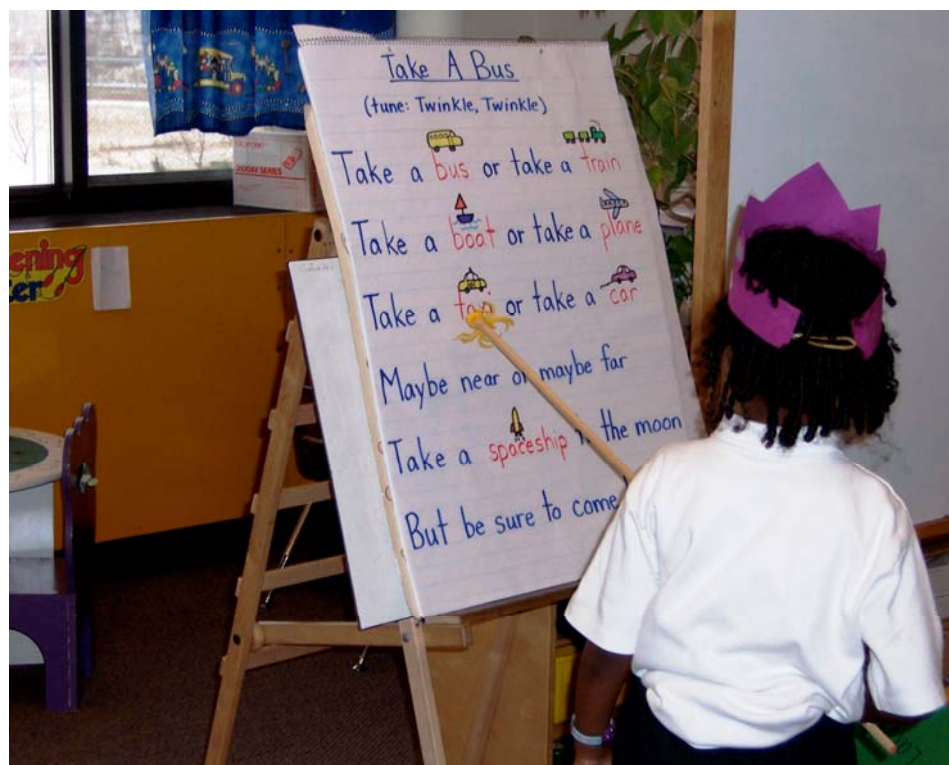


- a. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel.
- b. Creating and monitoring conditions for equitable business systems and operational practices.

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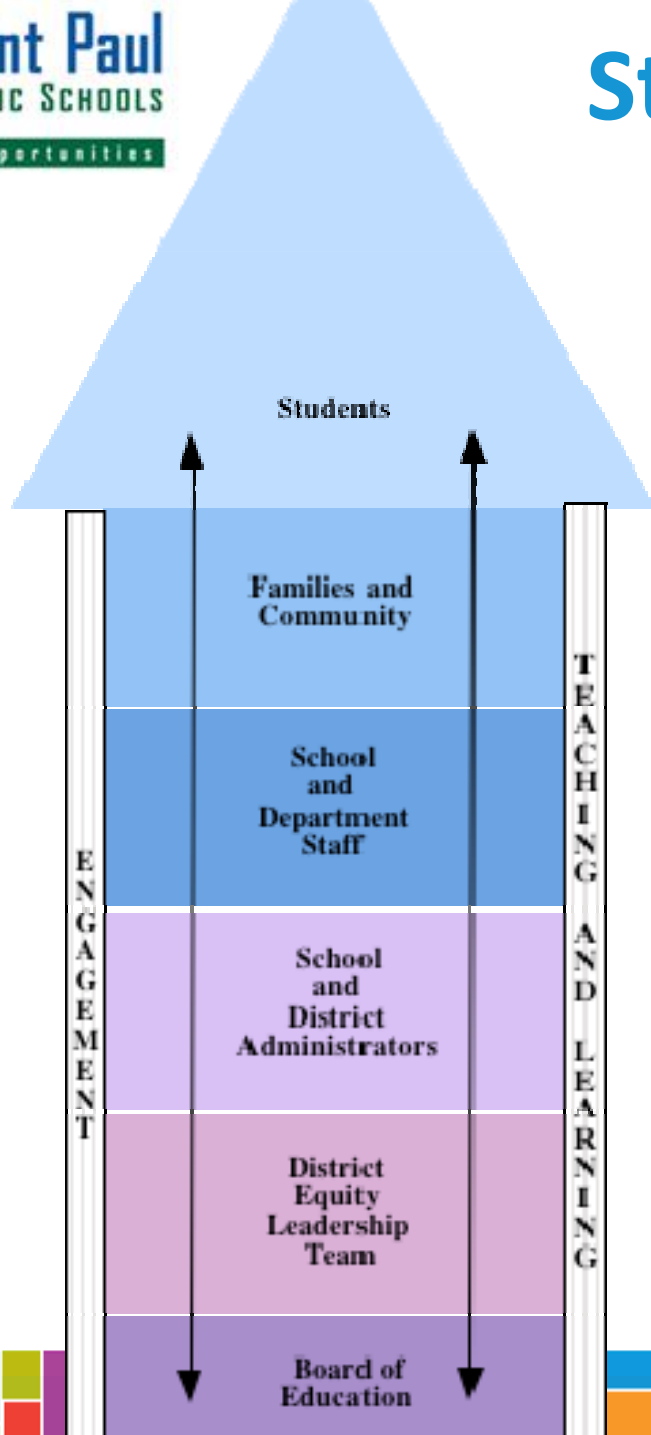
B. Teaching and Learning

To increase the capacity of district staff to effectively teach a racially and culturally diverse and changing student population, teachers and other staff will work collaboratively to implement culturally responsive instructional practices an curriculum.



NEXT STEPS

Stakeholder Input



- Student groups
- Districtwide Parent Advisory Committee (DPAC)
- SSSC Action Teams
- District Equity Advisory
- Board of Education
 - 1st reading – T 5/21
 - 2nd reading – T 6/18
 - 3rd reading – T 7/16

Proposed Policy: Racial Equity

Michelle Bierman
Assistant Director
Office of Equity

Joe Munnich
Administrator
Policy, Planning and
Intergovernmental Relations

Board of Education – May 21, 2013

SPPS Integration Plan 2013-2016



Board of Education Meeting
May 21, 2012

Purpose

The purpose of this presentation is to provide a brief overview of the proposed SPPS integration plan for 2013-2016.

Integration Plan Aligns to SSSC

- This updated Integration Plan very closely aligns to *Strong Schools, Strong Communities (SSSC)* and district racial equity work.
- SPPS integration efforts focus on providing families with school choice options.

Integration Goals

- The aim of our integration efforts is to accomplish racial equity in schools and improve achievement of all students.
- In alignment with SSSC, the integration goals are metrics from the Equity Vision Card, plus a metric regarding Reflecting St. Paul.
- Progress on the goals will be tracked annually.

Integration Goals

(taken from SSSC Equity VisionCard*)

Measure	Vision Level
MCA: Difference between race/ethnic groups in % proficient	<10 %age pts.
GRAD: Difference between race/ethnic groups in % passing on 1 st attempt	<10 %age pts.
Advanced Courses: Difference between race/ethnic groups in % passing	<10 %age pts.
Advanced Placement (AP) Tests: Difference between race/ethnic groups in % of students with score > 3	<10 %age pts.
International Baccalaureate (IB) Tests: Difference between race/ethnic groups in % of students with score > 4	<10 %age pts.
Graduation 4-year Cohort (New NCLB/NGA) Rate: Difference between race/ethnic groups in % graduating in 4 years	<10 %age pts.
Absences: Disproportionality Ratios between race/ethnic groups in % of students absent 11+ days	< 2.0
Reflecting St. Paul: Set-aside seats filled by students eligible for Reflecting St. Pau. (<i>*this metric is not from the Equity VisionCard</i>)	100%

Integration Revenue Uses

- The plan outlines how the district uses a variety of funding sources to support integration and equity efforts.
- State integration revenue specifically is used for:
 - Transportation
 - Student Placement Center
 - All day Kindergarten FTE
 - Academic Intervention Specialists
 - American Indian Programs
 - EMID programs and MRC
- These uses are similar to past years' plans.

Recommendation

That the Board of Education approve the
SPPS 2013-2016 Integration Plan for
submission to the Minnesota Department
of Education.



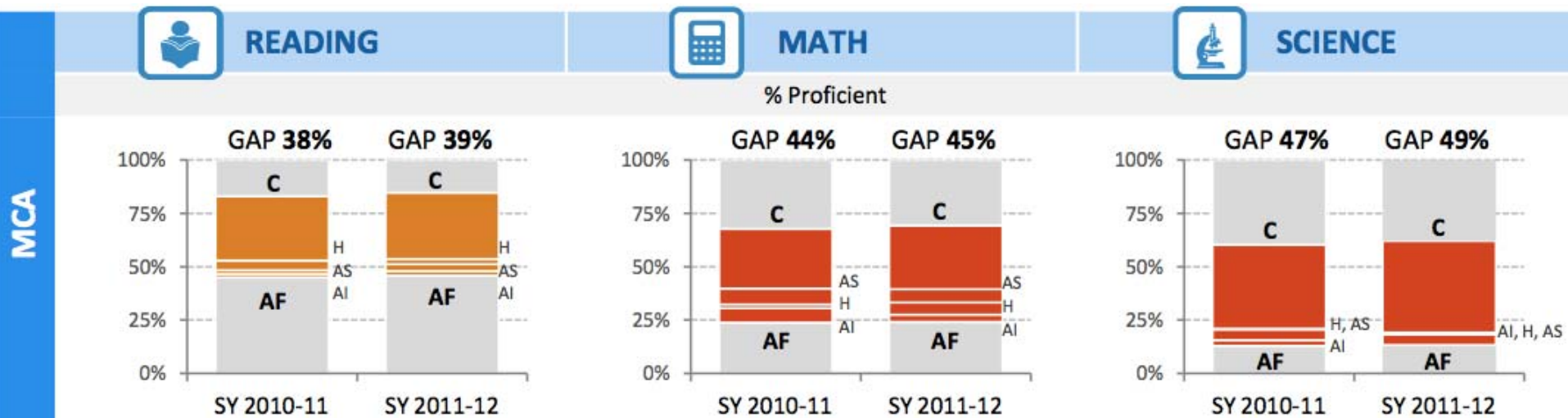
QUESTIONS?

Support Slides

- In case they're needed for Q&A.

MCA Percent Proficient

VISION: Highest-lowest gap < 10 percentage points



Race/Ethnicity: AI: American Indian, AS: Asian American, H: Hispanic, AF: African American, C: Caucasian

GRAD Pass on 1st Attempt

VISION: Highest-lowest gap < 10 percentage points



READING

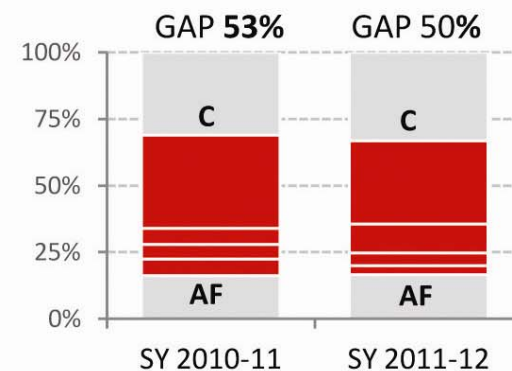
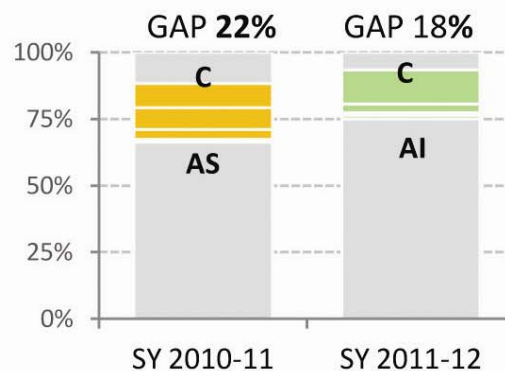
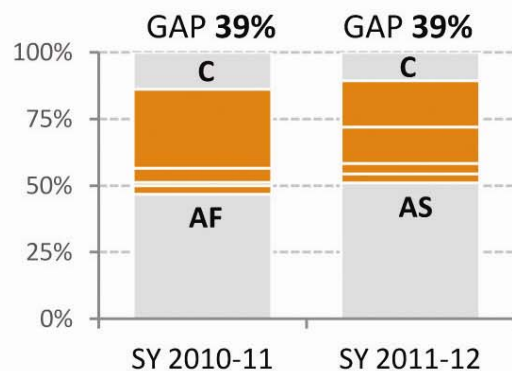


WRITING



MATH

% passing GRAD on 1st attempt



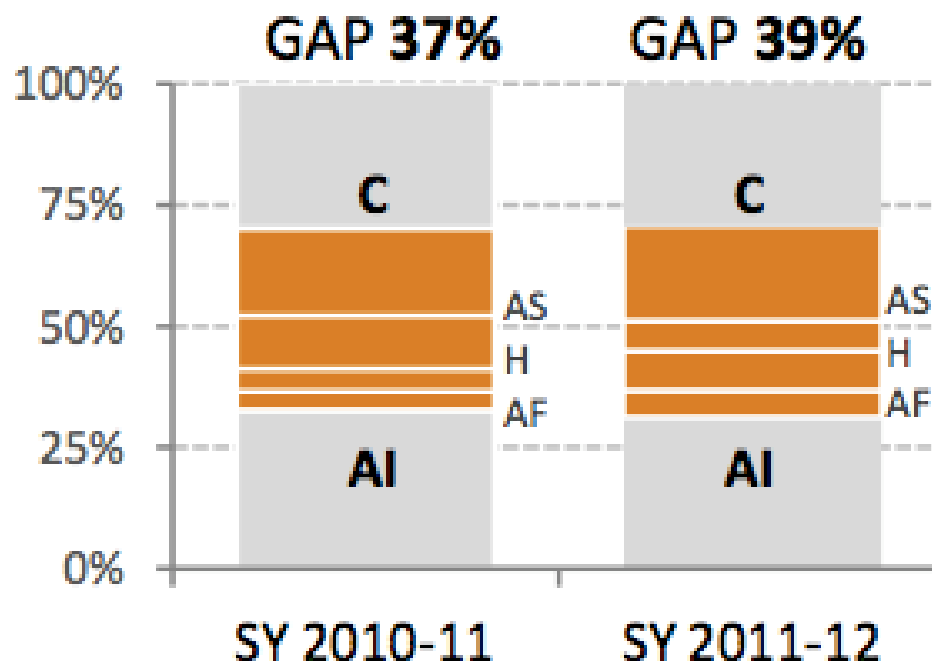
Race/Ethnicity: AI: American Indian, AS: Asian American, H: Hispanic, AF: African American, C: Caucasian

Advanced Coursework

VISION: Highest-lowest gap < 10 percentage points

ADVANCED COURSEWORK

% completing advanced coursework



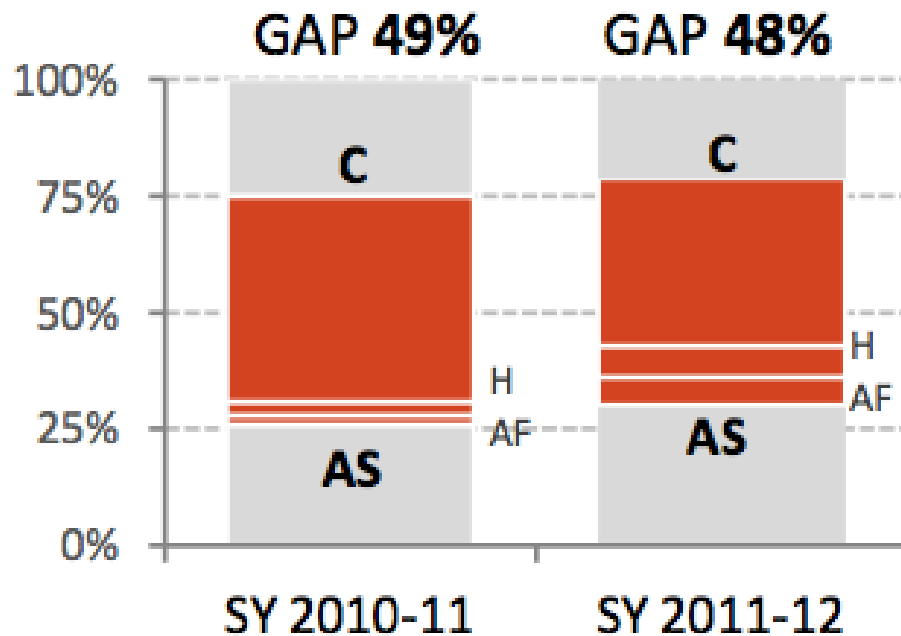
Race/Ethnicity: AI: American Indian, AS: Asian American, H: Hispanic, AF: African American, C: Caucasian

AP Test Score > 3

VISION: Highest-lowest gap < 10 percentage points

AP TEST PASS*

% of students passing AP exams



*American Indian student group not reported to avoid identifying individual students.

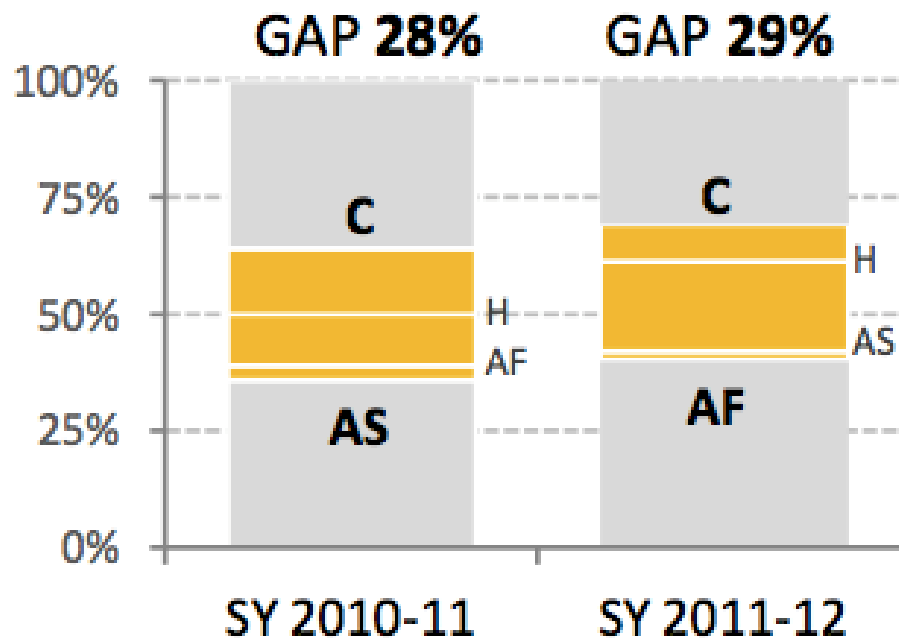
Race/Ethnicity: AI: American Indian, AS: Asian American, H: Hispanic, AF: African American, C: Caucasian

IB Test Score > 4

VISION: Highest-lowest gap < 10 percentage points

IB TEST PASS*

% of students passing IB exams



*American Indian student group not reported to avoid identifying individual students.

Race/Ethnicity: AI: American Indian, AS: Asian American, H: Hispanic, AF: African American, C: Caucasian

New NCLB/NGA Graduation

Rate:

How is it calculated?

of students in an adjusted cohort who received
a regular diploma

students in the adjusted cohort

Adjusted cohort = Original ninth grade cohort
+ transfers in – transfers out

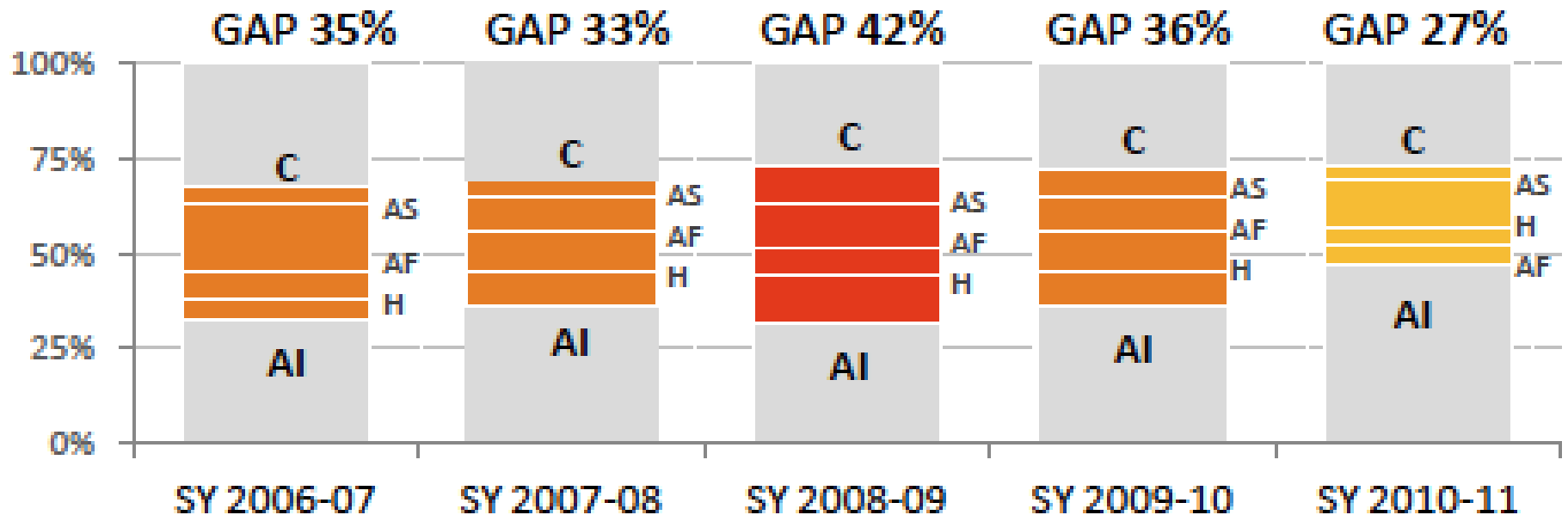


NGA Graduation Rate

VISION: Highest-lowest gap < 10 percentage points

NGA GRADUATION RATE

4-year cohort completion rate (SY 06-07 to SY 10-11)



Race/Ethnicity: AI: American Indian, AS: Asian American, H: Hispanic, AF: African American, C: Caucasian

As four-year graduation rates have increased, gaps have decreased; now at Baseline level, compared to Intervene in 2009-10 and Concern in 2010-11.

Disproportionality Ratios

How many times more likely is this student group to experience this outcome than the group with the lowest percentage?

$$\text{Absences Ratio (R)} = \frac{\%11+\text{DaysAbsent}_R}{\%11+\text{DaysAbsent}_L}$$

where L = Race/ethnic group with lowest %
absent 11+ days

Disproportionality: Example

$$\text{Absence Ratio (Caucasian)} = \frac{\%11+\text{DaysAbsent}_C}{\%11+\text{DaysAbsent}_{As}}$$

$$= \frac{20\%}{10\%} = \mathbf{2.0}$$

Caucasian students were twice (2.0 times)

as likely

as Asian American students to be absent

Absences

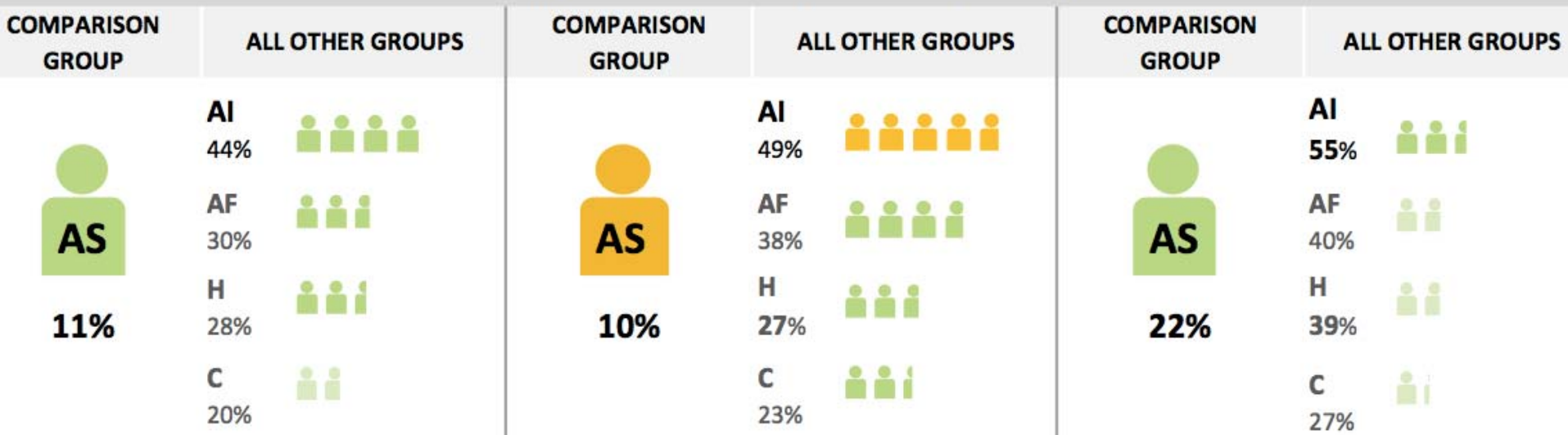
VISION: All race/ethnic groups < 2 times the lowest group

ABSENCES (ELEMENTARY)

ABSENCES (MIDDLE SCHOOL)

ABSENCES (HIGH SCHOOL)

How many MORE times likely are other groups to be absent 11+ days than the group with the fewest absences of 11+ days.



Race/Ethnicity: AI: American Indian, AS: Asian American, H: Hispanic, AF: African American, C: Caucasian

Integration Plan for Saint Paul Public Schools

2013 - 2016



Approved by Saint Paul Public Schools Board of Education on
DATE TBD

Prepared by the Office of the Superintendent

Integration Plan for Saint Paul Public Schools

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I. DISTRICT OVERVIEW

A. District Information

- Saint Paul Public Schools, Independent School District #625
- 360 Colborne St., St. Paul, MN 55102
- Superintendent: Valeria Silva, (651) 767-8152, supt.silva@spps.org
- Preparer of plan: Jacqueline Statum Allen, Strategic Initiatives Administrator, (651) 767-8192, jacqueline.allen@spps.org
- Type of plan: Three year Intra-district plan
- Date of Board approval of plan: TBD
- Date of submission to MDE: TBD

B. Introduction

This Integration Plan has been developed to comply with the Minnesota Statutes, section 124D.86 and Minnesota Rule 3535.0100. The Plan has been developed and written with the primary purpose of creating and expanding educationally justifiable opportunities that contribute to an integrated learning environment, consistent with the intent of Minnesota state integration funding.

The mission of Saint Paul Public Schools (SPPS) is to provide a premier education for all. In accordance with that mission, the policies and practices of the SPPS Board of Education and leadership are to promote inclusive and integrated learning environments. This is seen in the district's program for providing school choice to the families of Saint Paul, which results in increased interracial interaction between students, and in initiatives to improve the academic performance of protected-class students at all SPPS schools. These activities are funded by integration revenue from the State of Minnesota and local taxpayers, as well as from multiple funding sources both within and outside the district.

The Integration Plan is aligned with the district's comprehensive strategy that was approved unanimously by the Board of Education in March of 2011 – *Strong Schools, Strong Communities*. More detail will be provided in the pages that follow about how the *Strong Schools* strategy works hand-in-hand with the Integration Plan. For now it is important to emphasize that the Integration Plan is not a piecemeal effort or supplemental appendage to everyday business at SPPS. Rather, it is an integral, connected expression of the mission and comprehensive improvement agenda of Saint Paul Public Schools.

C. Demographic Overview

With approximately 39,000 students, Saint Paul Public Schools is one of Minnesota's largest school districts. It is also among the state's most diverse districts. Its population of students of color has increased from 16 percent in 1976 to 76 percent at the beginning of the 2012-13 school year. Caucasian enrollment has declined from 84 percent to 24 percent during that same period. Seventy-two percent of Saint Paul Public Schools students are eligible for free or reduced price lunch. Forty-six percent of our students speak a language other than English at home. However, these figures tell only part of the story.

Unlike many other urban districts, the population of students of color in Saint Paul is itself diverse. In the current school year, 29 percent of our students are African American, 31 percent are Asian American, 14

percent are Hispanic/Latino, and 2 percent are American Indian. One in nine of the students included in the “African American” category are first-generation African immigrants, with significant populations from Somalia, Ethiopia, Eritrea, and Liberia. The Asian American students are primarily Hmong, but also include substantial numbers of Karen, Vietnamese, and Cambodian students. This rich mix of cultures is a major strength of the district’s schools.

D. Racially identifiable schools

Listed below are the current racially identifiable schools in the district. With full implementation of *Strong Schools, Strong Communities* in September 2013, along with resulting changes in elementary school choice, we anticipate that the community schools (Bruce Vento, Hamline, Maxfield, and Riverview) will be less racially identifiable. Similarly, with fewer magnet school programs remaining next school year, Mississippi Magnet Elementary could also attract more Caucasian families seeking a specialized school program.

However, due to the nature of their dual language immersion programming, the percentage of students from protected groups at the dual immersion schools (Jackson, Phalen, and Wellstone) is likely to remain high, as families take advantage of the specialized programming opportunity to learn with a language immersion emphasis.

Details are provided in the Resources to Schools, Budget Narrative, and budget worksheets about the special resources and services allocated to these schools.

Table 1: List of Racially Identifiable Schools

Name of School	Type of Program
Bruce Vento Elementary	Community School
Hamline Elementary	Community School
Maxfield Elementary	Community School
Riverview	Community School Regional Magnet - Spanish/English Dual Language Immersion
Mississippi Magnet Elementary	Regional Magnet - Arts
Obama Elementary	District Magnet - Preparatory Elementary
Jackson Preparatory Academy	Regional Magnet - Hmong Dual Language Immersion Regional Magnet - Hmong Language and Culture Regional Magnet - Hmong Studies
Phalen Lake Hmong Studies	Regional Magnet - Hmong Dual Language Immersion Regional Magnet - Hmong Language and Culture Regional Magnet - Hmong Studies
Wellstone Elementary	Regional Magnet - Spanish/English Dual Language Immersion District Magnet - BioSmart

E. District Strategy – *Strong Schools, Strong Communities*

In 2011, the district embarked on a three-year strategic plan called *Strong Schools, Strong Communities*, which calls for the most dramatic changes in achievement, alignment and sustainability within SPPS in the last 40 years. The district's leadership developed the plan following months of community engagement. It was unanimously approved by the seven-member Board of Education in March 2011.

Through the plan, the District is working to fulfill its mission of providing a premier education for all students while reducing disparities in student outcomes that are racially predictable. The plan's three essential goals are Achievement, Alignment and Sustainability.

Several initiatives are included with the plan. Listed below are some of the most significant components.

Geographic Areas

The school district was divided into six geographical Areas (A-F). St. Paul is unusually integrated in terms of the various racial and ethnic groups who live in communities throughout the city. When establishing the six geographic Areas, SPPS paid careful attention to ensure that the racial and socio-economic make-up of each Area was diverse and reflected the demographic makeup of the city as a whole.

School Choice

The school choice process was modified for the 2013-14 school year and gave students preference to attend community schools within their Area. At the same time, regional and district magnet schools and programs were strengthened for families who prefer to pursue specialized programs such as arts, language immersion, cultural education, science or other programs. Students are eligible to receive district-provided transportation to any community school within their Area, as well as to regional and district magnet schools. The school choice process will be discussed further in section II.I.1.d of the plan.

Pathways

The *Strong Schools, Strong Communities* strategic plan also established a clear road map of the schools each student will attend as they transition from elementary to middle school to high school, based on where they live (community pathways) or their specialized program of study (program articulations).

Middle Grades Transition

Additionally, the district moved from the junior high model, serving grades seven and eight, to a middle school model, which places grades six through eight in the same building. This change allows students more time to build stronger relationships with their teachers and other staff during a critical stage in their educational careers.

Vision Cards

Progress toward the goals of the *Strong Schools, Strong Communities* plan is monitored and reported annually through eight Vision Cards. As the focal point of the accountability system, Vision Cards keep the district strategically focused and use specific and measurable metrics to track progress. The Vision Card topics are: achievement, equity, student data and work, leadership, partnerships, professional development, resources, and operational excellence. Each Vision Card is completed and presented to

the Board and public annually, and can be found at the following website:

<http://accountability.spps.org/visioncards> .

F. District Focus on Racial Equity

Historically, SPPS has recorded significant disparities in student outcomes that are racially predictable. In response, the district is engaged in a multi-year racial equity work. This work, designed to reduce racial disparities and predictability in achievement for all students, is divided into two phases.

Phase one began in 2009 and is ongoing. The focus is on engaging, deepening, and sustaining conversations with multiple racial perspectives in order to interrupt systems that contribute to racial disparities and predictability. This is being done through personal, professional, and organizational development of the skills and knowledge to lead from a racial equity lens and to develop equitable systems, policies, and practices. All school sites have established Equity Teams to lead the work, and district departments are also engaged in training with their staff. The Board and Superintendent's Cabinet lead this work and participate in ongoing racial equity training. The district has developed a district-wide racial equity transformation plan and is in the process of drafting a racial equity policy.

Phase two begins in July 2013. The goals of this phase are to:

- establish culturally responsive teaching
- build family and community relationships through a racial equity lens
- expand the use of student voice in the racial equity work
- continue to support district and site leadership as they lead the work with their sites and departments.

A more detailed five-year development plan is attached at the end of this report.

II. INTEGRATION COMPONENTS

G. Community Collaboration

Saint Paul Public Schools engages the community in many ways throughout the year. Specifically on this topic, a Districtwide Action Team (DAT) for School Choice and Integration began meeting in fall 2011 to inform the development and implementation of the *Strong Schools, Strong Communities* strategic plan. The DAT is comprised of district employees, parents, community members, and Board members.

Specific to integration, in 2012 the team served an integral role in the finalization of community school boundaries, called community school zones, which promote increased racial and socio-economic diversity at the schools. The School Choice and Integration DAT also helped shape the Reflecting St. Paul program, a process to set aside 20% of available seats at the district's lowest poverty schools for students from high-need neighborhoods. Finally, additional recommendations made by the School Choice and Integration DAT were considered in the development of this integration plan, such as priorities and guidelines for achieving diversity at schools through the school choice process.

H. Integration Goals

While our integration strategies are centered on providing school choice, they focus squarely on the end results of equity and achievement for all our students. As part of the accountability of the *Strong Schools, Strong Communities* plan, progress is tracked and reported annually through Vision Cards, briefly mentioned earlier. One of the Vision Cards is Equity, in which we compare the results of student racial groups across several measures. The goal of SPPS is to eliminate racially disproportionate impacts reflected in these measures. This will be done while continuing to encourage high achievement for all, and by closing the gaps by improving the performance of the lowest-performing groups. The Equity Vision levels (multi-year targets) include:

- 1.) Less than 10% achievement gap between any two student racial groups on percent proficient on MCA Reading, Math, and Science
- 2.) Less than 10% achievement gap between any two student racial groups on percent passing GRAD test on first attempt in Reading, Writing, and Math
- 3.) Less than 10% achievement gap between any two student racial groups on percent completing advanced coursework
- 4.) Less than 10% achievement gap between any two student racial groups on percent passing Advanced Placement (AP) exams
- 5.) Less than 10% achievement gap between any two student racial groups on percent passing International Baccalaureate (IB) exams
- 6.) Less than 10% achievement gap between any two student racial groups on graduation rate, as measured by four-year adjusted cohort completion rate.
- 7.) Less than two times more likely for any student racial group to be absent eleven times or more when compared to the group with the lowest percentage of eleven or more absences at the elementary, middle school, and high school levels.

Another goal of our integration plan is to increase diversity at the district's lowest poverty schools through participation in the Reflecting St. Paul program.

- 8.) 100% of seats set aside as part of the Reflecting St. Paul program are filled by eligible students from high-need neighborhoods.

I. Strategies for Meeting Integration Goals

1. Internal Initiatives

1.a. Community and Magnet Schools

Saint Paul Public Schools believes students and families should have access to high-quality schools in their own community, as well as access to magnet schools that offer specialized academic programming. Additional information about specialized academic programs is provided in the in the appendix.

At the elementary level, 22 community schools offer high-quality general studies programs with a school choice preference to students who live within the school's Area. SPPS has eleven elementary **district** magnet schools and programs, which all students living in the city are eligible to attend. Likewise, there are ten **regional** elementary magnet schools and programs. A regional magnet program

serves two or more Areas, and students living within the region are given school choice preference. Elementary magnet school options include aerospace, language and culture, gifted and talented, International Baccalaureate, language immersion, arts, science, and Montessori.

At the secondary level, each of the six Areas offers one community school option for middle and high school students. These schools also offer **district** and **regional** magnet programs. Additionally, for secondary students there are five district magnet schools. The secondary magnet options include aerospace, language and culture, gifted and talented, International Baccalaureate, advanced placement, language immersion, arts, science, and Montessori.

1.b. Student Placement Center

The Student Placement Center (SPC) serves as the first stop for most families seeking an SPPS school; therefore, it is a key component of the district's school integration efforts. The SPC provides connections and services to three main groups: students and their families, district schools and departments, and the community (in the areas of enrollment and records).

The Student Placement Center oversees the district's school choice and application process for students entering all grades, PreK through twelve. Thus far in the 2013 school choice season, the SPC has processed over 16,700 applications. A multilingual staff provides information to families in their own language. In 2012, over 10,600 families visited the SPC office for intake and pre-registration services. Another important component of the school choice process is outreach by SPC staff. Staff members from the SPC take part in hundreds of events each year, such as visits to ECFE groups, Head Start centers, preschools, family centers, parent groups, city events and celebrations, and other district programs. In 2012, the SPC interacted with 5,200 families and attended 266 outreach events.

The Student Placement Center provides data support to schools and district departments, from the initiation of student CAMPUS records and ID numbers through pre-enrollment, early childhood screening, general early childhood education and other special programs. Records for all students who attended Saint Paul Public Schools are archived at the SPC office. The Student Records team oversees microfilming and scanning records, produces transcripts and diploma copies, maintains immunization records and responds to miscellaneous requests for student information. In 2012, the SPC responded to more than 5,100 requests for records and other information and processed over 23,000 cumulative records.

The pre-enrollment process includes administering the W-APT (WIDA-ACCESS Placement Test) language assessment in collaboration with the English Learner Department. SPC secures records for review and placement of students, including those receiving special education services. All students also receive a health assessment and, when needed, immunization updates and connections to community health resources. In 2012, the SPC processed over 20,000 health records.

1.c. Diversity Set-aside – Reflecting St. Paul

Reflecting St. Paul is a program designed to integrate our schools, while more closely aligning the demographic makeup at the district's lowest poverty schools with the demographics of the city. Reflecting St. Paul begins by identifying the district schools with low poverty – specifically a free and reduced-price lunch percentage that is 20 points or more below the district average. At those schools, 20% of available seats are reserved for students residing in high-need neighborhoods. Those high-need neighborhoods are identified as census blocks that have:

- high proportions of families with students eligible for free or reduced price lunch
- high proportions of residents with a home language other than English
- low rates of student reading and math proficiency.

This program supports the availability of choice for families from high-need neighborhoods. Typically, schools with the lowest poverty in the district are among those in highest demand, resulting in annual waitlists. The Reflecting St. Paul program gives these families preference in the school choice lottery process, if they choose to apply.

The program does not stop with placement at the low-poverty school. Supports must also be in place to ensure that Reflecting St. Paul students thrive in their performance at the school. District work in Culturally Responsive Teaching, discussed later in section 1.f, is one such support. Additionally, next school year, the district's Office of Equity will be introducing the position of cultural specialist to support students and teachers as the schools progress in their equity work.

1.d. School Choice Application Process

All families entering Saint Paul Public Schools for the first time, or re-entering after one year with no SPPS enrollment, must complete a school choice application. While families are encouraged to submit a choice application by the due date (generally in February for the upcoming school year), applications are accepted throughout the year. The application is available online and on paper in the five most common home languages (English, Hmong, Spanish, Karen and Somali).

As mentioned earlier, The *Strong Schools, Strong Communities* plan organized the district into six different geographic Areas (A-F). All addresses in St. Paul are assigned a Community School Zone (CSZ), which is the geographic vicinity immediately surrounding a community school. There are multiple CSZs within each Area.

A priority system has been set up to match student choice applications with available seats at every school in the district. The rules are based on layers of factors that prioritize keeping families together, encourage learning closer to home, and provide programs and services that help achieve more racial and socio-economic diversity in the schools.

If the number of applications for a school exceeds the number of spaces available, the following layers of priorities are used to determine school placement. Students with siblings who currently attend the requested school will receive priority within each of the following priorities.

Table 2: School Choice Priority System

Community Schools	Elementary Schools		Middle and High Schools
	Regional Magnets	District Magnets	
1. CSZ	1. Region	1. Reflecting St. Paul	1. Magnet articulation
2. Reflecting St. Paul	2. Reflecting St. Paul	2. Specific employee group consideration	2. Area
3. Specific Employee consideration	3. Specific employee group consideration	3. District	3. Specific employee group consideration
4. Area	4. District	4. Out of district	4. Region
5. District	5. Out of district		5. District
6. Out of district			6. Out of district

1.e. Budget Allocation to Schools

In order to promote academic achievement, specifically to address the pervasive achievement gap between students of color and their Caucasian peers, the district allocates additional resources – above and beyond the standard funding formula – to schools most in need of academic performance improvement. The resources are provided through several funding sources including general education funds, Title I, competitive grants, compensatory education funding, and state integration revenue. The resources the schools receive include, but are not limited to, additional teacher FTEs to allow for smaller class sizes, funding for pre-kindergarten and full-day kindergarten programs, and academic intervention specialists to provide additional support to students.

1.f. Culturally Responsive Teaching

Culturally Responsive Teaching is an initiative to build on and develop system-wide instructional practices that are culturally responsive and increase the capacity of district staff to effectively teach a racially, economically, and culturally diverse student population. SPPS has created culturally responsive teaching cohorts, which include classroom action research and student observations.

2. Initiatives in Partnership**2.a. Community Partnership Framework**

Strong community partnerships are another source of support for our schools. As we transition to a greater emphasis on community schools through *Strong Schools, Strong Communities*, effective work with community partners is more important than ever. To ensure the effectiveness of those partnerships, and based on input from the Districtwide Action Team on Partnerships, SPPS has created and is implementing a new Partnership Framework.

The Partnership Framework will help SPPS better recruit, track, evaluate and support its community partners. It provides a systematic way to ensure that students and families have access to and support from a variety of culturally and racially congruent, community-based partners that provide high-quality educational and other experiences. This is critical if families in all neighborhoods are to have access to high-quality education and services. With strong partners, less affluent community schools can be

supported both internally and externally to deliver an equitable education to all students regardless of neighborhood.

Further, the Partnership Framework allows the district to build high-quality programs that will override the perceptions held by many affluent families: namely, that the more diverse an environment is, the less rigorous the education will be. Shifts in those perceptions will assist efforts to integrate the racially identifiable schools.

Strategic use and placement of community partners are vital. The Framework will ensure our ability to infuse every school in every community with partners that (1) align with our vision for success, and (2) understand our culture of providing a high-quality education for all students – and the role they play as community-based organizations. The Partnership Framework will create equity throughout SPPS from building to building, creating high-quality options for families in every building, while supporting efforts to close the achievement gap.

2.b. Inter-district Classroom Partnerships

The goal of the inter-district classroom partnerships is to increase cross-district integration with a focus on high-quality education opportunities. The alignment of the programs with the state standards makes it a valuable asset for teachers and principals in SPPS and the ten East Metro Integration District (EMID) participating districts.

In the current school year the SPPS Office of Family Engagement and Community Partnerships, in collaboration with Stillwater Area Schools, expanded the classroom partnership model. The primary focus was providing SPPS students in grades K-5 with year-long classroom partnerships with students from partnering EMID districts. The classroom partnerships were also expanded to include AVID (Advancement Via Individual Determination) program collaborations. This year the program provided interracial contact experiences for 720 SPPS students from 13 SPPS sites. The goal is to expand these numbers by 50% each year over the next three years.

Likewise, starting in the 2013-14 school year, college readiness opportunities through classroom partnership experiences will be expanded. The college readiness initiative focuses on bringing students together from SPPS and the ten EMID districts to engage in college-level course work in collaboration with SPPS administrative staff and Metro State University.

2.c. SPPS/EMID Summer Camps

SPPS currently offers summer camps with the focus on providing cross-district integration through collaboration with EMID districts and community partners. The camps are designed to provide high-quality summer learning opportunities to students from diverse backgrounds. These camps serve SPPS students who could not otherwise afford such opportunities and students from the ten EMID member districts, providing them access to high-quality St. Paul assets like the Science Museum of Minnesota and Como Park Zoo.

The SPPS/EMID summer camps include a focus on academic enrichment, artistic expression, health and wellness, and college exploration. For the summer of 2013, the following camps are being offered:

- American Indian Camp
- Como Zoo
- Arts US- Camp Terranga
- Science Museum
- Belwin Science Camp
- K- Camp
- NYSP – St. Thomas
- Sanneh Foundation Captains camp
- Concordia Language camps

J. Evaluation

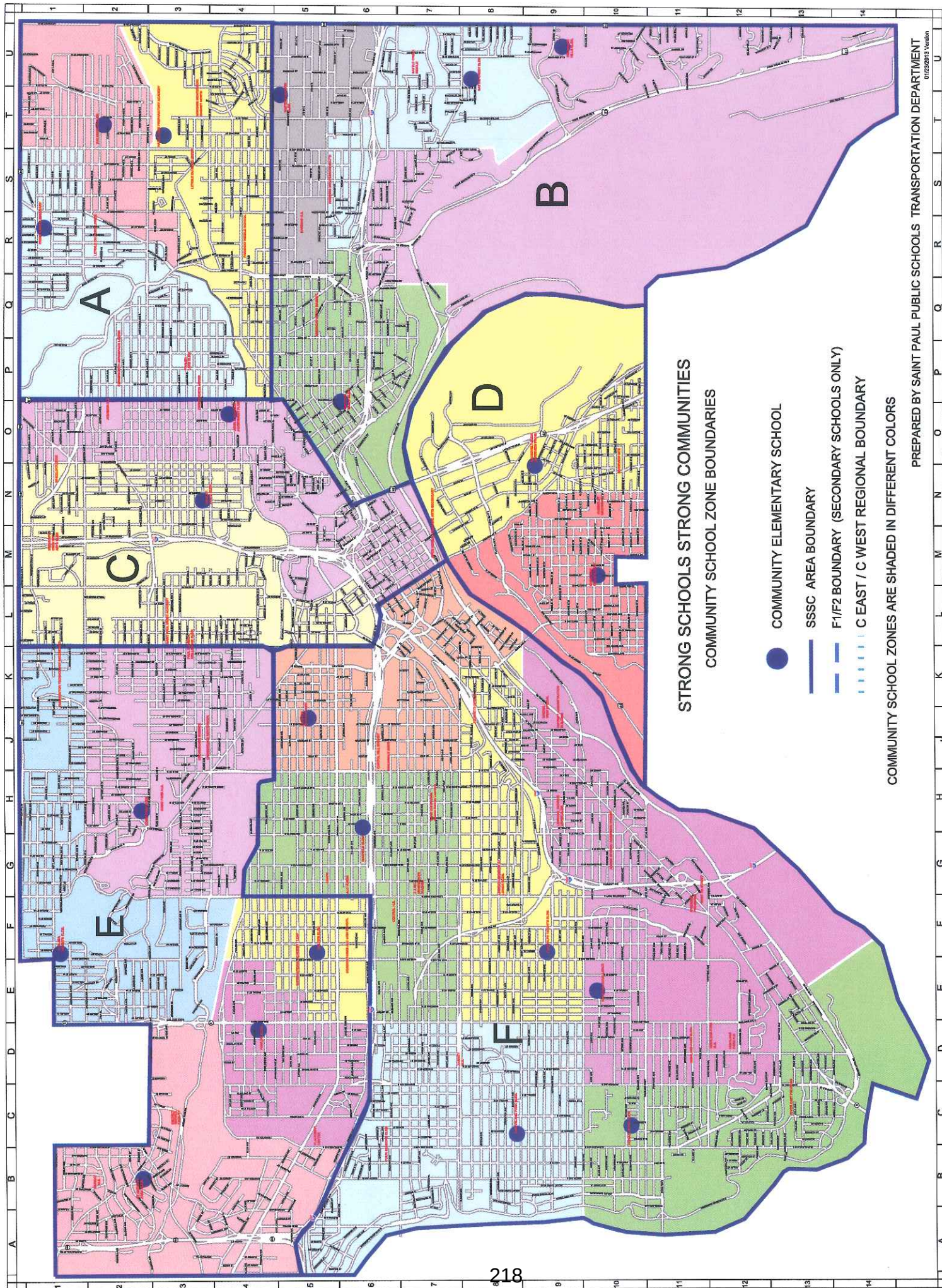
The integration goals as detailed above will be monitored throughout the year and reported annually. Measures 1 - 7 are included in the goals of *Strong Schools, Strong Communities* and will be included in the Equity Vision Card, which is presented to the Board and public once a year. The Vision Card is also posted online. Measure 8 will be tracked each year during the school choice process, beginning with results from on-time applications in April and throughout the spring and summer prior to the start of school.

K. Budget Narrative

Saint Paul Public Schools will receive an estimated \$11,792,664 in integration revenue for the 2013-14 fiscal year. This amount is an estimate because state legislators have not yet finalized school funding.

Of the total amount, \$6.7 million will be utilized by school service support departments. The largest portion, \$4.1 million, will go towards school bus transportation costs. As stated throughout the plan, school choice, which relies on a robust transportation system, is the primary way in which integration is achieved at SPPS. The Student Placement Center, as detailed in section II.I.1.b, will be allocated \$1.7 million. The district's American Indian programs will receive \$0.6 million, to support programs at American Indian Magnet and services for American Indian students throughout the district. Finally, the remaining \$0.3 million will go towards East Metro Integration Districts (EMID) programs including the Multicultural Resource Center, an EMID collaboration, and the Classroom Partnership, discussed in section II.I.2.a.

Of the remaining amount, \$5.0 million will go directly to schools. These funds will go towards FTE for all-day kindergarten and Intervention Specialists at the schools as discussed in section II.I.1.e. Please see the budget worksheets for details on personnel costs. The remaining \$0.1 million is a pass-through amount that goes directly to EMID.



RACIAL EQUITY TRANSFORMATION IN SPSS – DEVELOPMENT PLAN

Year 1

**December
2010-2011**

- District Administrators and Principals began training for leadership (LEADS)
- School Board attend Beyond Diversity
- Selected staff (TOSA's, teachers, and staff) and community members attend Beyond Diversity
- DELT and School Board began leadership training
- Community and Family in Achievement Gap Action Team attended Beyond Diversity

Year 2

2011-2012

- District Administrators and Principals completed leadership training (LEADS)
- 100% of Assistant Principals, program managers, and supervisors attended Beyond Diversity
- 33 School Sites began Equity Team Training including Beyond Diversity and E-Team seminars.
- New District Administrators attended Beyond Diversity throughout the year
- Administration, coaches, district staff, and PARS attended Beyond Diversity
- Coaching training for district coaches, PBIS, special education, ELL, and content coaches

Year 3

2012-2013

- Administration, coaches, district staff, and school staff attend Beyond Diversity
- New building leadership staff and district attend Beyond Diversity throughout the year
- 33 School Sites complete E-team training
- 7 School Sites begin CARE Team training
- 24 school sites begin E-team training
- District-wide capacity building through equity program coaching, Professional Development support, and culturally responsive teaching
- Special Education Equity Development-All Special Education Supervisors, Resource Coordinators, Team Leads, and School Psychologists attend Beyond Diversity throughout the School Year.
- Special Education Equity Audits are conducted throughout school sites with separate Learning Centers for Special Education Students
- Establish a Special Education Equity Team to deepen and expand Special Education's racial equity systems transformational work.

Year 4

2013-2014

- 100% sites and programs have completed E-team training (61)
- Administration, coaches, district staff, and school staff attend Beyond Diversity
- New building leadership staff and district attend Beyond Diversity throughout the year
- 26 School Sites begin CARE Team training
- District-wide capacity building through equity program coaching, Professional Development support, and culturally responsive teaching
- School Social Workers, Early Childhood Special Education Teachers and support staff, Emotional/Behavior Disability Teachers and support staff attend Beyond Diversity as smaller cohorts, forming an E-Team to deepen their racial equity lens.

Year 5

2014-2015

- 26 School Sites complete CARE team training
- 24 School Sites begin and complete CARE team training
- Administration, coaches, district staff, and school staff attend Beyond Diversity
- New building leadership staff and district attend Beyond Diversity throughout the year
- District-wide capacity building through equity program coaching, Professional Development support, and culturally responsive teaching

Year 5 End

- 100% of SPPS staff have completed Beyond Diversity
- 100% of School sites have E-Teams and have completed training
- 100% of School sites have CARE Teams and have completed training
- SPPS addresses possible next steps-Parent, Community and Student training

Racial Equity Work Saint Paul Public Schools

Saint Paul Public Schools (SPPS) is engaged in a multi-year racial equity plan focused on the reduction of disparities and predictability in achievement for all students. Historically SPPS has a racial achievement gap. SPPS detailed five-year plan is attached at the end of this report.

This work is divided into two phases:

Phase I: 2009-Current

Goal:

Engaging, deepening, and sustaining conversations with multiple racial perspectives in order to interrupt systems, which contribute to racial disparities and predictability.

How:

This phase focuses on personal, professional, and organizational development of the skills and knowledge to lead from a racial equity lens and begin to interrupt systems, policies, and practices that perpetuate systemic inequities.

Equity Teams have been established at all school sites to lead the work and district departments are also engaged in training with their staff. The Superintendent's Cabinet, School Board are leading this work and are participating in on-going racial equity training. The district has developed a district-wide equity transformational plan and a draft equity policy that is slated for implementation July 1, 2013.

District staff is also attending foundational racial equity training. District leadership is participating in ongoing training to lead the racial equity work by developing and deepening their personal, professional, and organizational racial equity capacity.

Phase II: July 1, 2013-ongoing

Goals:

1. Culturally Responsive Teaching

Build on and develop instructional practices system-wide that are culturally responsive and increase the capacity of district staff to effectively teach a racially, economically, and culturally diverse student population.

2. Family and Community

Build on and develop family and community relationships through a racial equity lens, which includes transforming, and developing equitable practices for family and community to engage with SPPS both district-wide and at school sites.

3. Student Voice

Expand and include student voice in the development, feedback, and implementation of culturally responsive teaching practices, curriculum, and family engagement.

4. Leadership

Continue to support district and site leadership as they continue to lead the work with their sites and departments.

How:

- Academic content areas and departments collaborate to expand and share culturally responsive pedagogy already in place. Example; Reader's Workshop-narrating the CRT practices within this training and how other areas could replicate.
- Engage and collaborate with the Equity department on how they can be a resource and support to the academic departments and content areas as they continue to build culturally responsive pedagogy in their professional development and teacher training.
- Engage and collaborate with Family Community Engagement and reach out to parent and community stakeholders to co-design systems that meet our family and community needs and wants.
- Engage students through bringing student voice to the development and implementation of culturally responsive curriculum as well as community partnerships and staff professional development. (Students and staff working together).

Process:

- District leadership and School Board lead, implement, and monitor the district-wide equity transformation plan and equity policy.
- Train and coach teachers in culturally responsive instructional practices.
- Build on and develop reciprocal relationships with family and community both at the district and school-site level. (Family nights at the MRC, Open Houses, and Equity Council are all examples)
- Continue to build and deepen the skill and knowledge of district principals, district leadership, Superintendent's Cabinet to lead the racial equity work by developing and deepening their personal, professional, and organizational racial equity capacity.
- Student and staff collaboration on instruction and curriculum and inclusion of student voice in multiple venues. (Focus group, course feedback, professional development with students and staff)
- All staff attends Beyond Diversity to learn and apply a protocol to engage in Courageous Conversations about race.
- School-wide equity teams deepen their capacity to lead school-wide equity development.
- Through the Multi-Cultural Resource Center (an East Metropolitan Integration District Partnership) continue to provide equity programming and student field experiences aligned to academic achievement and racial equity goals.

PATHWAYS AND MAGNET/SPECIALIZED LEARNING PROGRAMS

COMMUNITY SCHOOL PATHWAYS

	ELEMENTARY	MIDDLE	HIGH SCHOOL
A	Frost Lake Hazel Park Prep The Heights	Parkway (6-7) Hazel Park Preparatory (8th)	Johnson
B	Battle Creek Dayton's Bluff Eastern Heights Highwood Hills	Battle Creek	Harding
C	Bruce F. Vento John A. Johnson	Washington Technology	Washington Technology
D	Cherokee Heights Riverview School	Humboldt Secondary	Humboldt Secondary
E	Chelsea Heights Como Park Galtier Hamline St. Anthony Park	Murray	Como Park
F	EXPO for Excellence Groveland Park Horace Mann School Jackson Preparatory Maxfield Randolph Heights	Ramsey (F1) Highland Park (F2)	Central (F1) Highland Park (F2)

MAGNET/SPECIALIZED LEARNING PROGRAMS

ELEMENTARY	MIDDLE	HIGH SCHOOL
FINANCE		
Not available	Not available	Como Park
FRENCH IMMERSION		
L'Etoile du Nord	Ramsey	Central
HMONG/ENGLISH TWO-WAY IMMERSION, HMONG STUDIES OR HMONG LANGUAGE & CULTURE (MIDDLE/HIGH SCHOOL ONLY)		
Jackson Phalen Lake	Washington Battle Creek	Washington Harding
INTERNATIONAL BACCALAUREATE (IB)		
Ben E. Mays Hazel Park Highland Park	Ramsey Hazel Park Highland Park	Central Harding Highland Park
MANDARIN IMMERSION		
Hamline	To be determined	To be determined
MONTESSORI		
Crossroads Montessori J.J. Hill Nokomis	Parkway	Not available
PREPARATORY SCHOOL		
Obama	Not available	Not available
SCIENCE		
Crossroads Science	Humboldt (Environmental Science) Washington (BioSMART)	Humboldt Washington
SPANISH/ENGLISH TWO-WAY IMMERSION		
Riverview Wellstone, Paul & Sheila	Highland Park	Highland Park
SPANISH IMMERSION		
Adams Spanish Immersion	Highland Park	Highland Park
VISUAL AND PERFORMING ARTS		
Four Seasons Mississippi Creative Arts Saint Paul Music Academy Linwood Monroe	Creative Arts/ Open World Linwood Monroe	Creative Arts/Open World

MAGNET/SPECIALIZED LEARNING PROGRAMS

ELEMENTARY	MIDDLE	HIGH SCHOOL
ADVANCED PLACEMENT		
Not available	Not available	Como Park Humboldt Johnson Washington
AEROSPACE/ENGINEERING		
Farnsworth	Farnsworth	Johnson
AMERICAN INDIAN LANGUAGE & CULTURE		
American Indian Magnet	American Indian Magnet	Harding
BIOSMART		
Wellstone, Paul & Sheila Elementary	Washington	Washington
CAPITOL HILL GIFTED & TALENTED		
Capitol Hill Gifted & Talented	Capitol Hill Gifted & Talented	Highland Park
ENVIRONMENTAL SCIENCE		
Not available	Humboldt	Humboldt
EXPEDITIONARY LEARNING		
Not available	Open World	Open World

Integration Revenue Budget Worksheet FY14

Use this worksheet to provide budget data needed to calculate FY14 integration revenue.
Address general questions on Integration Revenue budget submission to the Office of Equity and Innovation, 651-582-8462. Return the completed worksheet by March 15th, 2013 to mde.integration@state.mn.us.
Electronic submission is required. Delete additional pages or those that do not pertain to your budget.

District Name: Saint Paul Public Schools
District Number: 625
Superintendent: Valeria Silva
Collaborative: East Metro Integration District (EMID)
District Contact: Jacqueline Statum Allen
Phone: (651) 767-8295
E-mail: jacqueline.allen@spps.org

Partner Districts:	Inver Grove Heights	Forest Lake	North St. Paul
	Roseville	South St. Paul	So. Washington Co.
	Stillwater	West St. Paul	White Bear Lake
	Spring Lake Park	EMID (District #6067)	

List all Racially Identifiable school sites in your district:

Hamline Elementary, Jackson Preparatory, Maxfield Elementary, Mississippi Magnet Elementary, Obama Preparatory, Phalen Lake Hmong Studies, Riverview Elementary, Wellstone Elementary, Bruce Vento Elementary

Integration Revenue	\$ 11,792,664.00
Alternative Attendance Revenue	\$ -
TOTAL REVENUE	\$ 11,792,664.00
Integration Revenue Contributed to Collaborative	\$ 73,292.00

Notes or Comments:

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2014 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair	_____	Date	_____
Superintendent	_____	Date	_____

MDE Approval: _____ Amount: _____ Date: _____

Integration Revenue Budget Worksheet
FY14
Inter-District Budget: Goal 1

District Number:

625

District Name:

Saint Paul Public Schools

TRANSPORTATION. As stated throughout the plan, school choice, which relies on a robust transportation system, is the primary way in which integration is achieved at SPPS. Families have a choice between community schools within their Area and regional/district magnet programs. Elementary school students are eligible for transportation if they live a half mile or more from school; secondary students receive transportation when living 1 mile or more from school.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
Transportation-City Wide	005	760	315	360	4,057,705	
TOTAL					4,057,705	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):
Participation from Your District (if not the RI):
Participation from Other Member Districts:

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff
39,500			

Total Program Participation:

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Notes or Comments:

Integration Revenue Budget Worksheet
FY14
Inter-District Budget: Goal 2

District Number:

625

District Name:

Saint Paul Public Schools

STUDENT PLACEMENT CENTER. Our Student Placement Center manages the school choice system, processing applications for entry into the magnet programs and manages the placement of students from other districts into our magnet programs.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
1.0 Director	005	106	315	110	96,639	
1.33 Non-Lic Inst Sup	005	106	315	144	58,525	
16.0 Non-Inst Support	005	106	315	170	827,067	
Other Salaries	005	106	315	185	60,000	
FICA	005	106	315	210	75,140	
PERA	005	106	315	214	71,211	
Health Insurance	005	106	315	220	198,572	
Other Employee Benefits	005	106	315	299	6,000	
Fees for Service	005	106	315	305	242,271	
Travel	005	106	315	366	1,000	
Non-Inst Materials	005	106	315	401	20,000	
Technology Equipment	005	106	315	402	30,000	
Postage	005	106	315	329	20,000	
TOTAL					1,706,425	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):

Participation from Your District (if not the RI):

Participation from Other Member Districts:

Total Program Participation:

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff
20,000	18.33		

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Notes or Comments:

Integration Revenue Budget Worksheet
FY14
Inter-District Budget: Goal 3

District Number:

625

District Name:

Saint Paul Public Schools

AMERICAN INDIAN PROGRAMS. The American Indian Program and American Indian Studies provide services and support support programs at American Indian magnet school and programs for students pursuing American Indian Studies and Language and Culture programs throughout the district.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
1.0 Director	005		315	110	102985	
.50 Educational Asst	005		315	131	20,626	
4.5 Teachers	005		315	140	257,545	
.50 Non-Inst Support	005		315	144	24,269	
.91 Non-Inst Support	005		315	170	48,896	
Other Salaries	005		315	185	1,100	
FICA	005		315	210	34,803	
PERA	005		315	214	6,843	
TRA	005		315	218	32,772	
Insurance	005		315	220	76,987	
Professional Growth	005		315	296	2,750	
Fees for Service	005		315	305	4,900	
Transportation	005		315	360	4,750	
Student Entry Fees	005		315	369	5,000	
Non-Inst Materials	005		315	401	6,412	
Food	005		315	490	3,100	
Postage	005		315	329	466	
Travel	005		315	366	500	
Portable/Attr Non Inst	005		315	402	3,000	
TOTAL					637,704	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):

Participation from Your District (if not the RI):

Participation from Other Member Districts:

Total Program Participation:

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff
800	7.41		

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Notes or Comments:

Integration Revenue Budget Worksheet
FY14
Inter-District Budget: Goal 4

District Number:

625

District Name:

Saint Paul Public Schools

EMID PROGRAMS. These funds will go towards East Metro Integration Districts (EMID) program - the Classroom Partnership.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
.80 Teacher	005	610	315	143	66,657	
1.0 Non-Inst Support	005	610	315	170	49,634	
FICA	005	610	315	210	8,896	
PERA	005	610	315	214	3,598	
TRA	005	610	315	218	6,059	
Insurance	005	610	315	220	14,288	
Non-Inst Materials	005	610	315	401	6,211	
TOTAL					155,343	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):

Participation from Your District (if not the RI):

Participation from Other Member Districts:

Total Program Participation:

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff
720	1.8		
700			

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Notes or Comments:

Integration Revenue Budget Worksheet
FY14
Inter-District Budget: Goal 5

District Number:

625

District Name:

Saint Paul Public Schools

MRC Center. This relates to operating the multicultural resource center, which is a collaboration between SPPS and the EMID districts. It is available to SPPS staff and also various classroom partnerships with member EMID districts.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
.75 Director	005	134	315	110	77,027	
.50 Non Inst Support	005	134	315	170	24,817	
Other Salaries	005	134	315	185	4,500	
FICA	005	134	315	210	7,791	
PERA	005	134	315	214	7,384	
Insurance	005	134	315	220	19,086	
Non-Inst Materials	005	134	315	401	15,898	
TOTAL					156,503	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):

Participation from Your District (if not the RI):

Participation from Other Member Districts:

Total Program Participation:

Projected (7/1/13)

Students Staff

Actual

Students Staff

5,000

1.25

1,000

Integration Revenue Budget Worksheet
FY14
Racially Identifiable School(s) Budget: Goal 1

District Number:

625

District Name:

Saint Paul Public Schools

ALL DAY KINDERGARTEN. Providing all-day Kindergarten to all students is a strategy to improve academic achievement. This support is intended to address goals #1-7 listed in the plan. Jackson, Phalen Lake, Riverview, Wellstone, and Obama are racially identifiable schools, along with other schools with significant populations of protected class students, that receive state integration revenue for all-day Kindergarten FTE. The other racially identifiable schools receive all day K FTE through other funding sources.

Line Item Description	UFARS	Code	(Required)			Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ		Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
31.75 Kinder Teachers		201	315	140		2,131,060	
FICA		201	315	210		163,037	
TRA		201	315	218		193,707	
Insurance		201	315	220		321,853	
TOTAL						2,809,657	\$ -

PARTICIPATION INFORMATION

Participation from the Identifiable School(s):

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff
350	12.25		

Participation from Other Schools in the District:

546	19.5		
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Total Program Participation:

896	31.75		
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Notes or Comments:

Integration Revenue Budget Worksheet
FY14
Racially Identifiable School(s) Budget: Goal 2

District Number:

625

District Name:

Saint Paul Public Schools

INTERVENTION SPECIALISTS. Providing academic intervention specialists to schools where student proficiency percentages are in need of improvement is a strategy to improve academic achievement. This support is intended to address goals #1-7 listed in the plan. Jackson, Phalen Lake, Riverview, Wellstone, and Obama are racially identifiable schools, along with other schools with significant populations of protected class students, that receive state integration revenue for intervention specialists. The other racially identifiable schools receive intervention specialists through other funding sources.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
22.75 Interv Teachers			315	143	1,683,591	
FICA			315	210	128,788	
TRA			315	218	153,040	
Insurance			315	220	230,616	
TOTAL					2,196,035	\$ -

PARTICIPATION INFORMATION

Participation from the Identifiable School(s):

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff
2,800	5		

Participation from Other Schools in the District:

8,500	17.75		
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Total Program Participation:

11,300	22.75		
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Notes or Comments:



Saint Paul
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MEMORANDUM

DATE: May 2, 2013

TO: Michael Baumann
Deputy Superintendent Schools and
Business Operations


FROM: Sara E. Guyette, A.I.A., LEED AP
Director of Facilities

SUBJECT: Project Labor Agreement
District-wide Security Panel Improvements

As per the Board of Education direction, please find attached responses received from the Solicitation of Comments on the potential use of a Project Labor Agreement (PLA) for construction projects over \$250,000 in estimated costs. Responses received are summarized below.

Please ensure that this is on the May 21, 2013 Board of Education agenda for action.

School Name	Description	Associated Builders & Contractors	Associated GC of MN	National Assoc of MNCont.	Saint Paul Build.+Trades Council	Admin.
District-wide	Security Panel Improvements	NR	NR	NR	NO	NO

NR = no response

Please advise if you have any questions.

Cc: Jeff Lalla, Tom Parent, Marilyn Polsfuss

Board of Education Meetings

(5:45 unless otherwise noted)

- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 11 Closed Meeting at 4:00 p.m.
- June 18 Closed Meeting at 4:30 p.m.
- June 18 Regular Meeting 5:45 p.m.
- July 16 Closed Meeting at 4:00 p.m.
- July 16 Regular Meeting 5:45 p.m.
- July 30 Closed Meeting at 4:00 p.m.
- August 20 Closed Meeting at 4:30 p.m.
- August 20 Regular Meeting 5:45 p.m.
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- September 17 Regular Meeting 5:45 p.m.
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.
- October 15 Regular Meeting 5:45 p.m.
- October 29 Closed Meeting at 4:00 p.m.
- November 12 Closed Meeting at 4:30 p.m.
- November 12 Regular Meeting 5:45 p.m.
- December 3 Closed Meeting at 4:00 p.m.
- December 17 Closed Meeting at 4:30 p.m.
- December 17 Regular Meeting 5:45 p.m.

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

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

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