

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
August 17, 2010

I. CALL TO ORDER

The meeting was called to order at 5:51 p.m.

II. ROLL CALL

PRESENT: Ms. Varro, Mr. Brodrick, Ms. Street-Stewart, Ms. Carroll, Mr. Hardy, Ms. Kong-Thao, Superintendent Silva, Mr. Lalla, General Counsel, Ms. Polsfuss, Assistant Clerk

ABSENT: Ms. O'Connell

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved the Board of Education approve the Order of the Consent Agenda as published. Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Carroll moved the Board of Education approve the Order of the Main Agenda as published. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of July 13, 2010

MOTION: Ms. Carroll moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education for July 13, 2010 as published. Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

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

V. **COMMITTEE REPORTS**

A. Committee of the Board Meeting of July 13, 2010

The Agenda included an update on Promise Neighborhood and St. Paul’s Learning Campuses and a Board work session.

1. **Update on Promise Neighborhood**

The United States Department of Education has made funds available for projects to transform neighborhoods by developing “cradle to career” services in specific distressed community areas. This is the Federal government’s attempt to replicate the successes achieved by the Harlem Children’s Zone. There will be 20 one-year planning grants made with a maximum amount of \$500,000 each. Applicants must match one-half of the amount being applied for. This match can be funding or in-kind services.

The Wilder Foundation, Saint Paul Public Schools (SPPS), the City of St. Paul, Ramsey County, the Summit University Planning Council, the Frogtown Neighborhood Association, the SPPS Foundation and the YWCA of St. Paul have joined together and have submitted an application to plan for and implement a Promise Neighborhood in the Frogtown and Summit University neighborhoods.

2. **Update on Learning Campuses**

Where the Promise Neighborhood targets a specific geographical area, the learning campuses focus on broader areas/outcomes. A learning campus is a geographic area in which school day and out-of-school activities are coordinated. In a learning campus, information, program opportunities, registration and transportation are coordinated to ensure all youth equitable access to high-quality activities and learning opportunities. This initiative grew out of the Second Shift Commission’s goal to provide equitable access to out-of-school-time learning opportunities citywide.

Six campuses have been identified. These zones reflect the location of existing youth-serving organizations. Each campus includes recreation centers, libraries, public, charter and private schools as well as community organizations. This effort will impact public, private and charter school students and will enhance opportunities for all students.

The COB meeting recessed at this point for the regular Board of Education meeting and resumed at the close of that meeting with a

3. **Work Session**

- Review of Budget and Finance Advisory Committee (BFAC) Applications and Discussion of the BFAC Charge
Extensive discussion was held on the committee’s purpose and charge and resulted in the following

RECOMMENDED MOTION: That the Board of Education communicate to the applicants that, at this time because of the enormous changes in the coming year, the Board is delaying appointments to the Budget and Finance Advisory Committee (BFAC) until later in the year, no later than January 1st. The Board will be in touch at a later time to communicate plans to set the charge and complete the appointment process.

The motion was approved with the following roll call vote:
Ms. Varro Yes

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	No
Ms. Kong-Thao	Yes

- Review of CEAC Applications
The CEAC process is predefined so there was no need for a new charge.

RECOMMENDED MOTION: That the Committee of the Board recommend the Board of Education appoint the following people to serve on the Capital Expenditure Advisory Committee (CEAC) for the 2010-11 school year: John Albers, Robert Blat, Josen Alejandro Brawk, Joan Decker, Edward Driscoll, Amy Filice, Phyllis Nystrom, Phillip Peterson, Kenneth Schultz and Richard Streeper.

The motion was approved with the following roll call vote:

Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	No
Ms. Kong-Thao	Yes

- Board Travel to Conferences
The Board consensus was to reschedule this subject to another meeting.
- Conflict of Interest Certifications
Conflict of Interest Certification forms were executed by Board members.
- Other
The Board Chair indicated meetings had occurred on developing the Superintendent's evaluation process.

MOTION: Ms. Varro moved, seconded by Ms. Carroll, that the Board of Education accept the report on the Committee of the Board meeting of July 13, 2010.

The motion was approved with the following roll call vote:

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

VI. **RECOGNITIONS** (Recognitions will resume in September.)

VII. **PUBLIC COMMENT**

A. Jeff Koon – Analysis of value added in areas of reading and math

VIII. **SUPERINTENDENT'S REPORT**

A. Summary of 2009-10 MAP™ Performance and 2010 AYP Results

The Superintendent stated the AYP status is not focused on gains but on meeting the targets. SPPS has a diverse population which comes into the district with a wide variation in background, abilities and achievement and the District must take those children from where they are and move them to the next levels. To make AYP a district must meet targets in all the various areas for two years in a row.

The Chief of Accountability, Planning and Policy was asked to provide an overview of the performance data. She stated the District must look at past performance in order to make informed decisions on which instructional and programmatic changes need to be made to meet the goals. AYP does not look at periodic gains so the Measures of Academic Progress (MAP) Assessment was implemented in one-half of the schools in SY 2009-10. She asked the Director of Research, Evaluation and Assessment to review the MAP progress, review an evaluation which was made correlating MAP to MCA-II and to describe the guidance this new data will provide to schools.

MAP measures of academic progress is used to predict individual student performance on the MCA and to show individual shortcomings so they can be addressed earlier in the school year in order to enhance performance on the MCA testing.

The Board was offered a more in-depth introduction to MAP at sessions to be scheduled later. A question was raised if similar opportunities are available to further the understanding of families. Response: MAP gives teachers the opportunity to address children who are behind through conferences with families and to offer support services to help families and students to move forward and to allow children and families to take ownership for moving achievement forward. The MAP data will inform instruction.

The Director of Research, Evaluation and Assessment stated MAP is a computer adapted test, it provides students questions and gauges students levels in reading and math and adapts to that level so the test varies by individual. The test is untimed so that pressure is relieved for students. It provides accurate data, it measures growth which MCA cannot do and the results are available immediately. The test will be given three times a year in reading and mathematics. One-half of the schools were piloted last year; all schools, grades 3 through 9, will be included this year including the special education centers.

MAP provides a benchmark assessment which can be used to assess a student's readiness for the MCA II. It can be used to identify students requiring academic interventions and provides data on individual student growth within a year and from year to year. The information is available quickly allowing teachers to facilitate timely interventions.

The numeric scale used by MAP is called a RIT (Rasch Unit Scale) which is an equal-interval scale from 150 to 300. It shows growth over time and independent of grade level. It is unique to MAP. A copy of the student report was provided; this report is available the day of testing. Classroom data is available within 24 hours of closing out. Results are provided to the student and teacher first and at district level last.

She went on to review year one SPPS MAP results indicating there was measurable growth in almost all grades for both subjects. The only exception was 9th grade reading where there was no improvement from Fall to Spring. The gains fell short of targets in all grades in both subjects. There was greater improvement in math than in reading. MAP results did anticipate the MCA II results. The District is showing improvement and schools are using the MAP results to help design instruction.

Caucasian students consistently performed at higher levels than the other four racial/ethnic groups. Special Education students had the lowest performance among all groups.

A request was made that the Board be provided a copy of the PowerPoint presentation.

The District also did a "linking study" to see how well the MAP predicted the MCA II performance and to assess the accuracy of the NWEA predictions relative to the SPPS student populations which is more urban and diverse than the typical NWEA student sample. This would allow SPPS to set new targets if necessary. A special sub-study on ELL groups was also run as there were sufficient numbers within the 2009-10 population to do so.

The question to be answered was if the two tests correlate enough to predict outcomes. The answer was yes with the exception of the ELL group which were lower than for other groups..

The District then adjusted targets for grades 3-8 which were included in the study; grade 9 was not included as the grade 10 reading and grade 11 math results are not available for that group. SPPS findings were correlated with other districts who did similar analysis. SPPS targets have been set at an 85% accuracy level which differ from NWEA. When compared to MAP targets set by other districts, SPPS targets and accuracy rates were similar to Minneapolis Public Schools. Targets for ELL differ from targets for ALL students and are more pronounced in reading than in math.

Future analysis will include a rerun of the linking study and target analysis once results from all schools for 2010-11 are available.

QUESTIONS/DISCUSSION:

- It was clarified that the scores students need to achieve at different times of the year will vary and “target” differentiated instruction and interventions to meet the needs of individual students.
- Regarding the future analysis – for 10-11 there will be an analysis by ethnic group and special education status. The 09-10 scores – how have they been shared with schools who were not tested so those schools can use the data to meet targets? Response: The data results were shared with all administrators at the Administrator’s Academy. Next year the District will run the analysis on target level when it has all school data to assess accuracy of targets or if there is a need to reset targets for specific groups.
- Schools who were not part of the MAP testing group in 09-10, how will they benefit from the targets established from the 09-10 initial study group? Response: The data from 09-10 will not be lost, it has been shared with all of the other schools. The 09-10 data helped establish the “targets” for 10-11 and when the test is taken in September teachers will know that if students are below those numbers they need special attention and that they need to reshape instruction to meet the needs illuminated by the data from the test.
- This is about looking at the data so the teacher can change instruction to address specific needs. The District is being very proscriptive in what it is asking schools to do. The path is defined
- There was no gain in 9th grade testing scores, what will be the message to schools about this issue? What are the expectations? Response: SPPS doesn’t teach reading in high schools. Now the District will need to look at language arts separate from reading instruction. Staff will need to inform the Superintendent about what is being done differently in the high schools in 2010-11 to ensure reading will improve in high schools. It is about what needs to be done for the students to move them forward.
- How long will it take to do the analysis by racial/ethnic group? Response: This will come when the results of MCA become available in July, 2011.
- As the district moves forward with sophisticated data analysis will it be doing similar correlations across some groups such as by home language, income, family education, etc.? Is that relevant? Response: The District has been working with a consultant to do analysis of some characteristics against test scores. Is it relevant to look at correlations between MAP and MCA-II by a set of more nuanced demographic characteristics? Response: It may be appropriate but the issue the District runs into is cell size. You need large cell sizes or you don’t get accuracy or predictability.
- How will you know what interventions were implemented and that they made a difference? Response: MAP does not measure interventions, just outcomes over time. The first step is to identify where students need to be and give that information to the teachers and principals to implement. There have been other analysis such as LLC which looked at this however the two have not been “married.”
- In the follow-up, analysis if there were excellent results in one area, would the District look at that to see what brought about those results? Response: Yes, that could be done; however, the District is not there yet. What is the timeline where that would

become a plan of action? Response: The District is creating the “path” with clear expectations of everyone and what they need to deliver.

The Director of Funded Programs provided a brief review of the overall AYP Results for 2010. This showed 89 schools and programs had sufficient data to count for at least one component of the state’s AYP calculations. 20 schools and programs made AYP in all three areas measured. Six schools did not make AYP in math only. 17 school did not make AYP in reading only. 42 did not make AYP in either reading or math and four did not make AYP in all three areas measured. SPPS (the district) did not make AYP in reading or math.

The District made AYP in 27 of the 38 areas required, an improvement from last year. SPPS made AYP for math for 5 of the 9 groups (All, Asian, Latino, White and ELL). The plateau in MCA II reading was reflected in SPPS making AYP in 2 of 9 groups (Latino and White). SPPS advances to “corrective action” obligating the district to reserve some Title I funding for technical assistance.

Various elementary and secondary schools were recognized for their continued performance.

30 schools were identified at the different stages of improvement (Stage 1 – school choice to Stage 5 – restructuring). Five schools are newly identified for improvement (Eastern Heights, Frost Lake, Johnson Elementary, Battle Creek Elementary and Johnson Senior High). Five schools were granted new AYP histories for SY 2010-11 (Linwood Monroe Arts Plus Lower and Upper, Humboldt Secondary, Maxfield and Washington Secondary).

Nineteen schools are in the higher stages of improvement:

- Open World Learning Community must implement its restructuring plan developed last year
- Cherokee Heights, Hancock-Hamline, Obama Service Learning, Harding High and ALC LEAP must prepare to restructure.
- 13 schools are identified for corrective action.

The plans must consider the context of each situation.

QUESTIONS/DISCUSSION:

- The District’s stage of AYP requiring a set aside of Title I funds for technical assistance – how will that change what is being done now and in what way? Response: The District has been reserving a portion of Title I funds voluntarily over prior years to meet its obligation. It is consistently looking at monies put toward particular work and is it providing results and meeting its obligations and alignments. This includes such things as the work with Dr Reeves (LLC), etc.
- The Director of Turnaround Schools, what school will he be working with? Response: All schools which are Achievement Plus (Daytons Bluff, Johnson Elementary, North End/Franklin) along with Jackson and Maxfield, Humboldt, Washington and Open School. Those are the schools which are among the persistently lowest achievers. He will work to help establish a culture for success. What needs to be done depends on the individual needs of the individual schools.
- The SPPS Foundation efforts have focused on tutoring, will this now reach out to all schools? Response: The Foundation has worked in the area of tutoring for the past two years and they are working on mentoring this year to provide support to most needy schools.

B. Opening of School Progress Report

The Superintendent introduced the efforts to recruit more students. She asked the Executive Director of Family & Community Engagement to describe the early enrollment events which are planned from August 23 to September 3. It is hoped this would increase student enrollment, encourage more families to register their students earlier and increase the

number of students in class on the first day of school. This is a joint effort of many departments within the district.

The Early Enrollment Events include:

- Distribution of flyers in the community (13 residential areas in St. Paul)
- Work with community business to distribute flyers and events
- Student Placement Services highlighted at the center with banners
- Community Ed staff providing age appropriate activities while families enroll
- Resources for parents to understand expectations and community resources
- Healthy snacks supplied during events
- Newspaper ads strategically place in community newspapers – ethnic print and radio media
- Sandwich Boards used on University, Payne and Arcade
- Seven school buses will be strategically parked in high visibility areas with outreach teams assigned to distribute flyers

Faith partners are also participating in providing services and addressing their congregations on enrollment.

Videos will be provided to families at home and at various other locations. These communicate the value of graduation and post secondary options as well as basic information on getting into schools and options available to them

QUESTIONS/DISCUSSION:

- Thanks were extended to the Bush Foundation for making funds available to do the “graduate to something great” materials and videos
- Will there be off-site registration or will families be directed to the Placement Center? Response: Due to the paperwork, language assessment which require time, space and staff and the health assessment/immunizations for kids, families are being referred to the Placement Center. After the initial contact there will be follow up with families who express interest in SPPS to ensure that they get to the Placement Center for assistance.
- The Board requested an update on the process at the end of enrollment process
- What about the on-line enrollment process? Response: It is being explored in conjunction with the Department of Technology and what other districts have done. There is no specific program developed at this point. By SY 11-12 the district will be on-line, though there will still be a need for face to face contact for other services.
- What about non-English speaking families? 60% of Placement Center staff speak English and another language.
- Are the libraries being involved? Response: The libraries have welcomed the effort and will help provide information and SPPS will have staff stationed there as well as at the park and recreation centers.
- What is being done regarding the State Fair? Response: One of the buses will be located near the Fair.
- What about the County? Response: SPPS will have staff at the Ramsey County Human Services Department to address SPPS enrollment.
- A schedule will be provided for Board members to participate in school opening day events.

C. Other Items

- The Summer Graduation scheduled was announced: August 28 3:00 p.m. at the Campus of the University of St. Thomas in the O’Shaughnessy Ed Center Auditorium.
- The Superintendent announced SPPS has received \$10 million dollars in grants since June, 2010 and that there is another \$10 million in process which the district is waiting for award information. She outlined specific grants during the discussion.

- The Superintendent indicated there had been a decision by the EMID board that Crosswinds would articulate to Washington for grades 9 through 12. The EMID administrators participated in the SPPS Administrators' Academy this year as well.

D. Human Resource Transactions and Personnel Recommendations

MOTION: Ms. Carroll moved the Board of Education approve the personnel recommendation brought forward on the appointment of Jacqueline Turner as Executive Director of Family & Community Engagement and Partnerships effective August 2, 2010 and the Human Resource Transactions as published in the July 13 Board Book. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Kong-Thao moved approval of all Consent Agenda Items as published. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

A. Grants

BF 28397. Request for Permission to Submit a Grant Application to the Autism Society of Minnesota

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Autism Society of Minnesota for Benjamin E. Mays International Magnet School to create a family involvement program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28398 Request for Permission to Submit a Grant Application to the Minnesota Department of Education English Literacy and Civics Education Program

That the Board of Education authorize the Superintendent (designee) to submit a grant application to apply for funds from the Minnesota Department of Education English Literacy and Civics Education Program for the Ronald M. Hubbs Center for Lifelong Learning to create an employability skills education program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28399 Request for Permission to Submit a Grant Application to the U.S. Department of Education for a Carol M. White Physical Education Program Grant

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education Carol M. White Physical Education Program for innovative model programs providing for the establishment, improvement, or expansion of physical education for K-12 students. This will be done by developing and implementing a three tier intervention program at ten elementary school, and partnering with CDC/MN for

SPPS' most at-risk students for overweight/obese BMI's; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28400 **Request for Permission to Submit a Grant Application to the U.S. Department of Education for a Full-Service Community Schools Program**

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education's Full-Service Community Schools Program to expand A+ services offered to six elementary schools, leverage partnerships, establish a system to track services provided, and determine how the services provided affect students and families. SPPS will partner with CBOs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28401 **Request for Permission to Submit a Grant Application to Greater Twin Cities United Way**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way for funds to implement out-of-school programs at North End, Franklin, Obama, and Wellstone elementary schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

B.. Contracts

BF 28402 **Request for Permission of the Board of Education to Enter into a Contract with eVerge Group Consulting**

That the Board of Education authorize the Superintendent (designee) to approve Oracle Business Intelligence Suite Software implementation by eVerge Group Consulting for a total not to exceed \$530,000.

BF 28403 **Contracts and Agreements for Rental of Hockey Facilities for 2010-2011**

That the Board of Education authorizes the Superintendent (designee) to enter into contracts and agreements with City and County officials and certain privately-owned hockey rental facilities for the 2010-2011 boys' and girls' hockey teams. Hockey ice time (practice and game) and security fees are to be paid from lease waiver monies.

BF 28404 **Playworks Partnership Contract**

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Playworks to provide each school listed above with one Program Coordinator to improve the health and well-being of children.

BF 28405 **Permission to Enter Into a Contract With Saint Paul College on Behalf of the Career Pathways Academy**

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Saint Paul College to provide tuition, classroom materials and supplies not to exceed \$103,000 for students attending the Career Pathways Academy at Saint Paul College from September 7, 2010 and continuing through June 30, 2011.

C. Agreements

BF 28406 **Approval to Enter into an Agreement with Amherst H. Wilder Foundation Regarding Achievement Plus**

That the Board of Education authorize the Superintendent (or designee) to enter into an Agreement with the Amherst H. Wilder Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period July 1, 2010, through June 30, 2011, at a cost not to exceed \$100,000.

BF 28407 **Approval of Employment Agreement with International Union of Painters and Allied Trades District Council 82 to Establish Terms and Conditions of Employment for 2010-2013**

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 International Union of Painters & Allied Trades District Council 82, is the exclusive representative; duration of said Agreement is for the period of May 1, 2010 through April 30, 2013.

D. Administrative Items

BF 28408 Addendum for Children's Therapeutic Support Services (CTSS)

That the Board of Education authorize the Superintendent (designee) to sign the certification application, addendums and re-certification renewals for Children's Therapeutic Support Services (CTSS).

BF 28409 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period June 1-July 31, 2010.

(a) General Account	#473020-476279	\$93,524,985.03
	#3014623-3014885	
(b) Debt Service	-0-	7,997,982.57
(c) Construction	-0-	4,725,395.05
		<u>\$106,248,362.65</u>

Included in the above disbursements are payrolls in the amount of \$56,726,538.18 and overtime of \$200,717.81.

(d) Collateral Changes None

And, that the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims and claims under the Workers' Compensation Law falling within the period ending November 16, 2010.

E. Bids

BF 28410 Bid No. A-9392M Pupil Transportation for the 2010-2011 School Year

That the Board of Education authorize the Superintendent (designee) to award basic routes to the indicated low available bidders conforming to the Specifications for Bid and accept the rates for Additional Service, Hourly Rate Service, and Field Trip Service as bid with the utilization to be made based upon the availability of equipment.

X. **OLD BUSINESS** -- None

XI. **NEW BUSINESS**

BF 28411 Appointment to the Civil Service Commission

MOTION: Ms. Carroll moved the Saint Paul Public Schools Board of Education consents to and approves the appointment, made by the Mayor, of John A. Kuderka to serve as an alternate on the Saint Paul Civil Service Commission with a term to expire in 2013. Motion seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

Clarification was requested on the process for appointments. Response: This is provided for in the City Charter. The Mayor nominates and the City Council and the School Board approve the appointment.

BF 28396 Recommendation for the Issuance of \$11,305,000 General Obligation School Building Refunding Bonds, Series 2010A

The Chief Business Officer stated administration was recommending a refunding for 2001B and 2001C bonds by issuance of a 2010A general obligation school bond refunding. This would be a refinancing at a better rate saving the district and its taxpayers approximately \$755,000. This would reduce the levy requirement and provide a savings there as well.

MOTION: **Mr. Hardy moved the Board of Education approved the recommendation for the competitive sale of \$11,305,000 General Obligation School Building Refunding Bonds, Series 2010A. Proceeds of the Bonds will be used to refund (i) the February 1, 2013 through 2021 maturities of the District's General Obligation School Building Bonds, Series 2001B, dated August 1, 2001 and the (ii) February 1, 2013 through 2021 maturities of the District's General Obligation School Building Bonds, Series 2001C, dated August 1, 2001. Motion seconded by Ms. Varro.**

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

Director Hardy requested an assessment be done of the 6th grade families who have left SPPS as to why they had made that choice. This would anything that currently exists and for future as well.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

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

- | | |
|----------------|------------------------------|
| • September 21 | • December 14 |
| • October 19 | • January 4 – Annual Meeting |
| • November 16 | • January 18 |

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

- | | |
|----------------|---------------|
| • August 24 | • November 30 |
| • September 14 | • January 11 |
| • October 5 | • February 1 |
| • November 9 | |

XIV. ADJOURNMENT

MOTION: **Mr. Brodrick moved the meeting adjourn; seconded by Ms. Kong-Thao.**

The motion was approved with the following roll call vote:

Ms. Varro	Yes
Mr. Brodrick	Yes

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

The meeting adjourned at 8:20 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