



East Metro  
Integration  
District 6067

Learning Together -  
It Matters

**MEETING AGENDA OF THE EMID BOARD – WORK SESSION  
FEBRUARY 15, 2012 – 5:30  
HARAMBEE ELEMENTARY SCHOOL**

**I. Consider Approval of Forwarding a Portion of Member District Operating Levy to EMID Fund Balance**

**II. Discuss Superintendent Search**

A. EMID now more than ever needs a full time superintendent who has the necessary experience to continue navigating the organization through these uncertain times;

B. It is important to have someone on board as soon as possible and not wait. Here is a proposed sequence:

1. Using the Profile of Leadership that was approved by the board for the last 2 searches as a guide contact should be made with any of the previous candidates to see if they are still interested. The number one qualification that is critically needed is superintendent experience.
2. Make contact with individuals who have called about the position.
3. Bring forward the name or names of any individual who meets the expectations of the position. If there is only one person who meets the necessary qualifications, can accomplish the demands of the organization, and is available March 15, or some time close to that date, that name will be forwarded for consideration.
4. So as to address the issue of the transparency the following sequence should be followed:

**Step 1:** individuals are interviewed by a subcommittee of the board and selected superintendents. This would not be a public meeting. The intent would be to validate any recommendations.

**Step 2:** the name(s) of individuals would be forward to the full board with interviews to be held at a special board meeting, date to be determined. Also this would be an opportunity for community and staff input. (Similar to what was used in the past). If the candidate is approved a contract could be negotiated and a starting date determined.

**Step 3:** final contract approval at the March 21<sup>st</sup> board meeting.

**III. Adjournment**



East Metro  
Integration  
District 6067

Learning Together -  
It Matters

**MEETING AGENDA OF THE EMID BOARD – WORK SESSION  
FEBRUARY 15, 2012 – 5:30  
HARAMBEE ELEMENTARY SCHOOL**

**I. Consider Approval of Forwarding a Portion of Member District Operating Levy to EMID Fund Balance**

**II. Discuss Superintendent Search**

- A. EMID now more than ever needs a full time superintendent who has the necessary experience to continue navigating the organization through these uncertain times;
- B. It is important to have someone on board as soon as possible and not wait. Here is a proposed sequence:
  - 1. Using the Profile of Leadership that was approved by the board for the last 2 searches as a guide contact should be made with any of the previous candidates to see if they are still interested. The number one qualification that is critically needed is superintendent experience.
  - 2. Make contact with individuals who have called about the position.
  - 3. Bring forward the name or names of any individual who meets the expectations of the position. If there is only one person who meets the necessary qualifications, can accomplish the demands of the organization, and is available March 15, or some time close to that date, that name will be forwarded for consideration.
  - 4. So as to address the issue of the transparency the following sequence should be followed:
    - Step 1:** individuals are interview by a subcommittee of the board and selected superintendents. This would not be a public meeting. The intent would be to validate any recommendations.
    - Step 2:** the name(s) of individuals would be forward to the full board with interviews to be held at a special board meeting, date to be determined. Also this would be an opportunity for community and staff input. (Similar to what was used in the past). If the candidate is approved a contract could negotiated and a starting date determined.
    - Step 3:** final contract approval at the March 21<sup>st</sup> board meeting.

**III. Adjournment**

# **The Profile of Leadership**

The leadership skills and expectations of the next  
Superintendent of the East Metro Integration  
District, ISD 6067



**April 21,  
2010**

**PROFILE OF LEADERSHIP  
AND  
EXPECTATIONS OF THE SUPERINTENDENT OF  
EAST METRO INTEGRATION DISTRICT  
(EMID)  
ISD 6067  
PRESENTED TO THE EMID SCHOOL BOARD  
APRIL 21, 2010**

**JERRY W. ROBICHEAU, PH.D  
BKB ASSOCIATE**

# Profile of Leadership

## INTRODUCTION:

The East Metro Integration District (EMID) ISD 6067 is more than two educational sites, Harambee and Crosswinds; all be it they are a critical part of the district. As important however, EMID is a ten district consortium that is formed to address the issues of desegregation and integration of multi- cultural richness. It is an option for schools and families to afford a unique educational experience to students. It is a joint powers district, which in partnership with the member districts expands district boundaries to address integration and reduce racially isolated programs.

There are many complexities facing the next superintendent of the EMID. Embedded in these complexities, however, is the opportunity to provide the leadership necessary to move EMID to a leadership role in the area of voluntary integration. This potential is founded on the solid leadership that has been provided by the current administration. The next superintendent can and should build on this solid foundation. In addition, there is strong support from families, communities, and member districts. However, the next superintendent cannot accept the status quo. The district is at a juncture to aggressively strive to meet its mission: **Learning together: It matters.** The next superintendent has the necessary support to move EMID to the next level.

## PART I: THE PROCESS FOR BUILDING THE PROFILE.

The process used to build the profile consisted of conducting a series of individual and focus group interviews. Individual interview were conducted in person or by phone with nine (9) of the ten (10) board members. Personal interviews were also conducted with 3 of the ten (10) superintendents. Their time constraints and other issues were a deterrent to contact all

superintendents. However, efforts will continue to seek their input, which is critical. Focus group interviews were conducted with the following; EMID administrators, staff at both sites, site council for Crosswinds, and integration specialists. A total of 65-70 people participated in the development of this Profile of Leadership.

Each group was asked a series of questions intended to solicit perceptions around; a) strengths of EMID, b) challenges facing EMID, c) what make the position attractive, d) leadership characteristics/skills/attributes that should be evident in the next superintendent, and e) any additional comments. The School Board was asked a set of additional questions which are not included in the profile.

The analysis of the data collected was to look for prevailing themes in each of the categories. Those themes and not any personal information is what are reported in this profile.

## **PART II: STRENGTHS OF THE EAST METRO INTEGRATION DISTRICT**

The strengths of EMID are many. They range from allowing a) two way access to programs, b) a strong collaborative effort involving ten schools, c) very supportive parents, d) staff that is open to innovation and committed to the focus of the schools, e) schools that offer an opportunity for being best practice sites for voluntary integration, e) the potential for being a model for the nation, f) a sense of innovation that exists among staff, students and parent, g) the opportunity to put into practice what schools are supposed to do, h) a commitment to a common goal, i) an environmental focus, j) small size which allows for positive interaction with students and staff, and k) an environment that creates a community of learners.

This list of strengths, not complete by any means, is reflective of the stakeholders of EMID. The strengths allow the focus, integration and creation of a culture of competency, be the

primary foundation of all teaching and learning. Moreover, those strengths should drive all decision making.

### **PART III: CHALLENGES THE NEW SUPERINTENDENT WILL FACE;**

The new superintendent must possess the skills needed to address the many challenges they will face. Perhaps the most pressing challenge will be the issue of the stability of integration revenue. This issue was presented in almost every interview and focus group. The question is not whether there will be integration revenue to continue addressing the mission and focus of EMID, but how the revenue is used. This is a state wide issue and not specific to EMID. However, it would appear that the leadership of EMID will be a critical participant in this conversation. The second most referenced challenge is to address the plan to add 11th and 12th grades at Crosswinds. Although there is strong support for this from families and staff; there is limited support from superintendents.

The third challenge will be to focus on the future of EMID. The next superintendent will need to implement a process to revise and or institute a strategic plan that will provide a “road map” for EMID for the foreseeable future.

The fourth challenge will be to nurture the collaborative and keep all member districts on purpose and focus. This will require a strong voice for EMID with all members of the collaborative. This will require the next superintendent to ensure the value of membership to the member districts. The question of what is the value of membership needs to be addressed. The fifth challenge will be to address enrollments. With North St. Paul and Mahtomedi leaving the issue of enrollment stability of the two sites will need to be addressed.

The sixth challenge the new leaders will face is to aggressively recruit a staff that is reflective of the mission of integration. Recruitment of staff of color will be necessary to accomplish this. This list of challenges appears to be daunting. However, the person with the right leadership skills who can engage stakeholders in setting the future of EMID will be able to meet these challenges.

#### **PART IV: LEADERSHIP SKILLS EXPECTED FROM THE NEXT SUPERINTENDENT.**

The leadership skills needed to address the listed challenges, and provide focus to EMID, were readily identified during the interviews. The skills are ones needed to ensure that EMID's future is set in the right direction. The skills listed are not intended to be listed in any priority. The next superintendent needs to have demonstrated the set of skills identified or have the potential to do so. Perhaps one of the most important leadership skills needed is as an effective communicator. This is someone who can clearly articulate the vision and purpose of EMID to diverse audiences. This audience includes legislators, parents, community members, staff, and area superintendents.

The next leadership skill needed is someone who can engage and get people to buy into a shared vision of EMID. A leader, who is not satisfied with the status quo, but can envision a future and lead EMID to the next level of quality,

In terms of personal leadership qualities, the next superintendent should be student focused, approachable, open to new ideas, and demonstrate a high level of integrity and ethical behaviors. He or she needs to demonstrate, or articulate, a collaborative leadership competency and how to arrive at a consensus. The next superintendent must possess a high level of conflict resolution

and problem solving skills. The next superintendent needs to be a leader who will set high expectations for staff, self, and students and hold them accountable to that expectation.

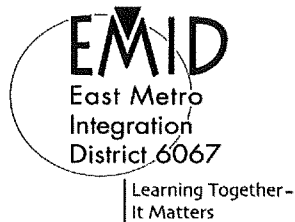
Understanding voluntary integration and the necessity to close the achievement gap is critical on the part of the new leader. The person must have demonstrated an understanding of cultural competency and its ramification on teaching and learning.

Because the new leader will be forced to operate in a time of financial scarcity, they will need excellent organizational skills and be willing to make the hard decisions. Some of the management skills identified include supervision of staff, budget management, strategic planning, and using data driven decision-making.

Educational administrative experience, at the superintendent or central office level, is preferred but does not appear to be a requirement. Both urban and suburban experience would be an asset.

## **PART V: CONCLUSION;**

The next superintendent of EMID will face significant challenges. However, the right leader will be able to work with an eager school board, area superintendents, staff, and community that are focused on student learning and the success of the students attending the EMID sites.



**SIXTH AMENDED  
JOINT POWERS AGREEMENT  
REVISED 1/12**

Pursuant to Minnesota Statute 471.59 and other applicable statutes, Special School District 006 (also known as South Saint Paul School District), Independent School District 197 (also known as West Saint Paul School District), Independent School District 199 (also known as Inver Grove Heights School District), Independent School District 623 (also known as Roseville Area School District), Independent School District 624 (also known as White Bear Lake Area School District), Independent School District 625 (also known as Saint Paul School District), Independent School District 833 (also known as South Washington County School District), Independent School District 834 (also known as Stillwater School District), Independent School District 16 (also known as Spring Lake Park School District), and Independent School District 831 (also known as Forest Lake School District) hereinafter collectively referred to as “the Members” or “Member Districts” and individually referred to as “Member” or “Member District,” enter into this Sixth Amended Joint Powers Agreement in December, 2011. This Agreement constitutes the Sixth Amendment of the Joint Powers Agreement dated May 18, 1995, by and between the North Saint Paul-Maplewood-Oakdale School District, the Roseville Area School District, and the Saint Paul School District. The May 18, 1995, Joint Powers Agreement was first amended in January, 1998, again in January, 1999, again in March, 2003, again in February, 2004, again in in December, 2007, and again in December 2011.

**ARTICLE ONE: PURPOSE**

The purpose of this Sixth Amended Joint Powers Agreement is to provide for a Joint Powers School District which shall govern and manage the construction and/or operation of joint use educational facilities, programs, and services to benefit learners of the Member Districts and foster voluntary, interdistrict integration among East Metro urban and suburban school districts by providing opportunities for students, families and staff from diverse backgrounds to learn from and with each other.

**ARTICLE TWO: NAME**

The name of the Joint Powers School District shall be East Metro Integration District #6067 and also known by such name as shall be determined by the Joint Powers Board, hereinafter referred to as EMID-

**ARTICLE THREE: COMPOSITION OF EMID BOARD**

- A. The organization shall be governed by a Joint Powers Board, called the EMID Board.
- B. The EMID Board shall have one representative from each of the Member Districts.
- C. The Board of each Member District shall appoint a seated School Board or former Board member to serve as the representative on the EMID Board. They shall appoint a seated board member or former board member as an alternate to serve on the EMID Board in the absence of the Member District representative. The EMID Superintendent shall serve as the ex-officio member of the EMID Board.
- D. EMID Board representatives or alternates shall serve at the pleasure of their Member Districts and shall serve until their successors are duly appointed.

- E. EMID Board representatives may serve an unlimited number of terms if reappointed by their Member District School Board.

#### **ARTICLE FOUR: OFFICERS**

- A. The officers of the EMID Board shall consist of a chairperson, a vice chairperson, a clerk and a treasurer, each of whom shall be elected by the EMID Board.
- B. The officers shall be elected at the annual organizational meeting.
- C. Officers shall hold office for a one-year term.
- D. Any officer may be removed from the office on the EMID Board by a minimum of a two-thirds vote of the representatives of the EMID Board.
- E. EMID Board officers shall be empowered with all parliamentary duties typically ascribed to their offices.
- F. The chairperson shall preside over all meetings of the EMID Board. The vice chairperson shall preside over EMID Board meetings in the absence of the chairperson.

#### **ARTICLE FIVE: QUORUM**

A quorum of the EMID Board shall consist of a simple majority of the Member representatives of the EMID Board.

#### **ARTICLE SIX: VOTING**

- A. Each Member District representative to the EMID Board shall be entitled to cast one vote.
- B. A majority of votes cast shall be required to affirm any matter acted upon by the EMID Board, except as otherwise provided in this Agreement or by state law.

#### **ARTICLE SEVEN: MEETINGS AND NOTICES**

- A. Public notice of regular and special meetings of the EMID Board shall be prepared and posted in a conspicuous location. Meetings shall be open to the public as required by Minnesota statute.
- B. Special meetings of the EMID Board may be called by the EMID Board chairperson or any three EMID Board representatives.
- C. The EMID Board shall convene an annual meeting of the EMID Board in January to elect officers, establish a schedule of meetings for the ensuing year, and take other actions as deemed necessary.
- D. The EMID Board may invite the Members' School Boards and Superintendents to a meeting to discuss issues of common interest

#### **ARTICLE EIGHT: POWERS**

The EMID Board shall be vested with all those powers granted to independent school districts by Minnesota statute. Powers of the Board shall include but not be limited to the following:

- A. To acquire, maintain, and dispose of real and personal property.
- B. To enter into contracts for goods and services, including lease purchase agreements, deemed to be in the best interests of EMID.

- C. To employ and discharge employees and to contract for other services.
- D. To prosecute and defend actions by or against the EMID Board.
- E. To apply for and accept grants, gifts, bequests, and donations and to assist in the formation of a foundation to accomplish these purposes.
- F. To acquire and maintain insurance as deemed necessary by the EMID Board.
- G. To adopt polices governing the use of facilities and the operation of programs governed by the EMID Board.
- H. To work cooperatively with any non-profit or governmental organization to provide for community recreational and open space needs.
- I. To adopt by-laws.
- J. To establish and maintain financial accounts.
- K. To contract with and define the duties of an executive director or Superintendent to administer the affairs of the organization on behalf of the EMID Board.
- L. To utilize short term borrowing powers granted to independent school districts under Minnesota law as is deemed necessary.

The EMID Board shall not have the power to issue bonds or obligations except as specifically provided by this Agreement unless permitted by Minnesota statute.

**ARTICLE NINE: ADMINISTRATIVE EXECUTIVE LEADERSHIP**

- A. The EMID Board shall select and contract the services of a licensed superintendent or an executive director to provide executive leadership for the organization, implement EMID Board policies, and enact administrative procedures to ensure the effective and efficient operation of the organization.
- B. The superintendent or executive director shall serve as a non-voting, ex-officio member of the EMID Board.
- C. The superintendent or executive director shall recommend an administrative organization to assist in planning for the effective and efficient operation of the organization, subject to approval by the EMID Board.

**ARTICLE TEN: ADVISORY SITE COUNCILS**

- A. The EMID Board recommends the formation of advisory (site) councils to provide advisory recommendations to school and program leadership.
- B. Each advisory (site) council shall be comprised of representatives from among parents whose children attend the schools and staff members who are employed at the schools -
- C. The EMID Board shall strive, insofar as is possible, to achieve advisory (site) council membership that is representative of the racial, socioeconomic, and general, composition of each school's or program's student population.

**ARTICLE ELEVEN: STAFFING**

- A. The EMID Board shall employ licensed educational staff, including building and program administration, as it deems necessary. The licensed educational staff so employed shall be deemed to be employees of the EMID Board for all purposes including, but not limited to, salaries, fringe benefits, workers' compensation, unemployment compensation, teachers retirement, social security, collective bargaining, and continuing contract rights.
- B. The EMID Board may employ persons directly to provide all services needed to operate the EMID schools or programs and not covered by Section A (Staffing) above. Alternatively, the EMID Board may contract for services on terms deemed to be in the best interests of the organization.

#### **ARTICLE TWELVE: RECEIPTS/STATE AID**

- A. Financial support for students attending the EMID School District shall be comparable to that from which they would have benefited if they had attended Member District schools.
- B. Resident pupils of each Member District that are educated in the EMID School District shall be counted as resident pupils of their resident district in the calculation of pupil units for all state aid and levy purposes. The district of residence of the pupils attending the EMID School District shall not be deemed to have changed by reason of their attendance at a Joint Powers school.
- C. Except for transportation revenue not specifically designated by the State for EMID School District use, each Member District shall transmit to the EMID School District all pupil-based state aid and local tax levies received by the Member District. Pupil-based aid and local levies include, but are not limited to, general education revenue, integration revenue, and capital building and capital equipment revenue.
- D. Each Member District shall also transmit to the EMID School District a pro-rata share of all non-pupil based revenues received by the Member Districts, which revenues relate to or arise directly out of services provided by, for, or at the EMID School District and its schools. The pro-rata share shall be determined based on the ratio of the number of weighted average pupil units (WADM) attending the EMID School District from the Member District in a given year to the total number of weighted average pupil units (WADM) in attendance in that Member District in that year.
- E. Member Districts shall transmit to the EMID School District the total amount of compensatory aid they receive on behalf of their students attending the EMID School District. Total compensatory revenue received is based on the number of free and reduced school lunch applicants attending the EMID schools.

#### **ARTICLE THIRTEEN: BUDGET**

- A. The fiscal year for the EMID Board shall be from July 1 through June 30.
- B. By June 30 of each year a budget shall be prepared by the EMID Board.
- C. The proposed budget shall be submitted to the School Boards of each Member for review purposes only.

#### **ARTICLE FOURTEEN: GOVERNANCE**

- A. The EMID Board shall have the authority to create and conduct programs and services for the benefit of EMID students, staff and families and for the benefit of Member Districts students and families as may be necessary.

- B. The EMID Board shall adopt policies and procedures deemed necessary to comply with state and federal laws and regulations and to effectively and efficiently operate the EMID.

#### **ARTICLE FIFTEEN: TRANSPORTATION**

- A. Each Member District shall be responsible for providing transportation to resident students attending the EMID schools.
- B. The Member Districts may agree among themselves to a cooperative transportation system and to a method of cost sharing for such a system. Such agreements shall be signed by all participating parties.

#### **ARTICLE SIXTEEN : ADDITION OF MEMBERS**

- A. Any independent school district under the laws of Minnesota may petition the EMID Board for membership. The petition shall be in the form of a resolution of the school board of the school district desiring membership. The addition of a new member shall require an affirmative vote by a two-thirds majority of the membership of the EMID Board.
- B. Addition of school districts shall be on terms determined by the existing EMID Board.
- C. Upon approval of a petition for membership, the composition of the EMID Board shall be increased to include one representative from the joining School District who shall have the power to cast one vote.

#### **ARTICLE SEVENTEEN: WITHDRAWAL OF MEMBERS**

- A. A Member may elect to withdraw from the Joint Powers Agreement by a majority vote of its school board. Notice of withdrawal shall be in the form of a resolution sent to the Members. Withdrawal notice shall be given on or before February 1, and shall be effective on June 30 of the calendar year following the Notice of Withdrawal.
- B. A withdrawing Member shall not be eligible to participate in any distribution of property or assets of EMID.

#### **ARTICLE EIGHTEEN: TERMINATION**

- A. This Joint Powers Agreement may be terminated if the School Boards of all Member Districts so vote. Any termination shall be effective at the end of the next fiscal year following the fiscal year in which the termination vote takes place (i.e., termination vote must occur before July 1, 2012 to be effective June 30, 2013).
- B. Upon termination, all personal property assets of EMID shall be distributed to Member Districts in an amount which the EMID Board determines is proportionate to their respective contributions. Real estate and fixtures owned by EMID shall first be offered for sale to Member Districts subject to any outstanding interests of third-parties, including the State of Minnesota. Any real estate and fixtures not sold in this manner shall be offered for sale on the open market on whatever terms are deemed desirable by EMID.
- C. After termination, dissolution, and sale of assets, any remaining liabilities shall be divided equally between current Member Districts and those Member Districts that withdrew within two calendar years prior to the date of termination of this Agreement as approved by Member District School Boards.

#### **ARTICLE NINETEEN: DISPUTE RESOLUTION**

- A. Disputes between Member Districts arising out of the asset and debt distribution provisions contained in Article Eighteen of this Agreement shall be resolved utilizing the procedures set forth in Article Nineteen. All other disputes shall be subject to resolution in the district courts.
- B. The parties to a dispute within the terms of Article Eighteen will first attempt to resolve outstanding issues at a face-to-face meeting. Each Member District will be represented by its Superintendent and one School Board member.
- C. If the subject dispute cannot be resolved under the procedures established in Article Nineteen the parties will engage in non-binding mediation through a mutually acceptable mediator. In the event the Member Districts are unable to agree on a mediator, a mediator will be selected, through alternative striking, from a list of names of mediators provided by the Bureau of Mediation Services.
- D. If the subject dispute cannot be resolved through mediation, the parties shall submit the matter to binding arbitration as follows:  

The arbitration panel shall consist of three members. One shall be a retired superintendent. One shall be a retired judge. The third member shall be knowledgeable in school district finance.

If the Member Districts cannot agree on the composition of the arbitration panel, then they shall each prepare lists of three panel candidates and alternate striking names until a panel is selected.
- E. No mediator or arbitrator shall be a resident of the Member Districts involved in the dispute. A mediator shall not be a current or former employee or officer of a Member District.

**ARTICLE TWENTY: MISCELLANEOUS**

- A. All notices required to be sent under this Agreement shall be in writing and sent by first class U.S. mail addressed to the Chairperson of the Member District Board at its administrative offices. All notices shall be deemed given when delivery is accepted or when delivery is refused.
- B. If one Member District commits a breach of this Agreement, as determined by resolution of the EMID Board, and if that breach is not remedied within 30 days after notice of the resolution, then that District's participation in this Agreement may be terminated by the EMID Board, but such termination shall not relieve the breaching party from any obligations under this Agreement.
- C. This Agreement shall not be amended except by approval or by resolution, of the School Boards of all Member Districts.
- D. The captions used in this Agreement are for reference purposes, and shall not be considered part of the Agreement.
- E. Should any provision of this Agreement be found to be in violation of state or federal law, the other provisions shall remain in force to the extent the purpose of the Agreement remains intact. As soon as reasonably possible after a provision is found to be unlawful, representatives of all Member Districts shall meet for the purpose of adoption of replacement provisions.

**SPECIAL SCHOOL DISTRICT 006**

**SOUTH SAINT PAUL SCHOOLS**

Signature Chair: \_\_\_\_\_

Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_ Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 16      SPRING LAKE PARK SCHOOLS**

Signature Chair: \_\_\_\_\_ Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_ Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 197      WEST SAINT PAUL SCHOOLS**

Signature Chair: \_\_\_\_\_ Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_ Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 199      INVER GROVE HEIGHTS SCHOOLS**

Signature Chair: \_\_\_\_\_ Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_ Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 623      ROSEVILLE AREA SCHOOLS**

Signature Chair: \_\_\_\_\_ Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_ Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 624      WHITE BEAR LAKE AREA SCHOOLS**

Signature Chair: \_\_\_\_\_ Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_ Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 625      SAINT PAUL SCHOOLS**

Signature Chair: \_\_\_\_\_ Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_

Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 831**

**FOREST LAKE SCHOOLS**

Signature Chair: \_\_\_\_\_

Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_

Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 833**

**SOUTH WASHINGTON COUNTY SCHOOLS**

Signature Chair: \_\_\_\_\_

Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_

Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 834**

**STILLWATER AREA SCHOOLS**

Signature Chair: \_\_\_\_\_

Dated: \_\_\_\_\_

Signature Clerk: \_\_\_\_\_

Dated: \_\_\_\_\_