Local residents host Russian visitors

by Michelle Christiansen

In the 1987 song, "Russians," Sting asks that "there be the same biology, regardless of ideology" in his plea for both sides in the Cold War to look at each other on a smaller, completely human level. Although the Cold War is over, there is still need for understanding. Fortunately, after a recent visit to St. Anthony Park by the Dimitrov Medical Professionals Tour, a group of Russians and their local hosts achieved just that.

From October 18 to October 2, the 10 members of the Russian delegation — comprising doctors, administrators, social service professionals and a translator/facilitator — had a whirlwind tour of American clinics, hospitals, and social service agencies, as well as a large dose of American culture and hospitality. "They came away from the experience thinking that Americans are "not like the movies," that we live lives not so different from theirs in Russia," Dr.STS

The high point in coming was to see how the American health care system works and to bring back ideas that could be used in their everyday work.

This group became good friends with their Dimitrov hosts and pledged to bring a delegation to the United States this year. RFCP got a ham to finance the round-trip fare, and the 2000 Russian delegation paid for this year's expenses.

Russian doctors are paid very little because tax revenues are low and health care is seen as a luxury rather than a necessity. For this reason, all of the visiting professionals were secondary wage earners, which, for cultural reasons, means they were women. "Even a taxi driver in Moscow makes more than we do," said neurologist Irina Vardych.

The Russian delegation made the most of their time in the United States. Dr. Westhoff was the coordinator of the whole program, Penny Chally orchestrated social events and Dr. Titaro planned so many educational activities that, in all, Rospelova's words, "it would be impossible to see more; every hour we found something new." Some took a trip to Omaha for three days to study administration. The other six broke into three smaller groups, concentrating on pediatrics, care of the elderly and social services. In all, the group visited United Regions, Abbott and St. Cloud hospitals and clinics, Spring Lake Park, Multicare in St. Croix Lake Hospital and Clinic, as well as several other social service agencies.

They learned about how we care for AIDS patients and the Russian visitors to page 4

New on-line discussion group offers virtual community

by Sherman Eagles

A new e-mail discussion group has been established for people interested in St. Anthony Park. This informal group is not an official vehicle for any organization but rather a virtual community gathering place to talk about topics of interest to people in St. Anthony Park.

The purpose of this unofficial e-mail group is to enable participants to learn about what's happening in our neighborhood and to talk to neighbors and friends about interesting topics and personal experiences. You might do this when you run into a neighbor at the Speedy Market or Hampden Park Co-op. But with this e-mail group, you don't have to be present in the same room to participate.

Here's how it works. You join the group by sending an e-mail to SApark-subscribe@yahoogroups.com or by visiting the http://groups.yahoo.com/group/SAPark/Web page. Then every time an e-mail is sent to the group at SAPark@yahoogroups.com, you get it. And every e-mail you send to the group goes out to everyone who has joined the group. You can leave the group any time you want by sending another e-mail to SAPark-unsubscribe@yahoogroups.com. One purpose of the group is to get to know each other better, so you should sign your messages so everyone knows whose opinion or story they are reading. And this is not a place to criticize someone. Diverse opinions are fine, but please be respectful of each other.

The group will be moderated by Sherman Eagles (Sherman_english@Yahoo.com), who will be glad to answer questions or help you if you're having a problem. We hope to see you on-line soon.
2001-2002 SEASON

NOV. 4
PARIS PIANO TRIO:
4 PM
Régis Pasquier, violin
Roland Pidoux, cello
Jean-Claude Penetier, piano

NOV. 18
DMITRY SITKOVETSKY, violin
BORIS PETRUSHANSKY, piano

JAN. 13
SHARON ISBIN, guitar

FEB. 24
STEINHARDT-ARTYMIW-ESKIN TRIO
4 PM
(violin, piano, cello)

APR. 21
THE LARK QUARTET
7 PM
(note time)

MAY. 12
STEVEN COPES, violin;
ANTHONY ROSS, cello;
BURT HARA, clarinet;
PEDJA MUZIJEVIC, piano

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CITY FILES

Lauderdale
City elections will be held on Tuesday, November 6. Candidates will be running for school board, city council and the office of mayor. Voting will take place at City Hall, 1891 Walnut St., from 7 a.m. until 8 p.m. If you are not yet registered, you may register on that day.

Falcon Heights
Election day is November 6. Voting will take place at one of two sites—City Hall or the elementary school. Call City Hall if you are uncertain which is your polling place.

The regular meeting of the City Council on October 10 included a discussion of the city’s emergency management plans. Information was presented by Chief Kuthjette, Lt. Dominic Crotone and Heather Worthington. Falcon Heights is also collaborating with the county on emergency preparedness.

After public hearings and discussion, the City Council has
July parking violations could be thrown out

by John Marino

Como Park residents and others whose cars were either ticketed or towed for parking illegally on residential streets during the July 6-7 Minnesota Hmong Sports Tournament might be able to recoup their losses.

"If someone was ticketed and towed improperly, they probably have a case and could appeal to the city attorney," said Jane Prince, legislative aide to Jay Dammann, Ward 4 City Council Member.

The St. Paul Parks and Recreation Department posted several temporary signs restricting parking on Como Park neighborhood streets during the popular annual festival that is held in Como Park. However, according to city law, all city departments are required to go through the city’s Public Works Department for signage.

Prince said Vic Wingstein, director of Parks and Recreation, recently informed her that his department didn’t correctly follow the ordinance, but promised that public works will get more involved in the future.

"There’s no formal investigation to this," Prince said. "Vic said they didn’t follow the ordinance and they will next year." District 10 Council chairwoman Kate Edland first brought the breach in procedure to Wingstein’s attention.

"She was concerned that we didn’t follow the correct process, and she’s right," said Wingstein. "So in the future, we’ll follow the right procedure."

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Letters

School boards don't get no respect. Over a hundred years ago, School boards cast a vote to hew a grove of pines to tend apples. In first place, God made idiots. This was for practice. Then he made school boards.

Teachers often get blamed for their students' failures, but teachers also receive more money than students spend on personal and parents. Board members, on the other hand, though they too take on the heat when schools are perceived as performing poorly, rarely get any knocks when schools do well. No apples are left on their desks.

No "Favorite Board Member" ornaments grace their Christmas trees. A typical St. Paul School Board member attends one or two board meetings a month, along with weekly committee meetings. Besides preparing for those meetings and trying to stay current on policies, budgets, curricula, staffing, state standards and host of administrative details, they attend a variety of school activities. For a time commitment that averages 10 hours a week and up, they make about $11,000 a year.

Because Independent School District #625 covers all of St. Paul, would-be board members here have to compete in a citywide race—just as if they were running for mayor. But because the school board lacks the cachet of the mayor's office, raising money to finance a school board campaign is a tougher go. The folks with deep pockets are more likely to want their influence felt at 15 W. Kellogg than at $60,000.

Yet the St. Paul School Board wields considerable influence of its own. It's responsible for administrating a budget of $534 million. It sets policies that affect 45,000 students and 7,000 employees.

If teachers mold minds, school boards mold the conditions in which those minds work. They set the parameters, craft the policies and articulate the vision. They oversee the overseers.

Who are these people? Some candidates come to the school board as educational insiders—former teachers or administrators. Some are attracted to the job because of their experience as parents of school-age children. They may have volunteered in classrooms or served on school site councils. Others bring experience in the business world.

Who school board members generally have in common is anonymity. Reporters don't usually cover their meetings. Broadcasters don't seek them out for sound bites. No one asks them to cover the ceremonial ribbon when a new school is opened.

This issue of the Bugle attempts to shine some light on the upcoming school board election by giving the six candidates an opportunity to address four issues currently confronting St. Paul public schools. Our hope is that Bugle readers will use this information to help them make informed choices at the polls on November 6.

The editor is in

Want to talk with us in person? Feel free to stop by the office during the following times:
Friday, November 9, 9-10 a.m. Monday, November 12, 9-11 a.m.

Next issue November 26

The Park Bugle, 2730 Cun Ave. Room 8124, St. Paul, MN 55102
phone: 646-5369 fax: 646-0159 e-mail: bugle@min.net www.minnetonka.com/bugle/

City Files . . . from page 2
decided to establish a tax increment financing (TIF) district for the Snelling/ Larpenteur Southeast Corner Redevelopment project area. As planning to develop the area continues, there will be community meetings to solicit input from residents.

St. Anthony Park

Wellington Management, Inc. and Dominant Development are proposing to build approximately 340 new housing units on the intersection of Emerald and Franklin Avenues. They would construct 96 townhouses and 240 apartments. All units will have underground parking.

The District Council has requested that Minneapolis and St. Paul conduct a combined study of the effects of long-range development plans on traffic in area of Highway 280 and all roads that surround and feed into it. The Council asked St. Paul not to make changes in traffic control measures until such a study has been completed and considered by both Minneapolis and St. Paul. Specifically, they have requested that St. Paul not proceed with plans to use CIB funding to install a traffic signal at 280 and Energy Park Drive.

Sue Conner

St. Paul

Improved bus transit and light rail transit along University Avenue will be studied in a Central Corridor environmental impact statement (EIS), a committee of area elected and appointed officials has decided. A study of light rail along Interstate 94 will not continue.

St. Paul

Russian visitors . . . from page 1

administrative system differs from theirs. They attended the annual meeting of the Minnesota Medical Association in St. Cloud. And they lived with host families (Nora and Cathy Woehl, Cyril and Penny Chally, Bob and Mimi Trapp, Chuck and Anna Tracey, and Austin and Mary Indro) and attended social events.

They enjoyed the fund- raising dinner at Moscow-on-the-Hill, the cruise on Lake Minnetonka, the Twin's game, the trip to a farm, shopping, and the sightseeing trip to Duluth. "It was a great trip" said the group's leader, Mrs. Reiman. But what they really appreciated was just being with people—and especially the final night's Thanksgiving dinner, complete with two kinds of stuffing, sweet and mashed potatoes, vegetables, bread and even a Jell-O salad. All evening long both the Russians and the Americans toured and sang traditional songs to each other.

Thans, readers, your contributions help sustain us

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Perhaps Irina Vidychuk summed up the feelings of the group when she said, "Everyone here is so friendly and kind. The benefits of this trip are larger than our work for our group. When you get to know someone, you can't think of them anymore."

22nd Annual
evening social events.

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The Central Corridor EIS Steering Committee and the U.S. Environmental Protection Agency have approved key aspects of the EIS on October 11.

The EIS is expected to be completed by spring 2002, with construction of a chosen option to start in 2004. The two most controversial aspects of the plan are LRT's route in downtown St. Paul and in the University of Minnesota area. After some debate the committee decided to pursue a downtown St. Paul light rail alignment along Prospect Ave and a Fourth Street. Near the U of M, LRT in a tunnel below Washington Avenue will be studied.

—Jane McClure

St. Paul

University Avenue will be studied in a Central Corridor environmental impact statement (EIS), a committee of area elected and appointed officials has decided. A study of light rail along Interstate 94 will not continue.

The EIS will include a study of bus improvements to existing University Avenue bus service. The Central Corridor EIS Steering Committee approved key aspects of the EIS on October 11.

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Wayne Barstad  Ron Dufault  Susan Hardman
Tom Storey  Renee Wiger  Rich Miller  Terry Gockman
Bruce Kimmel  Judy Probst  Steve and Laura Van Houten
Gordon Murdock

Welcome new staff at St. Anthony Park Community Council!
We are pleased to introduce: Angie Hoffman-Walker (Program Coordinator, NW Handyworks formerly known as the Neighborhood Senior Chore Service) and Christine Suchy (Community Organizer).
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Becky Montgomery
school board
Paid for by Montgomery for School Board 726 Cherokee Ave.
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by Beulah Pha

I was invited to interview our new principal, Mrs. Nancy Stachel, in her office. When I first stepped into the small but cozy room, I noticed the unique photos on the wall, pictures of big-haired canaries, the triangular pyramids at Giza, and the Citadel, a beautiful mosque in Egypt. When I asked her about the photos, she told me about her recent trip to Egypt and how much she loves to travel. She named her new puppy Cairo after the capital city of Egypt.

She told me that her other hobby is reading. She loves to read "rainy afternoon books" such as mysteries by the author Sue Grafton. Thinking about how much she travels, I wondered if the new faces and places here at Como Park Elementary School will be usual or unusual for her.

Before coming to Como, Ms. Stachel worked at Arlington High School as a special education teacher and the girls' basketball and softball coach. Her experience as a staff member, preparing the school when it first opened, helped her realize that she wanted to work in the administration. She said, "I felt I could have the greatest impact on the greatest number of students."

She also thought that she would prefer working with younger children. Ms. Stachel spent three years working with younger children as an assistant principal at Capitol Hill Magnet School, where she worked with Dr. Dybvig (who was Como Park Elementary's last principal.) When asked what she likes about Como Elementary School, she said, "I love the diversity, the racial and the ethnic, and the special education students. It is nice to be in a school that promotes diversity in a positive way."

She also talked about the fact that Como Elementary School has made a big improvement since 1999, when the school was put on probation (which has since ended). Since then the MATT scores have risen progressively. The MATT is a test that determines what your grade or score for each subject is. Ms. Stachel points out that this improvement is because of the teaching staff. "I am so impressed with the staff at Como. She explained that the teachers at Como have developed their own 'comprehensive reform model.' That means the whole school decided to add more ELL (English Language Learner) teachers and more academic support teachers to each grade level. This makes the groups smaller to instruct and more specialized.

The school population at Como is definitely diverse, 30 percent receive special education services, 35 percent of students can receive help with English and 80 percent of the students get free or reduced lunch. Como is a neighborhood public school, but it is also a "reassignment school," which means if other schools are full, students from those neighborhood schools are sent to Como. As a result, there are many students who ride buses. Como has more buses than other neighborhood schools.

Ms. Stachel's goals for Como are to help the staff continue to make progress in their teaching and to "build up the PTA." She is planning meetings that focus on "parents connecting with the school" and also "providing information for parents on how to help their children with school work at home." She sums it up by saying, "I would like to make Como a top-level school, the school that when people ask, 'What is great about St. Paul schools?' Como is a well-known example."

Beulah Pha is a 6th grader at Como Park Elementary School, which she has attended since kindergarten. She speaks both English and Hausa. In her spare time, she writes fiction and plays basketball. She is considering a future career in aeronautics.

Beulah Pha is part of The Bugle's Young Journalists program, an effort to encourage journalism among area elementary and secondary students. Any student interested in learning more about this program are encouraged to contact program coordinator Lisa Steinmann at bsteinmann@esccite.com or 651-0135.

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"I love the diversity at Como—both racial and ethnic, and the special education students. It's nice to be in a school that promotes diversity in a positive way."

—Nancy Stachel
School Board candid

On November 6, six candidates will vie for three seats on the St. Paul School Board. We asked each of them to respond to four questions.

John Brodick is a lifelong St. Paul resident. He taught high school social studies and English for 34 years at Mechanic Arts, Washington and Como Park before retiring in 2000.

Toni Carter is a part-time teacher at Crosswinds Middle School, cofounder of the ARTS-US, collaborative for the arts, an arts education consultant and a professional actor. She is married to Melvin W. Carter and mother to Anika (Central ’95), Melvin III (Central ’97) and Alamina (Central ‘02).

Georgia Dietz serves on the district’s C团员s’ Budget and Finance Advisory Committee. She is a graduate of the College of St. Catherine, is a former elementary teacher, and owns a residential cleaning service.

Carol Hugley has four children who attend or graduated from St. Paul public schools. As an area resident and a former student at Homecroft Elementary, she has served on site councils at Homecroft and Humboldt High School and is a member of the district’s School Planning Advisory Committee.

Becky Montgomery has served on the St. Paul School Board since 1999. Her son Chris, a graduate of Humboldt High School, attends UMD, and her son Nick is a junior at Humboldt. She is employed as a planner with the Ramsey County Human Services Dept.

Eloise Street-Stewart, an experienced volunteer and advocate for local and national issues, is a Presbyterian Church administrator for racial/ethnic ministries and community empowerment. A Delaware Native, she is the mother of four children, and her husband David have four children, all of whom attend or graduated from St. Paul public schools.

1. Superintendent Harvey has vowed to end "social promotion." What do you think of the district's current efforts to achieve that goal? How should the school district deal with students who do not meet grade-level academic standards?

Brodick The district’s plan to end social promotion has not been in place long enough for me to pass judgment. The basic idea that students, parents and teachers know that certain standards must be met is, of course, a good one. In practice, early identification of students in jeopardy and good communication with families is absolutely necessary. The district is currently offering additional time for remedial help through summer and after-school programs and the newly created Excel program. Balanced literacy, integrated math and the writers’ workshop all show promise. Unfortunately, the reality is that some children may still not achieve at grade level. In these very difficult instances, we may have to continue addressing needs without retaining.

Carter Students should progress through school by demonstrating their understanding of the content and their mastery of the skills that we agree are required for life success and lifelong learning—not simply based on seat time. The district’s new Excel system is intended to provide aid to students needing help in special small-group remediation settings, with a goal of accelerating achievement to help them retain their regular grade-level classes after a defined period of time. In such a focused setting, special resources can help resolve issues preventing student success. For Excel—or any other method—to be effective, we must understand and provide the specific help needed by each student, with regular assessment and re-assessment and accelerated learning to that student will return to their grade-level environments prepared with the required skills and knowledge. We must watch to be sure Excel works in this way.

Dietz As a former elementary teacher, I believe that social promotion allows skills to be taught and practiced but not mastered. There is a definite need to have children only in grades 3 and 5 in elementary school is too little and way too late. If children need retention, it should be as is appropriate being age grade possible as a last resort. Stronger emphasis should be placed on English, reading, and math proficiency in K-2, with focus on these areas. Remedial help should take place during the year. One possibility is a classroom of a particular grade that focuses on reteaching and review. Summer school is another option for families, attendance loss. I advocate opening the school doors to individuals or groups from faith communities, neighborhood agencies and nonprofits that want to help students in need.

Hugley Social promotion is a disservice to students, just as holding back students without giving them extra help would be, or not targeting those students who need help in the first place. Social promotion defies the purpose of going to school. Self-esteem is not gained when it is then lost by not having mastered an education. Early intervention is key and we should be monitoring how children are progressing in the early grades, yet always letting students know help is there at any grade level, and doing all we can to provide that help.

Montgomery As a current school board member, I supported ending "social promotion" as long as there was a process in place to identify early those students who were not making the educational progress they needed to make, and an array of school and community programs designed to provide the additional learning time these students needed to catch up to their peers. Both the identification and intervention (Excel, summer school and community-based after-school tutoring) programs were put in place. The district needs to strategically provide more learning time for those students not meeting academic standards. Teachers need to work with parents and school and community resources to be sure students have access to and receive the additional learning time they need to get and stay on track for graduation. Students, teachers and parents need to follow through on their responsibilities to ensure students are learning and mastering the skills needed for graduation.

Street-Stewart It’s a good policy shift because families need higher expectations that students have the necessary skills to succeed. I think the implementation will bring about a huge systems change in our district and on the student and not instructors. We must identify strengths and needs earlier: require ongoing communication, not only between schools and families; set regular checkpoints; establish grade-specific standards; improve evaluation methods; use culturally relevant interventions; and partner parents and educators on decisions to retain. Policy components are right on track, giving some students meaningful skills. The district’s Excel programs, expanding math and reading practice, and giving support to parents so they can help their children. When students feel respected, they will come to school motivated. The more they come, the more they will learn, and the more they demonstrate their capabilities, the better we can accurately provide what they need.

2. Minnesota’s Profile of Learning requires schools and students to meet certain objectives. Should St. Paul schools have a district-wide curriculum to meet these objectives, or should individual schools and teachers be free to develop their own curricula?

Brodick The Profile of Learning is designed to ensure that students graduate from high school with a clear level of knowledge and academic skills. It is also forcing the district to standardize much of the curriculum. At the same time, within these parameters individual teachers and schools still have leeway to individualize their curriculum. I support allowing teachers and schools to have this flexibility. The issue of student mobility is also forcing the district to attempt to keep schools more on the same page. I support this effort.

When students change schools, for whatever reason, there should not be a negative impact.

Carter Both standards and freedom are required in classroom curriculum. A district-wide curriculum helps to communicate consistently among classrooms, grade-levels, schools—even beyond our district—what students should know and be able to do, so that we can build new learning upon what students have already achieved. However, this need for consistency, though important, must not limit the creativity of educators who, in the classroom with the learner, must observe and react to the needs of individual students and community needs and utilize their special skills and talents, share unique knowledge and experiences, and take advantage of powerful "teachable moments."

Dietz I advocate dismantling the Profile of Learning. Minnesota teachers want it changed or abolished (Feb. 2000 Education Minnesota survey). St. Paul should follow Minnesota’s lead and do away with the requirement of Children, Families and Learning to withdraw from this program, which, in my opinion, places little emphasis on the development of critical thinking by all teachers. That said, a district-wide curriculum, such as Core Knowledge, would have advantages because it would be easier to monitor and evaluate teaching by departmental and interdisciplinary teams rather than departments, with teachers to different curricula—those closest to students—not be mandated by administration.

Hugley Many students, for various reasons—such as homelessness, family breakdowns, life—move around the district, and the trend of mobility and continuity in learning is lost. These children are already up against enough factors and barriers to learning, and it is critical that they don’t miss chapters of learning that can affect the rest of their education. The curriculum should be flexible enough that teachers have latitude in the classroom, yet on a district level have a timetable for teaching core knowledge of reading, writing, etc., using a solid, proven method of teaching and supplementing that with other techniques, so all children are reached.

It is not so important how children arrive at knowledge, but that they get there.

Montgomery The important thing is all students need to demonstrate mastery of the identified standards (skills and knowledge) at different points in time during their school career—typically at the end of 3rd, 5th, 8th and 10th grades. How they master those standards is to be shown through state and local school district and local school buildings. Individual schools should have the flexibility of developing their own curricular, multicultural curriculum that ensures all students in their building master the identified standards. This curriculum needs to take into consideration student ability and mobility, so all students are learning.

3. Some school district start times for seniors reflect adolescent biohythms. How should the school district deal with students who do not do so that change be achieved?

Street-Stewart I agree if we intend to do so the same measure we can't quality education to location and level of education especially we should stay in the same school move. If curriculum is on needs of individuation for example, than departments, with teachers to different curricula—those closest to students—not be mandated by administration.

Brodick Minnesota’s prominent district has a start times in response to the adolescent biohythms have not issued any strongly negative or my classroom experts evidence that the last affects positively a lot of the students would make a major shift in our I remain open mind. Furthermore, it may be educational reason. It drives much of the work. Any change has to be

Carter A college of board concluded that the start times were
greater sense of the professionalism of teaching will be felt by the public.

Center We must provide the support teachers need to improve student achievement. New teachers need helpful direction/mentoring, supervision, teaming and networking support to help them in their assignments. Experienced teachers need a process to help them reflect on student learning to enhance their skills and classroom effectiveness. All teachers need clear communication, "uncharted" assignments, support, encouragement and opportunities for advancement/enhancement and recognition. We must work to maintain, maximize and direct our resources to assure curriculum aids, supplies, assistance and support—and to ensure optimum class sizes.

It is also critical that we successfully connect teachers to the community. As a board member I will advocate for a district policy that requires staff development a key measurement at every level—teacher, team leader, principal, district, administration and district—and for involving teachers with community in a continuing process of strategic planning to meet the needs of our learners and community.

Dietz Teachers care deeply about their students and spend many hours of their personal time preparing lessons and materials, often spending their own money for supplies. I think the professional image of teachers would be enhanced if the teachers' union once again took a supportive role rather than trying to maintain the system. Merit pay for outstanding work rather than for numbers of years taught would be a better basis for determining a salary. A higher starting salary would attract talented individuals who might otherwise decide on a more lucrative career. The union sets the beginning teacher's pay at a low level, when many have the enthusiasm and creative ideas that would further the profession. Teachers should be given back the authority to discipline, supported by their principals. We should professionalize the teaching occupation by peer review—teachers mentoring each other and helping beginning colleagues to succeed.

Hugley Teachers are professionals. They should not be the targets of misplaced blame when school boards or administrations fail. Teaching (like parenting) can't always be measured because it involves so many things that often go unnoticed or unappreciated—such as teachers using their own resources in the classroom, building relationships with many students and parents, many outside hours of preparation, meetings, training, committees to serve on, testing, paperwork, not to mention teaching. There are effective methods in place for improving teacher performance, such as peer coaching, teamwork and professional staff development. We also need to pay our teachers! Our children learn from teachers, not administrators. Working alongside teachers as a parent volunteer, a teaching assistant and a site council member has only given me respect and awe for the teaching profession.

Montgomery District teachers have the opportunity to receive a lot of staff development so they can continually upgrade their skills and use effective teaching strategies proven to increase student achievement. I think the real issue is not professionalism but the public's understanding of what it takes to educate our students and the resistance by some educators to make the changes necessary to ensure that all students learn. Our student population continually changes, and as a result, how we educate our children needs to continually change. I support proven strategies designed to increase student achievement and provide more learning time. We need to figure out how to provide the teachers with the tools they need to do their job, and to look at teacher compensation and tie it to both results and the competitive job market in order to be accountable to the public and attract and retain quality staff.

Street-Stewart Teachers should be asked for their recommendations to be incorporated into the personnel objectives set by professional development committees established at schools. Fundamentals should begin with the requirement that new hires entering the system are licensed and that teachers be licensed in the area they teach. I encourage setting voluntary peer standards to address the following:

* Effective communication
* School violence and crisis intervention
* Cultural competency
* Personal health and stress reduction
* Peer counseling and coaching
* Mentoring for new teachers to go from "survive to thrive"
* Increase content knowledge of district policy and state standards
* Collaboration of administration, site councils and community organizations
* Modeling of good working relationships
* Impact of administrative detail work on student classroom experience

In addition, I believe it is appropriate to create incentives for development through scholarships, grants, salary and benefit increases, and public affirmation of successful student and school achievement.
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Dinner
The 45th annual Scandinavian Dinner, sponsored by the St. Anthony Park Chapter of the Order of the Eastern Star, taken place Saturday November 3 from 4-7 p.m. at the Fairview Community Center, 1910 W. County Road B.

The dinner includes lutefisk, Swedish meatballs, lefse and kranskaka. Tickets are $10 for adults and $5 for children.

Proceeds help Eastern Star maintain its many service projects, which include the University of Minnesota Hospital, the Minnesota Masonic Home and Care Center, as well as a crisis nursery, food shelf and homeless shelter.

For more information, call 763-421-7122.

Workshops
Free career exploration and job search workshops are available for single mothers.
Women Achieving New Directions sponsors the workshops on Monday and Wednesday evenings from 6-9 p.m. Free child care is available. For more information, call Elaine at 604-3516.

Volunteers
The St. Paul School District needs child advocates for its Surrogate Parent program. Volunteers represent special education students whose parents are not able to represent them.
Child advocates need to be available 1-2 times per week to participate in school meetings concerning their student's special education plans.
Training is available. Call Stacy Sokol for more information: 293-8850.
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N O V E M B E R  2 0 0 1     P A R K  B U G L E
Pritchett . . .
from page 1

1999. She had arrived in the Twin Cities with a newly minted master's degree in English and a desire to write.

"I said I was going to give myself one year," she explains. "That turned into all four years we lived in Minnesota. I'd write all morning, then go to the Bugle office, then read over my manuscript. In the middle I'd walk across the street and get a cup of soup from Speedy Market. I look back on those years as so time-rich."

"I'd write all morning, then go to the Bugle office, then read over my manuscript. In the middle I'd get a cup of soup from Speedy Market."

These days, Pritchett isn't feeling nearly so wealthy when it comes to time. There are two reasons for that, and their names are Jake, age 2, and baby Elle. Motherhood has had a profound effect on her writing, she says. Part of the difference has to do with the simple logistic challenge of fitting creative work into the spaces left between nursing a baby and reading a toddler's favorite story "maybe 800 times."

She notes, "It's a lot harder to sustain, the work is harder to sustain, but I'm learning to work with that. When the baby naps, I make myself fall asleep on top of the covers, so I wake up cold 10 minutes later. Then I can write for an hour until she wakes up."

But there are unexpected advantages to motherhood, as well. "It's good, because I can spend a whole day in the sandbox, for example, noticing details. That manifests itself in my writing."

It may also show up in her subject matter. Pritchett says that she's currently at work on a novel that had its genesis in a conversation she overheard at a bar. "I heard a waitress tell a customer that she adopted her younger sister's baby, because otherwise her sister was going to have an abortion. I just start with a story like that that I want to tell."

Pritchett says she misses the "collective community feel" of her old neighborhood in St. Paul and her days at the Bugle. "I really look forward to coming back to Minnesotas for the book tour." But the voice of the young girl who intended to be a "rita" is never far beneath the surface.

"I still love writing," she says. "Aside from being with my family, I can think of no better way of spending time than to sit before the computer screen and write."

Laura Ingalls Wilder would be proud. ■

ENVIRONMENTAL FUND FOR ST. ANTHONY PARK ELEMENTARY SCHOOL!

An endowment fund has been established through the St. Anthony Park Community Foundation to ensure a continuing "outside the classroom" environmental emphasis at St. Anthony Park Elementary School. Please take advantage of this excellent opportunity to support our neighborhood school and environmental education.

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to secure a strong and vibrant neighborhood for future generations.
COMMUNITY CALENDAR

1 Thursday
- All Saints' Day
- Free Wii Night (5-year-olds and younger), South St. Anthony Rec. Center (291-7305), 10 a.m. - 11 p.m. Every Thursday.
- Teamsters (645-9475), training in effective speaking, Harley Parkland, 2025 Larpenteur Ave., 7-450-8400 a.m. Everyday.

7 Wednesday
- Leisure Center for Seniors (653-9494), South St. Anthony Park United Methodist Church, 9 a.m. - 1 p.m. Lunch reservations by Monday.
- Women's Connection, a job networking organization (681-9825), Hubert Humphrey Job Corps Center, 1480 Snelling, Building #1, 8 a.m. Every Wednesday.

8 Thursday
- Fall Council Meeting, St. Anthony Park Community Council, 890 Commodore, 7 p.m.
- Free blood pressure clinic and health resources by the St. Anthony Park Block Nurse Program, St. Anthony Park Library, 10-11 a.m.

9 Friday
- Leisure recycling.

10 Saturday
- Langford Park Night (7th through 9th grade), Langford Park Rec Center (291-7565), 7-10 p.m. Parent permission required. Cost $3.

11 Sunday
- Veterans Day

12 Monday
- Como Park recycling.
- Park Press Inc., Park Bike board meeting, St. Anthony Park Bank community room, 7 a.m.

13 Tuesday
- U.S. Service Forest Service, 1970 Aves, St. Paul Campus, 11:30 a.m. - 12:30 p.m. Everyday.
- St. Anthony Park Community Council Physical Planning Committee, South St. Anthony Rec. Center, 890 Commodore, 6 p.m.

2 Friday
- Falcon Heights recycling.
- Senior Citizen Fun Group (657-6060), lunch and dance, South St. Anthony Rec. Center, 890 Commodore, 9:30-11:30 a.m. Everyday.

5 Monday
- AA, St. Anthony Park Lutheran Church (644-8093), 8 p.m. Everyday.
- Pop Scarey, St. Anthony Park United Church of Christ, 7 p.m. Everyday.

6 Tuesday
- For Time (5-year-olds and younger), Langford Park Rec Center (291-7565), 10 a.m. - 1 p.m. Everyday.

17 Saturday
- FARE for All food distribution and registration in St. Anthony Park Lutheran Church (644-8833), 2323 Como Ave., 8:30-10:30 a.m.
- Arts Off Raymond (644-1645), Raymond and University, 9 a.m. - 6 p.m.

18 Sunday
- St. Anthony Park Block Nurse Program.

26 Monday
- Como Park recycling.

27 Tuesday
- Leisure for Seniors (653-9494), St. Anthony Park United Methodist Church Library, 7 p.m.
- Welsh symphony (645-1534), St. Anthony Park Lutheran Church, 2323 Como Ave., 5:30 p.m.

28 Wednesday
- St. Anthony Park recycling.
- Falcon Heights City Council, City Hall, 3207 Larpenteur Ave., 7 p.m.

20 Tuesday
- District 10 community meeting, 7 p.m., Black Bear Crossing on the Lake.

21 Wednesday
- Langford Booster Club, Langford Park, 7 p.m.

22 Thursday
- Thanksgiving

23 Friday
- Leisure recycling.

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