

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

**September 13, 2016**  
**4:30 PM**

**A G E N D A**

**I. CALL TO ORDER**

A. Introductions

**II. AGENDA**

A. St. Paul Children's Collaborative

1. Introduction

2. Presentation

3

3. Discussion

4. Action (TBD)

B. Pay 17 Levy

1. Introduction

2. Presentation

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3. Discussion

4. Action to Set Levy Ceiling

C. Board Community Engagement Process (Time Certain 5:50 p.m.)

1. Introduction

2. Presentation

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3. Discussion

4. Action (TBD)

D. Standing Item: FMP Update

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E. Standing Item: Policy Update

F. Standing Item: SEAB Update

G. Standing Item: SSSC 2.0 Update

H. Work Session

1. Levy 101 Refresher

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2. Discussion on PAC Reports to the Board	98
3. Discussion on Partnering with SEAB	108
4. Integration Task Force Update	

### **III. ADJOURNMENT**

# SAINT PAUL CHILDREN'S COLLABORATIVE

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Discussion with the Committee of the Board  
of the Saint Paul Public Schools  
September 13, 2016



# Saint Paul Children's Collaborative

Family Service Collaborative focused on children, youth and families living in Saint Paul

## Board Members:

- City – Mayor and City Council
  - Peter Grafstrom – Mayor's Education Policy Director
  - Council Member Noecker
- County – County Commissioners
  - Commissioners Carter and McGuire
- School District – School Board and Superintendent
  - Director Vanderwert
  - Chief Turner
  - Heather Kilgore (SPPS liaison to community projects)
- Community Action Agency
  - Clarence Hightower – Executive Director
- Community
  - Mary K Boyd
  - Robert McClain
  - Anna Ross
  - Bruce Thao



# SPCC Mission

5 The mission of the SPCC is to engage policy-makers, communities, business and other stakeholders to strengthen the social and economic fabric of Saint Paul to support the healthy development of children. The Board seeks to support Saint Paul's children through distribution of Local Collaborative Time Study funds; its work to break down policy and program barriers that get in the way of families accessing needed services; and the bringing together of child--and family--serving community organizations.



# SPCC Youth Master Plan: Six Goals

Saint Paul: Where all children learn, grow and thrive

- Learn
  - Children are ready for Kindergarten
  - Children are reading by third grade
- Grow
  - Children have health care coverage
  - Children are connected to one or more caring adults
- Thrive
  - Children are safe and free from abuse and neglect
  - Children graduate from high school



# GradNation: SPCC/SPPS Partnership

- Attendance Awareness Campaign
- Project Return
- Reengagement



# Learn, Grow, Thrive Grantees (2016-17)

- American Indian Family Center
- Breakthrough Twin Cities
- Freedom School/Saint Paul Promise Neighborhood
- Guadalupe Alternative Programs (Indigenous Youth Cultural Mentorship)
- Interfaith Action of Greater Saint Paul
- Minnesota Reading Corps
- Network for the Development of Children of African Descent
- Project for Pride in Living (Fort Road Flats & Selby-Wilkins)
- Project Return
- YMCA Early Childhood Learning Centers (Midway and Eastside)
- YWCA (Permanent Supportive Housing Program)





# LCTS Funding

- Federal Medicaid Waiver
- Funds generated by:
  - Schools
  - Public Health
  - Corrections
- Funds distributed to:
  - Time study administrative cost reimbursement to schools, public health & corrections
  - Ramsey County All Children Excel
  - Children's Mental Health Collaborative
  - Suburban Ramsey Family Collaborative
  - Saint Paul Children's Collaborative



# Questions & Discussion

## SPCC Co-Directors

- Christa Anders
  - 612.920.0574
  - [christa@advance-consulting.com](mailto:christa@advance-consulting.com)
- Laurie Davis
  - 612.285.2773
  - [laurie@advance-consulting.com](mailto:laurie@advance-consulting.com)

## SPCC Website

- [www.stpaulkids.org](http://www.stpaulkids.org)





# Proposed Pay17 Levy

## Committee of the Board

Marie Schrul and Mary Gilbert

September 13, 2016



# Purpose

To provide information to the Committee of the Board regarding the Pay 17 levy calculations to determine the maximum levy ceiling



# Agenda



- Levy Basics
- Planning Assumptions
- Factors Impacting Levies
- Levy Process/Calendar
- Estimated Pay17 Levy Ceiling
- Estimated Property Tax Impact
- Requested Actions
- Questions

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# The Basics



- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Pay17 school levy funds the 2017-2018 school year
- Districts receive payments after the May and October collections from County
- Levy can only move down after October 1

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# Planning Assumptions

(staff estimate)



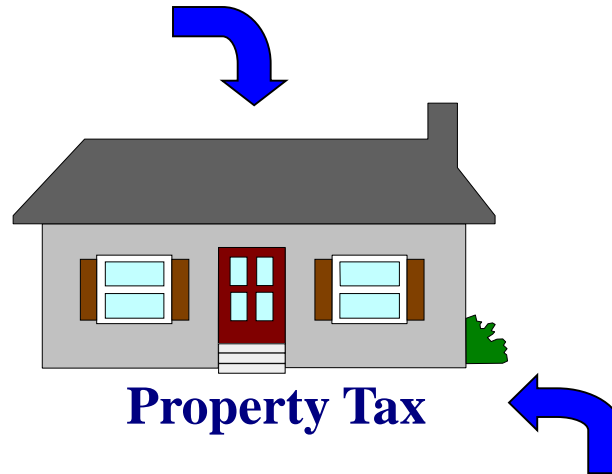
- All figures in this report are based on Administration's best estimates, using the statutory authorized amounts
- MDE provided preliminary Pay17 levy calculations on September 9
- MDE continues to make adjustments to the SPPS numbers through September
- Most districts certify their maximum levy

# Who Determines Your Property Tax?

## State Legislature

- Sets Property Tax Policy
- Establishes Property Classes & Class Rates
- Determines Levels of State Aid
- Sets School Formulas
- Underfunded Mandates to Local Governments
- Levies State Business Tax

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## Taxing Jurisdictions

- Determines Levy Amount

## County Assessor

- Determines Market Value
- Assigns Property Class

Source: Ramsey County





# Major Factors Impacting Property Taxes



- Is the property tax levy going up, down, or staying the same?
- Is there additional money available to reduce the local tax burden?
  - State aids (local government aid, county aid, or school equalization aid)
  - Fiscal disparity distribution
- How is a home's market value changing relative to other homes or compared to other types of property?
- Are there increases to the tax base that are not the result of inflationary or deflationary changes to the values of individual properties?
  - New construction
  - Property going from exempt to taxable
  - Decertified tax increment financing districts
- Are there legislative changes?

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# Factors Impacting Levies

- Change in St. Paul's tax base—home values continue to improve as well as commercial
- Apartments also have big jump—rates are heavily weighted on income production, i.e. rent
- Net tax capacity in St. Paul increased 7.8%
- Fiscal disparities aid increasing \$1.57 million
- Tax Increment Financing — changes
- Pension contribution or unemployment changes
- Long term facilities and bonding




# Other Factors Impacting School Levies



- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

# Pay 17 Levy Calendar

	Date	Action
✓	August-early September	District submits levy information to MDE
✓	September 8	MDE provides preliminary calculations
	September 13	COB discusses Pay17 levy
	September 20	BOE sets ceiling for Pay17 levy
	September 26	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
	September 30	SPPS provides Pay17 levy ceiling data to Ramsey County and MDE. Cities and Counties also certify by this date.
	October 1 – November 15	Ramsey County calculates taxes and prepares tax statements
	November week of 14 <sup>th</sup>	Ramsey County mails tax statements
	December 6	SPPS holds public hearing (note: COB meeting that evening)
	December 13	BOE certifies Pay17 levy at BOE meeting
	December 31	SPPS certifies Pay17 levy to Ramsey County

# Proposed Pay17 Levy Ceiling

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Levy Category	Certified Pay 16 Levy	SPPS Estimated Pay17 Levy Ceiling as of 9/9/16	Difference
Operating	\$47,242,112	\$47,273,634	\$31,522
Pension/OPEB/Contractual	36,133,492	37,574,225	1,440,733
Facilities	54,572,087	59,940,909	5,368,822
Community Service	<u>3,260,938</u>	<u>3,441,945</u>	<u>181,007</u>
Total – All Levy Categories	\$141,208,630	\$148,230,714	\$7,022,084
Percent Change			4.97%

# Estimated Annual Property Tax Impact from 2016 to 2017

Assuming a 0% Increase in Market Value

\* 22

Home Estimated Market Value	Estimated change at 4.0% Ceiling	Estimated change at 5.0% Ceiling	Estimated change at 6.0% Ceiling
\$75,000	(11.35)	(8.34)	(5.32)
100,000	(17.77)	(12.96)	(8.15)
161,200	(33.74)	(24.46)	(15.18)
200,000	(43.86)	(31.75)	(19.63)
300,000	(69.96)	(50.54)	(31.13)
400,000	(96.05)	(69.33)	(42.61)
500,000	(120.39)	(86.90)	(53.40)

Source: Ramsey County  
Median home market value is \$161,200  
9/13/16

# Estimated Annual Property Tax Impact Home from 2016 to 2017

## Assuming a 6.4% Increase in Market Value

Home Estimated Market Value	Estimated change at 4.0% Ceiling	Estimated change at 5.0% Ceiling	Estimated change at 6.0% Ceiling
\$75,000	6.39	9.40	12.42
100,000	18.65	23.46	28.27
161,200	24.85	34.13	43.41
200,000	28.56	40.67	52.79
300,000	38.90	58.32	77.73
400,000	49.37	76.09	102.81
500,000	49.53	83.02	116.52

Source: Ramsey County  
Median home market value is \$161,200  
9/13/16



# Estimated Annual Property Tax Impact Commercial/Industrial from 2016 to 2017



Assuming a 6.7% Increase in Market Value

Commercial/ Industrial Estimated Market Value	Estimated change at 4.0% Ceiling	Estimated change at 5.0% Ceiling	Estimated change at 6.0% Ceiling
<b>200,000</b>	(54.83)	(39.68)	(24.53)
<b>397,100*</b>	(125.03)	(91.51)	(58.00)
<b>500,000</b>	(161.31)	(118.20)	(75.09)
<b>1,000,000</b>	(338.55)	(248.83)	(159.10)

Source: Ramsey County

\*Median commercial/industrial market value is \$397,100





# Requested Action



- Recommend certifying maximum Pay17 levy ceiling at September 20 BOE meeting
- Set the date for the Taxation and Budget Hearing—December 6<sup>th</sup> at 6pm (COB meeting that evening)



# Questions

# **Saint Paul Public Schools**

## **Collaborative Public Engagement Project Proposal**

# **St. Paul Public Schools Collaborative Public Engagement Project Proposal**

This document has been reviewed by administrators, SPFT, several PACs, and Board members. Administrators, SPFT and several PACs would like to move forward with the plan. The Board will take a formal vote on the plan on September 20, 2016.

## **I. Purpose**

Over the past year St. Paul Public Schools (SPPS) has experienced a number of challenges including a pervasive achievement/opportunity gap<sup>1</sup> between students of color and white students, concerns about safety and school climate and how to best serve the immigrant populations for whom many English is a second language, tense labor-management relations, significant turn-over on the School Board, and the recent departure of the superintendent and many administrators. These issues have been accompanied by a desire to strengthen community engagement and communication among the Saint Paul Public School community.

The Minnesota State Office for Collaboration (OCDR) and the Dispute Resolution Institute at Mitchell Hamline School of Law (DRI) propose to partner with the SPPS District, St. Paul Federation of Teachers (SPFT), parent groups, student groups, community groups and other stakeholders in a multi-year project to use dialogue and collaborative community engagement to build stakeholders' capacity to address the aforementioned challenges. OCDR and DRI propose a phased approach with the initial phase focused on the time-sensitive superintendent search and later phase(s) to address the challenges detailed above.

The St. Paul community is one which desires a high level of engagement. This poses real opportunities for the district and real challenges. It underscores the importance for the district to utilize something other than a traditional process to identify a superintendent.

The plan that OCDR and DRI proposes is highly collaborative and will utilize a variety of process techniques to capitalize on this community desire to be engaged. Rather than suggest a pre-set model for the process, we propose the use of a Design Team, made up of stakeholder representatives, who will assist OCDR and DRI in designing the process. The lead facilitators have the expertise both to make process suggestions and to implement a range of collaborative techniques, and we believe that the strongest community engagement processes are developed via the shared wisdom of a design team.

In addition, the issues identified by the stakeholders will not be resolved in a quick or neat process. OCDR and DRI are in a position to offer a multi-year, multi-phase process.

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<sup>1</sup> Stakeholders do not have complete agreement on the most appropriate terminology to describe the challenges they are facing. Developing a shared understanding of these challenges is one objective of this project.

## II. Exploratory Meetings

During August and early September, facilitators Mariah Levison (OCDR Manager) and Sharon Press (DRI Director, Mitchell Hamline School of Law) met with stakeholders to explore the potential for using dialogue and collaborative community engagement to address the aforementioned issues. Facilitators asked participants about their perspective on the challenges faced by SPPS and how to address those challenges. The facilitators met with all Board members in individual meetings, Interim Superintendent John Thein, two groups of administrators, the leadership of St. Paul Federation of Teachers (SPFT), and several SPPS Parent Advisory Councils (PACs). The facilitators met with the Parents of African American Students Advisory Council, the Karen Parent Advisory Council, the Somali Parent Advisory Council, and the Special Education Advisory Council, as well as with staff of the Latino Consent Decree Parent Advisory Council. Attempts were made to meet with SEAB (Student Engagement Advisory Board) and all other PACs listed on the SPPS website.<sup>2</sup>

It is important to note that during this initial exploratory phase the facilitators met with a limited group of stakeholders. The facilitators did not meet with, students, community organizations, PTA leaders, principals, all PACs, nor other stakeholders. Given the need to rapidly define a process for the superintendent search, the facilitators were able to meet only with the aforementioned stakeholders. Rather than choose a random selection of additional community organizations, which would have privileged their voices over others, we thought it most prudent to confine ourselves to this well-defined group of stakeholders. Upon formal commencement of and throughout the project, deeper and broader stakeholder engagement will be a key element of the project.

The facilitators also reviewed public documents including materials from the SPPS website and media stories.

The following themes emerged from the meetings and document review. Please note, that these themes are based on a limited number of interviews with a limited number of individuals and may or may not be representative of the perspectives of broader SPPS stakeholders.

### Common Themes (expressed by vast majority of stakeholders who participated in interviews)

- Stakeholders are highly invested in the success of the students and the district.
- Stakeholders feel that there are many positive aspects of SPPS and this is not always reflected in media stories of the district.

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<sup>2</sup> Given the timing of these meetings, not all PACs were able to participate since most PAC coordinators work on nine-month contracts and were not available over the summer.

- Stakeholders agree that equity should be a central priority for the district.
- Stakeholders agree on what many of the key issues are and have a shared desire to address these issues. These issues include lack of trust, inability to communicate and problem solve as effectively as stakeholders would like, and feelings of not being respected, valued, or heard.
- Administrators, SPFT and the Board agree that stakeholder engagement is important and want to develop a shared vision of what meaningful stakeholder engagement looks like. PACs want to meaningfully engage with SPPS.
- There is a shared sense that stakeholders need to work together against the substantial challenges that will always be a part of a large, urban district (i.e. budget issues, how to implement a commitment to equity, etc.) rather than against each other.

#### Issues to be addressed

- How to create an environment and mechanism so that Administrators, SPFT, Board members, and parents feel valued, heard and respected.
- How to improve communication and problem-solving in SPPS.
- Development of a shared understanding of roles and responsibilities of administrators, School Board, teachers, and other school staff.
- Clarity around decision making including the role of administrators, SPFT, the Board, and the community – especially parents.
- How to define and implement the principle of equity.
- Improve Board cohesiveness and ability to work together to serve the district.
- Develop a shared vision for the district.
- How to increase and make information sharing useful.
- Disparity between schools.
- Silo-ing which takes place between schools and between PACs.

### **III. Process Recommendations**

There are some reasons for concern about undertaking a project of this scope at this time.

- Significant Transition in the District's Administrative Leadership. While it is helpful to use the search for a new superintendent as a means to begin a robust community engagement process, the new superintendent will need to ultimately take control of implementing the district's vision and therefore should be a major contributor to the discussions. Therefore, it is critical that the superintendent candidates are fully briefed on the engagement process and for the Board to consider the candidate's commitment to continuing the work which has begun.
- Role of Media. Typically, collaborative processes work best when participants have the flexibility to work through their issues in private. Guidelines and expectations around participant engagement with the media will need to be discussed early on in the process.
- Proposed Timeline. Collaborative processes take time as stakeholders move through the stages of building relationships to being able to take on difficult issues and problem-solve together. Community engagement processes also require sufficient time to be responsive to the emerging process and substantive needs of the participants.

Notwithstanding the above obstacles, OCDR and DRI recommend moving forward with the process because:

- SPPS is starting with a very strong base of support and commitment from stakeholders.
- Stakeholders are generally in agreement about what issues need to be addressed.
- Stakeholders have a strong sense of urgency about addressing these issues and are concerned about facing challenging issues such as the budget deficit and teacher contract negotiations without addressing relational and process issues.

OCDR and DRI propose a multi-year, process with at least two primary phases.

#### **Phase I Overview: Support the Engagement Process to Identify and Attract the Best Superintendent for the District.**

OCDR and DRI would work with stakeholders to collaboratively design and implement a stakeholder engagement process to identify and attract the best superintendent for the district. In order to do so, stakeholders would work together to (re)build relationships and begin the process of developing a shared vision so that SPPS is the kind of district that highly qualified candidates want to lead. Stakeholders would include the Board, administrators, SPFT and other unions, PACs, PTAs and PTOs, student groups, community groups, neighborhood associations, and others.

### Phase I Outcomes

1. Utilize an inclusive, transparent, and collaborative process to enable the full range of stakeholders to identify desired characteristics of the superintendent.
2. Increase trust and improve relationships, communication, and collaborative problem solving capacity among the Board, administrators, and SPFT ahead of the superintendent search.
3. Increase communication and improve relationships between PACs and between PACs, administration, SPFT, and the Board.
4. Lay a foundation for addressing the larger equity and engagement issues.

### **Phase II Overview: Build Capacity to Address Equity and Engagement Issues**

OCDR and DRI would assist the stakeholders in using dialogue and engagement to collaboratively address issues around the implementation of the District's equity and engagement work including school climate and safety, achievement/opportunity gap, discipline, developing a shared vision of stakeholder engagement and shared decision making, and improving labor-management relations.

### Phase II Outcomes

1. A shared vision and implementation plan for the district's commitment to equity.
2. A shared vision and implementation plan for continued stakeholder engagement.
3. A shared vision and implementation plan for collaborative decision-making amongst district stakeholders.
4. A shared vision and implementation plan for improved labor-management relations.

### **KEY ELEMENTS** of this project include:

- Design, implementation, and management of the project are collaborative with all stakeholders having an equal voice.
- Decisions are made by consensus.
- Clarity of expectations and roles including but not limited to the stakeholders' role of providing the Board with input on hiring the Superintendent and the Board's role of selecting the Superintendent.
- Belief that a thoughtful integration of all perspectives leads to the best process and outcomes.
- The project will build upon and support the existing extensive community engagement and problem solving resources in the SPPS community.
- The process is iterative.



**PHASE I: SUPPORT THE ENGAGEMENT PROCESS TO IDENTIFY AND ATTRACT THE BEST SUPERINTENDENT FOR THE DISTRICT *PRELIMINARY DETAILS***

A diverse team of OCDR/DRI facilitators will be selected to lead the project.

Phase I will be composed of five elements:

1. facilitated conversations between Board members
2. facilitated conversations between Board, administration and SPFT leadership
3. facilitated joint PAC meeting with Board, Administration and SPFT leadership
4. a collaborative community engagement process to provide the Board with input on hiring of superintendent and to lay the foundation for Phase II: equity and engagement vision and implementation work
5. Explore use of Interest Based Bargaining for 2017 teacher contract negotiations and Labor Management Committee or Partnership Model for on-going collaborative decision-making.

**Phase I: Elements *Details***

**1. Facilitated conversation between Board members**

Building on the work done in previously held Board retreats, Board members will meet in three, three-hour (facilitated) sessions to address the following topics:

- Board process and decision-making issues
- goals for superintendent search process
- goals for meeting with administrative and SPFT leadership teams

**2. Facilitated conversation between Board, Administration and SPFT Leadership**

Administrators and SPFT leadership will each meet separately in a two-hour facilitated session to prepare for the facilitated conversation between the administration, Board, and SPFT leadership.

**Administration, Board, and SPFT Leadership will meet in three, three-hour facilitated sessions to:**

- Improve trust, relationships, communication, and collaborative problem solving capacity
- Develop consensus on interim plan for information sharing and decision-making processes
- Identify goals for superintendent search process

**3. Joint PACs Facilitated Meeting with Administration, the Board and SPFT Leadership**

- Provide opportunity to meet and hear from each other to begin process for information sharing
- Provide process for PACs to identify members for the Design Team
- Identify goals for superintendent search process

#### **4. Superintendent Search**

- a. It is important to note that OCDR and DRI are not proposing to handle the technical aspects of a superintendent search (those activities typically handled by a Search Firm). In order to be effective, OCDR and DRI expect that the search firm (or other organization) employed by the District to handle these functions will demonstrate a commitment to the centrality of community engagement in the superintendent search process and work closely with OCDR and DRI.
- b. Facilitators will establish a Design Team to assist them in designing a collaborative community engagement process to gather input on the hiring of the superintendent and laying a foundation for Phase II of the project. The Design Team will operate by consensus (which will be defined and operationalized in the group charter). The Design Team will be made up of the following members:

1-2 Board members

1-2 administrators

1-2 SPFT members

2 students

2 members of the SPPS PACs

5-8 community organizations with interest in and articulated missions committed to education (not limited to those who have already established partnerships with SPPS)

1 representative of the City of St. Paul

1 representative of the St. Paul business community

Additional members may include building level leaders, representatives of other unions, Ramsey County, MN Department of Education, etc.

Members from the School Board, administrators, and SPFT will be chosen by their respective organizations. A process would be designed to assist students and PACs in identifying their representatives to the Design Team. The remaining “community group representatives” will apply for membership on the Design Team. Applications will be reviewed by Design Team members in order to ensure appropriate diverse representation on the Design Team.

The Design Team will begin by creating a collaborative engagement process with the assistance of OCDR and DRI. They will be provided with the draft below and a proposed charter for how they will operate as starting points, subject to their revisions.

- c. Candidate Review Committee. The School Board has the responsibility to hire the new superintendent. To assist it in this task the Board will utilize a Candidate Review Committee. Membership on this committee will include representative(s) from students, parents, SPFT, administration, Board, community and other categories. Candidates will apply for membership.

#### **5. Explore use of Labor Management Partnership Model and Use of Interest Based Bargaining for 2017 Teacher Contract Negotiations**

Labor Management Partnerships and Labor Management Committees have an established track record of fostering effective problem solving and effective labor management relations. These partnerships leverage the resources, knowledge, and experience of both parties to effectively address workplace issues in a collaborative manner. The models help participants to clearly define areas for shared decision-making, decision-making methods, and many other aspects of the partnership or committee. In addition, we recommend an exploration of “interest-based bargaining” for the 2017 contract negotiations. Both the Bureau of Mediation Services and the Federal Mediation and Conciliation Service provide needs assessment and training to assist school districts in developing a labor-management partnership or improving current structures. The Bureau of Mediation Services assists districts in determining whether or not to use interest-based bargaining and provides training.

***PROPOSED SUPERINTENDENT COLLABORATIVE ENGAGEMENT PROCESS (initial draft for review and refinement by the Design Team with assistance and guidance from OCDR and DRI)***

The engagement process will consist of the following components:

- 1. Community Conversations.** Hold community conversations to gather community insight by asking key questions about desired characteristics of the superintendent, how the district should implement its commitment to equity, and how the District should implement its commitment to engagement. Hold 5-10 open meetings<sup>3</sup> and targeted meetings with PACs, PTOs and PTAs, student groups principals, and community organizations.
  - a. Design team will determine the number of meetings, meeting locations, format of meetings, questions to be addressed, superintendent search background presentation, exit survey questions and other aspects of the meeting.
  - b. Design team and District will participate in publicizing the meetings.
  - c. District will provide childcare, refreshments, and translators for the open meetings. OCDR/DRI will provide needed support services for the targeted conversations.
  - d. OCDR/DRI will provide community facilitators to facilitate small group conversations. All facilitators will have training and experience in dialogue.
- 2. Online survey.** Design team will develop a list of survey questions. District will make survey available on its website.
- 3. Desired characteristics.** OCDR/DRI will use qualitative data analysis to analyze community input. The report to the Board will include (but not be limited to) integration of diverse perspectives, identification of major themes, and identification of desired characteristics for the superintendent.
- 4. Other elements** that the design team will weigh in on include, but are not limited to:
  - a. Use of meet and greet
  - b. Televising interviews
  - c. Remote participation
- 5. Equity and engagement feedback** from the meetings and surveys will be analyzed by OCDR/DRI, with feedback from the Design Team, and a report will be issued to superintendent finalists and the Design Team. The purpose of the report is to inform the candidates of the stakeholders' perspectives on key issues facing the district and to provide input to the Design Team for the

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<sup>3</sup> The exact number of meetings will be determined by the Design Team. The Design Team will consider how to maximize participation while keeping individual meetings to a manageable size in order to facilitate active participation. The Design Team will also consider whether public meetings should be convened based on affinity groupings or mixed to enable a wide-range of perspectives to be shared together.

next phase(s) of the project aimed at the broader equity and engagement issues.

6. **Superintendent welcome.** The Design Team will develop a process for introducing the new superintendent to the SPPS community for the purpose of creating the foundation of a positive relationship between the superintendent and the SPPS community.

### Phase I Timetable/Deliverables

Because investing time in developing a high quality process up front saves time later on by minimizing obstacles later in the process, the timeline is a guideline that may have to be modified to address emergent process issues. That said, OCDR and DRI believe that this is a realistic timeline,

Timeframe	Key activities	Deliverables
September	<ol style="list-style-type: none"> <li>1. Begin facilitated conversations with Board members</li> <li>2. Complete facilitated conversation with SPFT Leadership</li> <li>3. Complete facilitated conversation with administrators</li> </ol>	
October	<ol style="list-style-type: none"> <li>1. Complete facilitated conversations with Board members</li> <li>2. Complete facilitated conversations with Board members, administrators, and SPFT leadership</li> <li>3. Complete facilitated joint meet of SPPS PACs with Board members, administrators, and SPFT leadership</li> <li>4. Develop Operations Charter for Design Team and Detailed Process Drafts for Design Team consideration</li> <li>5. Complete formation of Design Team</li> </ol>	Written monthly update submitted to Board including refinements to Process Plan.
November	<ol style="list-style-type: none"> <li>1. Complete design of engagement process for the</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent search engagement</li> </ol>

	superintendent search 2. SPPS explore possible use of Labor Management Committee or Partnership	process design document 2. Online survey questions
December and January	1. Hold community conversations 2. Conduct online survey 3. Convene Candidate Review Committee	Written input to Board on hiring superintendent. Exact format will be shaped by Design Team but will likely include desired criteria and characteristics.
February	Analysis of Phase I Process	
March	Conduct Phase II exploratory meetings	

## **PHASE II – EQUITY AND ENGAGEMENT ISSUES *PRELIMINARY DETAILS***

The following is only a preliminary plan for Phase II because much will be dependent on the result of what is learned in Phase I.

1. Design team and facilitators review report from Phase I Engagement Process.
2. Facilitators conduct a second round of exploratory meetings.
3. Stakeholders and facilitators determine whether or not to proceed with Phase II based upon need, interest, resources, availability of alternatives, etc.
4. Design team and facilitators propose a process for using dialogue and collaborative engagement to address equity and engagement issues.

## Background

This project would be funded by OCDR and DRI, partially through a grant from the American Arbitration Association Foundation that was jointly awarded to OCDR and DRI.

### OFFICE FOR COLLABORATION AND DISPUTE RESOLUTION

Founded in 1985, the mission of OCDR is to serve as a statewide catalyst to advance the sustainable resolution of matters of public interest, the broad use of community mediation throughout Minnesota, and effective collaboration and dispute resolution in state and local government. Housed at the Minnesota Bureau of Mediation Services, OCDR provides issue assessment, process design, convening, consensus building, facilitation, mediation, technical assistance, and training services to government officials and other Minnesota leaders. OCDR has assisted stakeholders in resolving a wide variety of public issues including contentious changes to child custody statutes, conflict over the redesign of the state colleges system, disputes between state departments, disputes among city council members, and much more.

### DISPUTE RESOLUTION INSTITUTE, MITCHELL HAMLINE SCHOOL OF LAW

The Mitchell Hamline School of Law Dispute Resolution Institute, currently under the direction of Sharon Press, was created in 1991 and has ranked in the top five law school ADR programs for 16 years – every year since the U.S. News and World Report began ranking this area of concentration. In its earliest years, DRI established its community roots by partnering with the Minnesota Supreme Court in its task of educating lawyers and judges about ADR, mostly through trainings and materials development; and providing critical infrastructure support to the court to implement and evaluate the dictates of a new court rule requiring ADR.

DRI has consistently been involved in ADR scholarship, training, and teaching – at home and abroad – offering a range of expert-led domestic and international programs including: Symposia (most recently on *An Intentional Conversation on Public Engagement and Decision-Making: Moving from Dysfunction and Polarization to Dialogue and Understanding*); certificate programs; January Term and Summer Institutes (bringing to campus faculty from across the United States and around the world); International programs; trainings; and a broad range of other ongoing community service initiatives. DRI has consistently worked closely with Community Dispute Resolution Programs and other partner organizations to provide facilitation services, restorative processes, and development of community capacity. Finally, MHSL is a law school well known for its emphasis on the problem-solving role of lawyers and the connections between this role and ADR; its experiential curriculum (including robust clinics and externships); and its service to the community.

## **Background on Lead Facilitators**

*Note: If the project moves forward, facilitators from diverse backgrounds will be added to the project team.*

### **Professor Sharon Press, Director Dispute Resolution Institute, Mitchell Hamline School of Law**

Prior to joining the Mitchell Hamline Law faculty in 2009, Sharon was a full-time ADR practitioner. She began her professional career working in a New York City Public High School in a drop-out prevention funded program provided to the new “worst” high schools in NYC in terms of suspensions, violence, discipline-related incidents and drop-outs. While framed primarily as a peer-mediation program, the goals were much broader. The school population was predominantly minority students (mostly African-American, some Black Caribbean, and a small number of Hispanics). A major part of her initial work was in building trust – initially between herself and the students, teachers and administrators and then between and among the students, the teachers and the administration.

After that, Sharon moved to Tallahassee, Florida where she served as the Director of the Florida Dispute Resolution Center for twenty years. In addition to facilitating several Supreme Court ADR committees (both their internal meetings and their public processes), Sharon was actively involved in creating a community dispute resolution center which was committed to addressing issues of equity. The Neighborhood Justice Center offered a range of services to the local community. Sharon was particularly involved in running the Mayor’s “Days of Dialogue” Initiative and a series of “study circles” aimed at surfacing and working through a range of issues relating to racial tensions in Tallahassee. Sharon assisted in the design and facilitation of dialogue sessions and received the Joseph W. Hatchett Diversity Council Award for Exceptional Commitment to Diversity from the Florida State Courts. The award was named after the first African-American Justice on the Florida Supreme Court. Sharon also continued her work with schools in a number of ways: she continued to serve as a volunteer trainer and consultant for several elementary, middle and high schools; taught public school teachers about use of dispute resolution techniques in the Florida Supreme Court’s Justice Teaching Institute; and organized conferences for peer mediators.

Since moving to Minnesota, Sharon has continued to offer facilitation services and work in a variety of settings which require the development of trust with diverse communities as the first step. Sharon has extensive international experience including projects and training in the Caribbean, Haiti, Hungary, Jordan, among others.



## **Mariah Levison, Minnesota State Office for Collaboration and Dispute Resolution**

Mariah runs the Minnesota State Office for Collaboration and Dispute Resolution which develops collaborative solutions to public problems. Her work in collaboration includes facilitation, assessment, collaborative processes, public engagement, dialogue, restorative practices, mediation and program design. Examples of Mariah's work at OCDR include:

- **Capitol Preservation Art Subcommittee:** meeting facilitation, design of activities to build consensus on controversial decisions regarding art depicting Native Americans, design and execution of more than ten public engagement meetings around the state and a survey which more than 3,000 people filled out, and synthesis and analysis of public engagement data
- **Governor's Water Summit:** participated in design and implementation of large public meeting to gather input from more than 800 stakeholders on water quality issues
- **Governor's Task Force on Mental Health:** meeting facilitation, design of activities to build consensus on controversial issues, and design and execution of stakeholder engagement process
- **Minnesota Department of Education Student Maltreatment Program:** design and facilitation of stakeholder input meetings
- **Minnesota Security Hospital:** design and implementation of a collaborative problem solving process to resolve issues of patient care, staff safety, and labor management relations
- **Minnesota Child Custody Dialogue:** facilitation of a two-year, multi-stakeholder process to resolve a ten-year long dispute over changes to child custody statutes

Before coming to work for the State of Minnesota, Mariah worked for nonprofit dispute resolution centers in Chicago, New York City, and Minneapolis. There, Mariah provided conflict resolution services primarily to low income individuals from diverse backgrounds in public schools, courts, and supportive housing communities.

Additionally, Mariah has a Master's Degree in International Affairs from Washington University in St. Louis and completed a Humphrey Policy Fellowship at the University of Minnesota. Mariah speaks Spanish fluently and has worked abroad on development projects in both Latin America and Africa. Mariah brings her knowledge of human relations to all her work in ways that provide her with unique insight into problems, deep understanding of the needs of individuals and organizations, and an ability to foster effective problem solving.

# Facilities Master Plan Update

**Tom Parent, AIA, LEED AP**

Director, Facilities Department

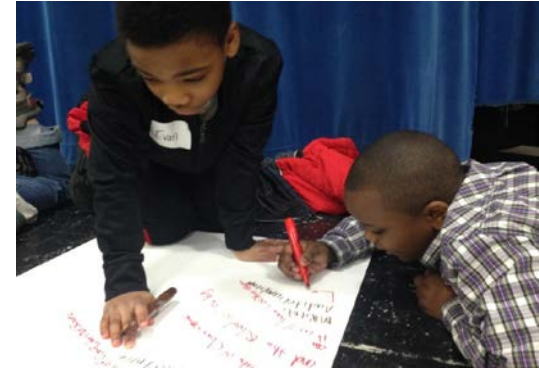
Committee of the Board: September 13, 2016

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# Agenda

- Taking the FMP to Scale
  - Coordination with Regulatory Agencies
  - Facility Planning Reorganization
  - Project Labor Agreements
- 1050 Kent / RiverEast Update
  - DEED Application
  - Community outreach



# Taking the FMP to Scale

The value and economy of having a stated multi-year plan is largely being able to coordinate the requirements and impact of that work.

- Streamline processes
- Coordinate impact of work to yield greatest benefit
- Coordinate with regulatory authorities
- Gain economies of scale



# Coordination with Regulatory Agencies

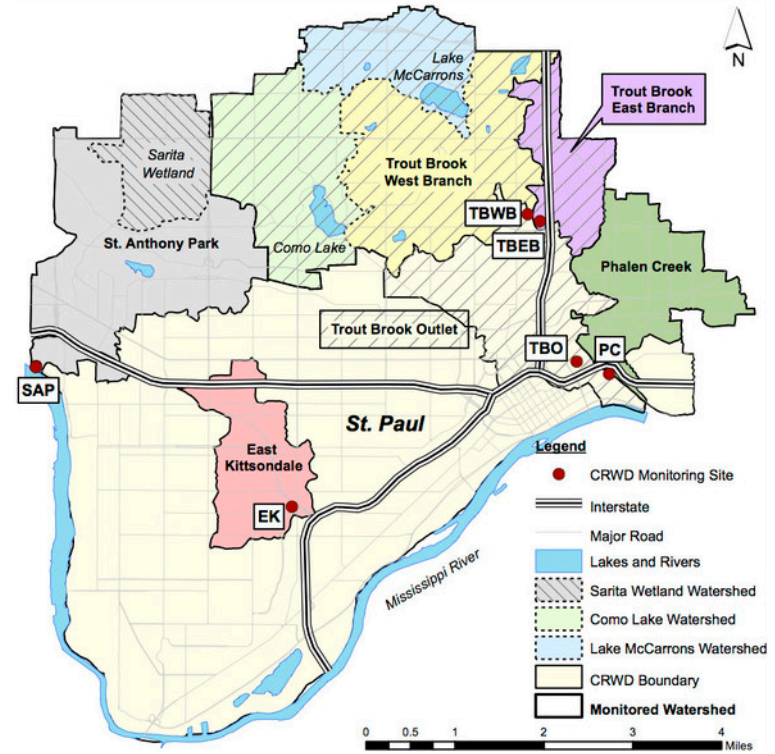
Systemically coordinating impact of FMP across public agencies in order to:

- Elevate support and collaboration
- Maximize efficiencies for SPPS
- Deliver equitable projects across the district

45

Agencies coordinated with thus far:

- City of St. Paul – Site, Building, Fire Safety
- State of Minnesota – Plumbing
- Capital Region Watershed District
  - 8 sites, with a total of 52 acres, within the watershed will see work in next 5 years
  - Credit-banking system which allows us to look at our water quality impacts holistically



# Facility Planning Reorganization

In order to support the Facilities Master Plan, and the **increased number and complexity** of projects, an organizational study is underway.

This study will identify the department and people that can **best steward the promise of the FMP**.

An update of the changes will be provided to the Board of Education in early October.

The following organizations were interviewed and analyzed:

- Minneapolis Public Schools
- University of Minnesota
- Minnesota State Colleges and Universities
- 3M
- Honeywell
- Tegra Group





# Project Labor Agreements (PLAs)

In order to increase participation from solicited organizations and streamline Board and staff review, at the October BOE we will be asking the Board to provide direction on PLAs for **14 projects, totaling over \$250 million in work.**

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This is intended to be the only time the Board takes action on PLAs for the **next year.**



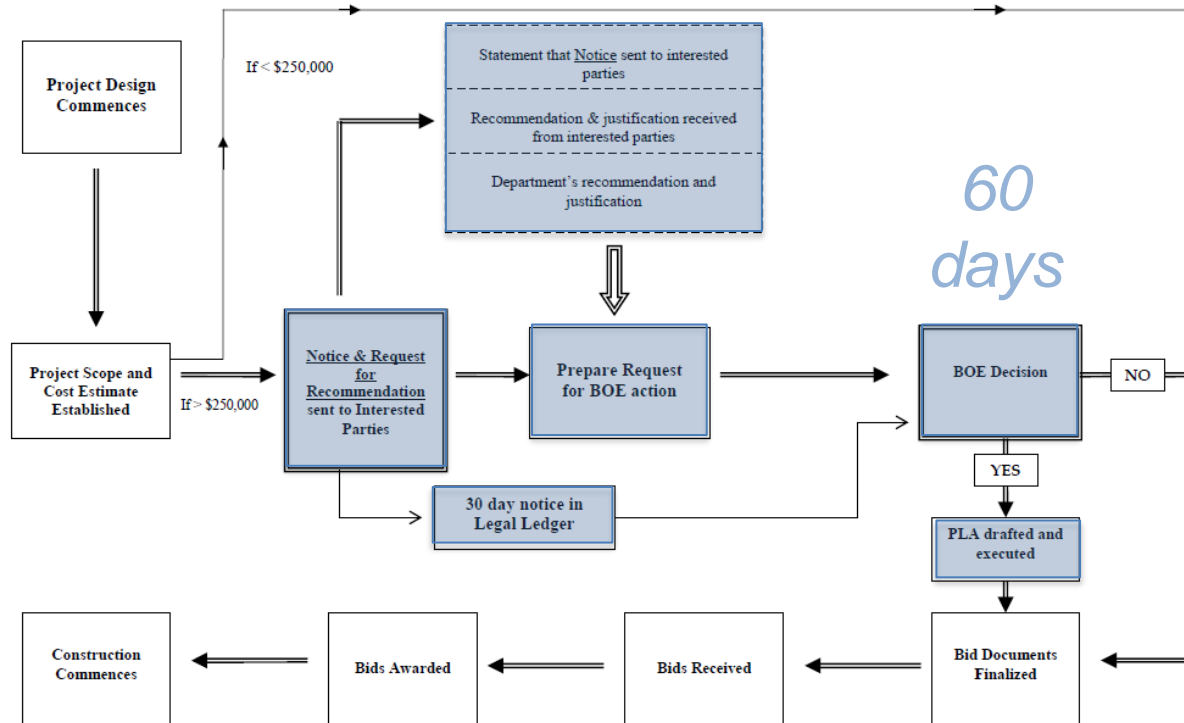
# Project Labor Agreements (PLAs)

- A PLA is a pre-hire collective bargaining agreement with one or more labor organizations that establishes the terms and conditions of employment for a specific construction project.
- Agreement between SPPS and St. Paul Buildings and Trades Council, dated March 24, 2009.
- Individual Contractors “Assent” to that agreement
- Ensures no work stoppages, strikes, sympathy actions, picketing, slowdowns or other disruptive activities.





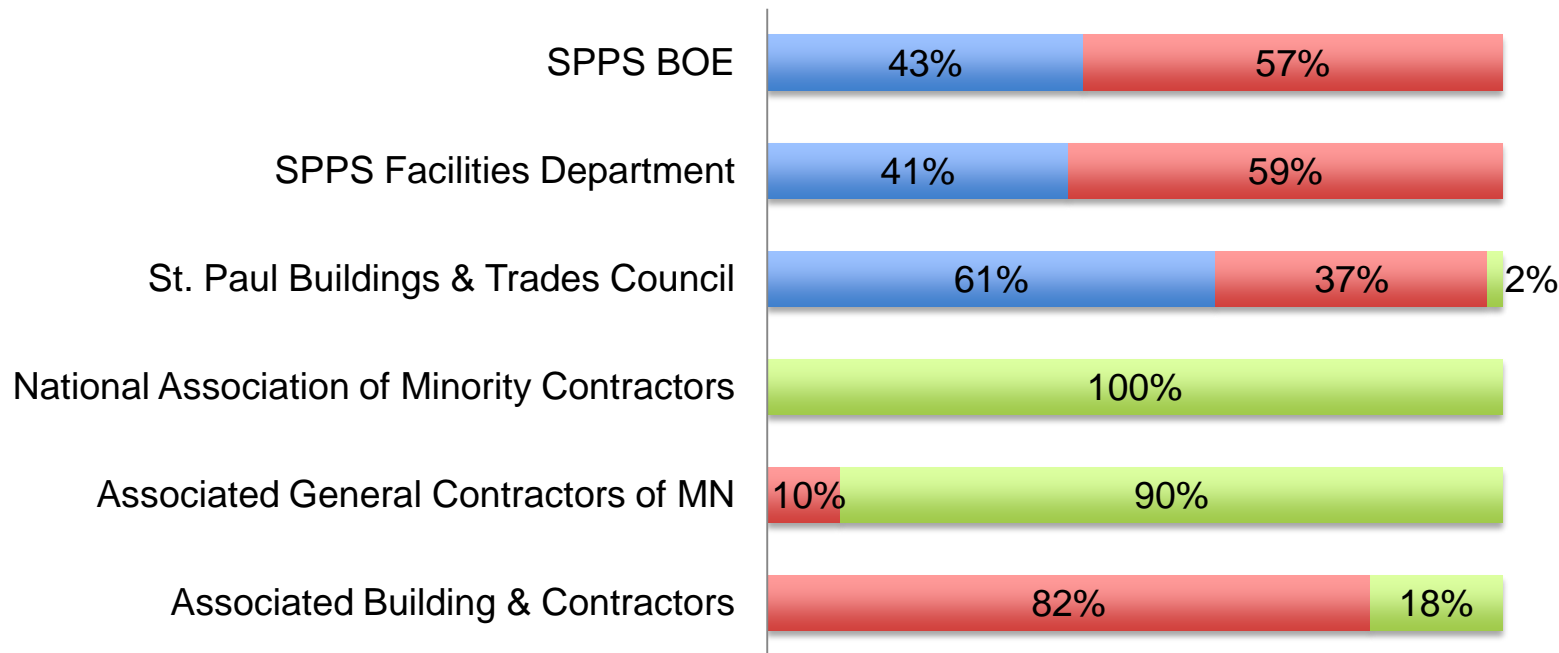
# Project Labor Agreements (PLAs)



# History of PLAs in SPPS (2009-2014)

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■ Yes ■ No ■ No Response



# PLAs: Projects that will bid in the next year

Site	Project
Adams Spanish Immersion	Major Building Renewal & Renovation
Como Park Senior High School	Major Building Renewal & Renovation
Construction of new Middle School in Area A	New Construction
District Service Center	Office Buildout, Sitework & Electrical
Highland Park Elementary	Major Building Renewal & Renovation
Horace Mann Elementary	Major Building Renewal & Renovation
Humbolt Secondary School	Major Building Renewal & Renovation
Johnson High School	Augmented Major Building System Renewal
Linwood Monroe - Upper (Monroe)	Augmented Major Building System Renewal
Linwood Monroe Arts Plus - Lower (Linwood)	Major Building Renewal & Renovation
Maxfield Elementary School	Fire Suppression System
New RiverEast Building	Adaptive Reuse and New Construction
Rondo	Flooring Replacment
St. Anthony Park	Major Building Renewal & Renovation



# 1050 Kent / RiverEast

# 1050 Kent: Environmental Update

- City of St. Paul has agreed to include 1050 Kent in their application for DEED funding
- Potential for upwards of \$190,000 to cover the cost of environmental clean-up
  - Applications due: 10/2/2016
  - Award: Early November



# 1050 Kent / RiverEast Community Outreach

Public Engagement Level: **INFORM**

**GOAL:** Engage the neighborhood community and other stakeholders on key issues related to the relocation of RiverEast to 1050 Kent, while meeting the strategic needs of district.

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Partial list of stakeholders that will be / have been engaged:

## Neighborhood:

- District 6 Land Use Committee
- Immediate Neighbors
- Shiloh Baptist Church
- Councilmember Brendmoen

## Special Education / Mental Health:

- Special Education Advisory Council (SEAC)
- National Alliance on Mental Illness (NAMI-MN)
- PACER Center
- District #916



# BOE Actions

- October
  - Project Labor Agreements
  - New job titles
  - RiverEast contracts & financing
- November
- December – March
  - Multiple construction contracts
- April
  - Updated 5-Year Implementation Plan

**THANK YOU**  
**Facilities Department**



651-744-1800

[facilities@spps.org](mailto:facilities@spps.org) | [spps.org/fmp](http://spps.org/fmp)



# RiverEast Elementary and Secondary School

## Relocation Information Meeting Schedule

**Goal:** Inform the East Side community of RiverEast School's relocation to its neighborhood and address questions and concerns prior to construction to foster goodwill and trust among the school's new community. And to the extent feasible, collect community input on certain aspects of the building and site plans to ensure mutual benefits among both neighbors and the school. RiverEast School's relocation is based on many months of research and the exploration of 41 different sites.

### MEETINGS

**Aug. 18:** District 6 Planning Council - Executive Director Kerry Antrim

**Aug. 24:** Shiloh Missionary Baptist Church - Education Committee

**Aug. 25:** Roberta Hill - long time neighbor / owner of multiple rental properties - coffee meeting

**Aug. 30:** Shiloh Missionary Baptist Church - Pastor Steve Daniels, Jr.

**Sept. 15:** SPPS Special Education Advisory Council (SEAC)

**Sept. 20:** City Councilmember Amy Brendmoen, Ward 5

**Sept. 24:** Marydale Festival

**TBD:** Coffee Hour with neighbors

**Sept. 27:** District 6 Planning Council, Land Use meeting - RiverEast Presentation

**Sept./Oct. TBD:** Minnesota chapter of National Alliance on Mental Illness (NAMI)

**Sept./Oct. TBD:** PACER Center works in partnership with other disability organizations to support special education laws and other related legislation.

**Sept./Oct. TBD:** Ramsey County Commissioner Toni Carter (recently moved into the area)

**Oct. 25:** District 6 Planning Council, Land Use meeting - update opportunity

**Nov. 22:** District 6 Planning Council, Land Use meeting - update opportunity

**Dec. 27:** District 6 Planning Council, Land Use meeting - update opportunity





## Frequently Asked Questions

### 1. What is RiverEast Elementary and Secondary School's program focus?

RiverEast is a city-wide, K-8 school that provides a therapeutic and supportive educational environment for students with a [mental health diagnosis](#). The school serves a maximum of 80 students in order to maintain small class sizes to ensure the unique needs of each student are met. As such, there are no more than eight students per teacher; each classroom is assigned a special education teacher and two paraprofessionals.

### 2. Is RiverEast a brand new school for SPPS?

No. RiverEast has been a part of the district for many years and is currently located at 1845 Sheridan Avenue.

### 3. Why is RiverEast School moving to a new location?

There are many reasons that the RiverEast program is being relocated: 1) The move provides SPPS with an opportunity to relocate RiverEast, which is a city-wide program, to a more central location. 2) The move allows the district to remodel the current building and grounds to provide its students and staff with a welcoming and healing environment that is aligned with the district's new [facility standards](#) that define consistency, value and quality across SPPS facilities as they are maintained, improved or built. 3) A single-story structure, such as the building at the Kent site, is ideal for students with physical disabilities. 4) Another SPPS school, Jie Ming Mandarin Immersion Academy, is being moved into the building currently occupied by RiverEast to accommodate that school's growing student enrollment.

### 4. Why was the 1050 Kent St. N. selected for the school's relocation site?

Among the reasons that 1050 Kent St. N. was selected is that, overall, it is centrally located within the city while still being located in a quiet, residential neighborhood. A quiet location is conducive to the needs of RiverEast students who thrive in calm environments and also provides a

safer location for students since it is sheltered from busy streets.

### 5. Isn't 1050 Kent St. N. a polluted site? Is it safe to build a school at this location?

The previous printing and packaging business located at this site had solvent tanks that leaked into the ground; the site has been abandoned for about a decade.

SPPS will be cleaning the site of all ground pollutants in full compliance with Minnesota Pollution Control Agency rules and regulations. This site will be remediated to residential standards that are safe for children and families.

### 6. Since the school is being relocated into a residential setting, won't SPPS need to file variances and conditional use permits with the City of St. Paul?

No variances or conditional use permits are anticipated because the use and building design are within the zoning requirements of the city rules.

### 7. When will the new school construction begin and end?

The school will be open in the fall of 2017 in time for the 2017-16 school year. Construction for the school is set to begin December 2016. Though it is subject to change, the overall timeline of the project is as follows:

**October 15, 2016:** Environmental remediation begins including the removal of contaminated soil and asbestos in the existing structure.

**November 2016:** Selective demolition begins; it is anticipated that some of the existing building structure will be reused, though large areas will be removed.

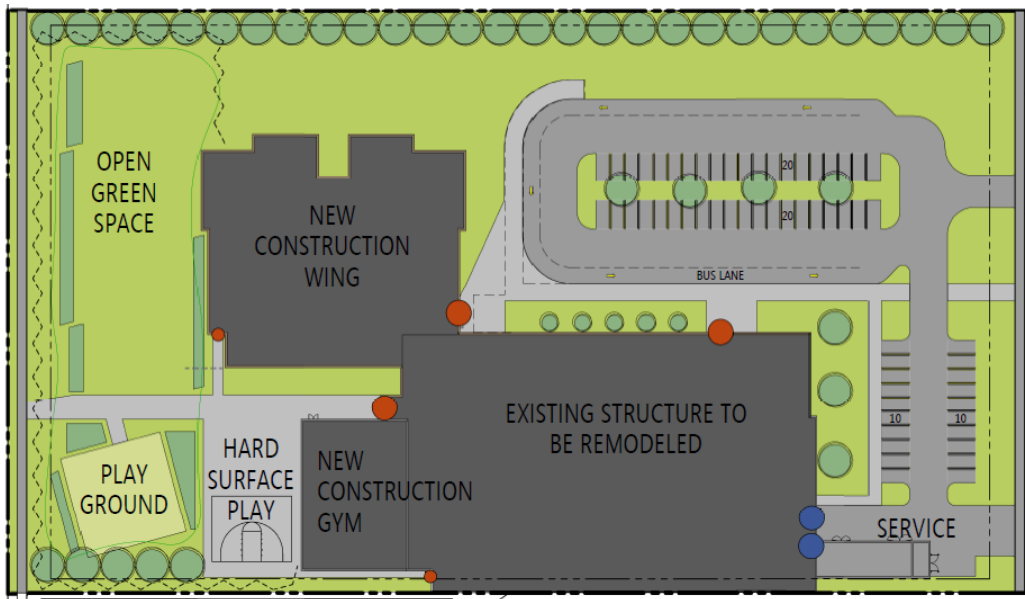
**December 2016:** New construction begins with footings and foundations.

**September 2017:** School opens.

**Fall 2017:** Some construction may continue into the fall

# RiverEast School – Construction Update

The school will open in fall 2017 at 1050 Kent St. N.



## District 6 Planning Council – Land Use Meeting

Please join Saint Paul Public Schools (SPPS) Facilities Department staff as they update the District 6 Planning Council on the plans for transforming the building and property at 1050 Kent St. N. into the new RiverEast School. All interested parties are welcome.

**When: Tuesday, September 27, 6:30 - 8 p.m.**

**Where:** 301 Hath Avenue; [district6stpaul.org](http://district6stpaul.org)

**More information about the school is on the back of this flyer** →

Additional project information can be found through the SPPS website:

<http://www.spps.org/Page/25805>

**QUESTIONS can be addressed to:**

Rosemary Dolata, AIA, LEED AP

SPPS Facilities Project Manager  
Saint Paul Public Schools

651-744-4634 | [rosemary.dolata@spps.org](mailto:rosemary.dolata@spps.org)



# RiverEast School project: At-a-Glance

## PROGRAM OVERVIEW

**Program focus:** Provides a therapeutic and supportive educational environment for students with a mental health diagnosis.

**Grades:** K-8

**Student enrollment:** 80 students maximum

**Small class sizes:** No more than 8 students per teacher to provide individualized attention. Each classroom is assigned a special education teacher and two paraprofessionals.

## CONSTRUCTION PROFILE

**New building size:** single story, approximately 68,000 sq. ft.

**Variances:** No city variances or conditional use permits are anticipated for this site

## CONSTRUCTION TIMELINE (subject to change):

**October 15, 2016:** Environmental remediation begins including the removal of contaminated soil and asbestos in the existing structure.

**November 2016:** Selective demolition begins; it is anticipated that some of the existing building structure will be reused, though large areas will be removed.

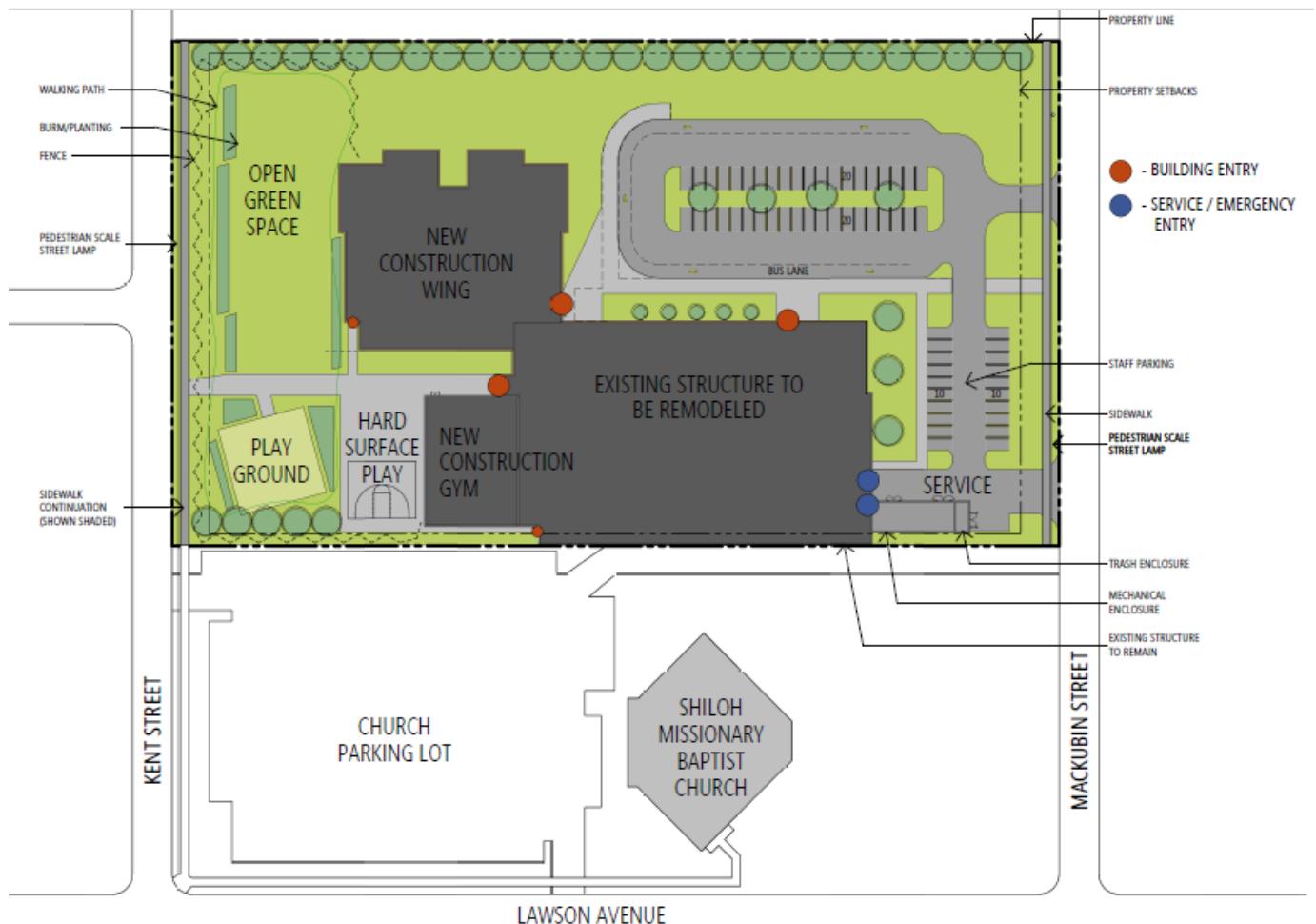
**December 2016:** New construction begins with footings and foundations.

**September 2017:** School opens.

**Fall 2017:** Some construction may continue into the fall.

## Architectural rendering of new school site

*Details subject to change*



## Project Labor Agreements

Tom Parent, AIA, LEED AP  
Director of Facilities  
October 7, 2014



## Agenda

- Review the history and past practice of Project Labor Agreements (PLA) in Saint Paul Public Schools
- Share practices of other governmental agencies
- Review our policies through a racial equity lens



## Definition of PLA

- A PLA is a pre-hire collective bargaining agreement with one or more labor organizations that establishes the terms and conditions of employment for a specific construction project
  - Agreement between SPPS and St. Paul Buildings and Trades Council, dated March 24, 2009.
  - Individual Contractors “Assent” to that agreement
  - Ensures no work stoppages, strikes, sympathy actions, picketing, slowdowns or other disruptive activities.



## PLA vs. Prevailing Wage

### PLA

- A PLA specifies that contractors pay the current union wage for all trades on a construction project
  - Does not require union membership, just union rate
  - Contractor must also pay into Minnesota State Building Trades Health Reimbursement

### Prevailing Wage

- Prevailing wage is the hourly rate, including benefits, established by the Department of Labor and Industry to reflect local market conditions within each county
  - BOE Policy 715.00 requires all contractors to be paid at least the prevailing wage rate



## History of PLAs

- Modern PLAs were developed during World War II, a time when government spending on construction increased greatly
- These PLAs focused on establishing standard rates of pay and preventing work stoppages



## Perspectives on PLAs

### Supporting Arguments

- Promote cost-effective and safe construction by providing properly trained construction laborers
- Assurance that construction will proceed without staffing shortages, safety incidents, labor disputes and work stoppages

### Opposing Arguments

- Increase construction costs by decreasing competition
- Favor union companies

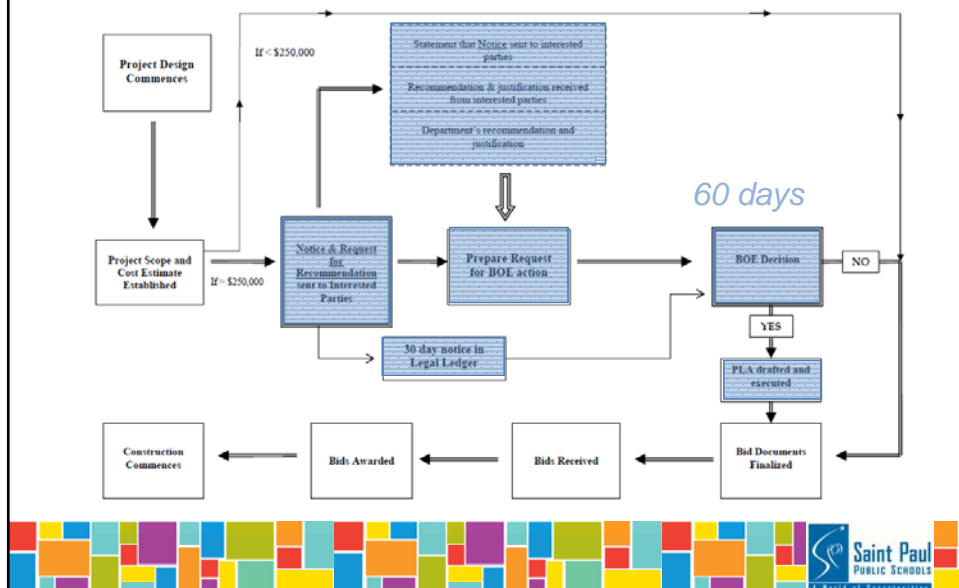


## History of PLAs in SPPS

- January 2005: the BOE established a task force to review and recommend a process for PLAs
  - Ramsey County's PLA model was used as a starting point
- February 2005: BOE adopted the task force's recommendation to evaluate all future construction projects with cost estimate exceeding \$250,000 for the use of a PLA

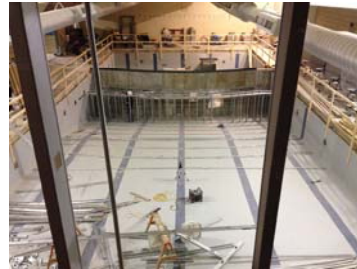


## PLA Decision Chart



## Criteria for Recommending PLAs

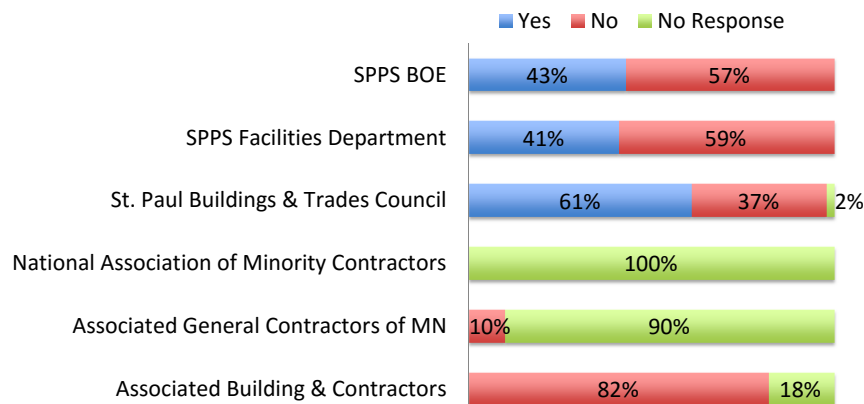
- Size of project
- Estimated cost of project
- Complexity of project
- Number of trades involved
- Tight construction schedules
- Potential for work stoppages



Construction at Creative Arts this summer- PLA Project



## PLA Recommendations Per Group



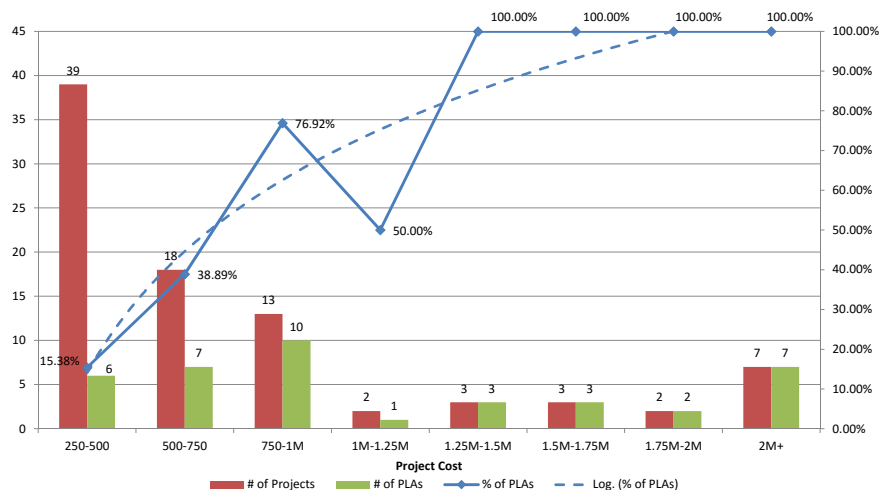


## Analysis of PLAs in SPPS

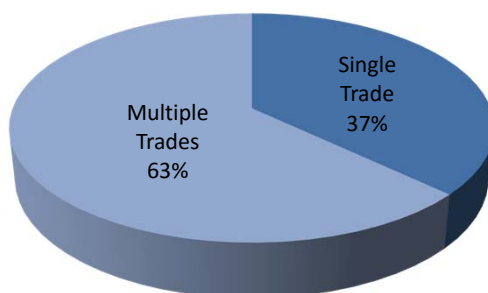
Year	2010	2011	2012	2013	2014	Total
# of PLAs solicited	11	25	14	19	18	87
# of PLAs approved	5	10	5	8	9	37
Total cost of PLA projects	\$2.6 m	\$11.5m	\$4.5m	\$14.4m	\$18.6m	\$51.7m



## Percentage of Projects with PLAs, 2010-14



## PLA by Project Type, 2007-14



## PLAs Within Other Agencies

Agency	SPPS	City of Saint Paul	Ramsey County	Minneapolis Public Schools
Year initiated PLAs	2005	2009	2002	2004
Response time	30 days	10 days	Not specified	NA
Project amount	\$250,000	\$250,000	\$100,000	NA
All projects or selective	Selective	Selective	All	All



## Racial Equity

- The City of Saint Paul's study on PLAs show there is no adverse impact on the participation of women and minority owned businesses on PLA construction projects
  - City and State have explicit participation goals, both within PLAs and not, and monitors accordingly.
  - SPPS does not have participation targets.



Questions?





# Board of Education Levy Fundamentals

Marie Schrul, Chief Financial Officer  
September 13, 2016



# Purpose

To provide an overview on the District's levy process, timing, funding categories and its overall future budgetary impact



# Public Schools

## Constitutionally Established



### Minnesota Constitution, Article 13, Section 1

*...it is the duty of the legislature to establish a general and uniform system of public schools. **The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.***



# The Levy Process



# The Basics



- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Pay17 school levy funds the 2017-2018 school year
- Districts receive payments after the May and October collections from County
- Levy can only move down after October 1



# Basic Education Finance Characteristics



- School finances are highly categorical in nature
- **Taxes are a primary revenue source**
  - Pay 16 Levy funds approximately 20% of the District's FY17 revenue
- Local Education Authority (LEAs) finances are highly regulated
- Finances are administered publicly
- Political issues have high relevance in LEA finance management

# Who Determines Your Property Tax?

## State Legislature

- Sets Property Tax Policy
- Establishes Property Classes & Class Rates
- Determines Levels of State Aid
- Sets School Formulas
- Underfunded Mandates to Local Governments
- Levies State Business Tax

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## Taxing Jurisdictions

- Determines Levy Amount

## County Assessor

- Determines Market Value
- Assigns Property Class

Source: Ramsey County

# Major Factors Impacting Property Taxes

- Is the property tax levy going up, down, or staying the same?
- Is there additional money available to reduce the local tax burden?
  - State aids (local government, county aid, or school equalization increases)
  - Fiscal disparity distribution
- How is a home's market value changing relative to other homes?  
Compared to other types of property?
- Are there increases to the tax base that are not the result of inflationary or deflationary changes to the values of individual properties?
  - New construction
  - Property going from exempt to taxable
  - Decertified tax increment financing districts
- Legislative changes?

# Factors Impacting Levies

- Change in St. Paul's tax base—home values continue to improve as well as commercial
- Apartments also have big jump—rates are heavily weighted on income production, i.e. rent
- Net tax capacity in St. Paul increased 7.8%
- Fiscal disparities aid increasing \$1.57 million
- Tax Increment Financing — changes
- Pension contribution or unemployment changes
- Long term facilities and bonding



# Other Factors Impacting School Levies



- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs



# Levy Timing

# Pay 17 Levy Calendar

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Date	Action
August-early September	District submits levy information to MDE
September 9	MDE provides preliminary calculations
September 13	COB discusses Pay17 levy
September 20	BOE sets ceiling for Pay17 levy
September 26	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
September 30	SPPS provides Pay17 levy ceiling data to Ramsey County and MDE. Cities and Counties also certify by this date.
October 1 – November 15	Ramsey County calculates taxes and prepares tax statements
November week of 14 <sup>th</sup>	Ramsey County mails tax statements
December 6	SPPS holds public hearing (note: COB meeting that evening)
December 13	BOE certifies Pay17 levy at BOE meeting
December 28	SPPS certifies Pay17 levy to Ramsey County



# September

## “Setting the Ceiling”

- The Board of Education must certify a levy “ceiling” or “maximum” amount that the District can levy for
- Based upon calculations provided by MDE in early to mid-September
- Must be certified by September 30 and provided to Ramsey County and MDE
- Levy can only move down after October 1



# Proposed Pay17 Levy Ceiling

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Levy Category	Certified Pay 16 Levy	SPPS Estimated Pay17 Levy Ceiling as of 9/9/16	Difference
Operating	\$47,242,112	\$47,273,634	\$31,522
Pension/OPEB/Contractual	36,133,492	37,574,225	1,440,733
Facilities	54,572,087	59,940,909	5,368,822
Community Service	<u>3,260,938</u>	<u>3,441,945</u>	<u>181,007</u>
Total – All Levy Categories	\$141,208,630	\$148,230,714	\$7,022,084
Percent Change			4.97%

# December

## Truth In Taxation (TNT) Hearing

- State statute requires all local governments (cities, counties and school districts) to hold a public hearing prior to finalizing their levy authority and allow for public comment
- The hearing must follow the release of the proposed tax notices from the county (estimated mail date is the week of November 14 this year)
- The notice provides information on estimated taxes as well as market value and other homestead adjustments



# December Final Levy Certification

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- The Board of Education certifies the final levy amount at the December BOE meeting following the TNT hearing
- Final levy must be certified by December 28 and provided to Ramsey County
  - Levy Certification report signed by School Board Clerk



# Timing of Property Tax Inflow



- Based on certified levy which funds the next fiscal year
- Taxes collected 2x year (May and October)
- Payment timing is predictable
- Payment adjusted based on taxes collected



# Levy Categories



# SPPS Levy Categories



Levy Fund	Pay17 Levy Categories	Pay17 Adjustments to Levy Categories	Total Number of Categories
General Fund	18	18	<b>36</b>
Community Service Fund	5	5	<b>10</b>
Debt Service Fund	1	3	<b>4</b>



# Category: General Fund



- 36 Categories
- levies authorized by legislature to fund school programs
  - some per pupil
  - some equalized with aid penalties
  - others based on costs
  - also includes referendum levy

WITH REFERENDUM 1ST TIER  
 REFERENDUM 2ND TIER  
 EQUITY LEVY  
 LOCATION EQUITY  
 TRANSITION LEVY  
 STUDENT ACHIVEMENT  
 OPERATING CAPITAL  
 INTEGRATION LEVY  
 REEMPLOYMENT LEVY  
 SAFE SCHOOLS  
 CAREER TECHNICAL  
 OTHER POST EMPLOYMENT  
 BENEFITS (OPEB)  
 LT FACILITIES EQUALIZED  
 LT FACILITIES UNEQUALIZED  
 BUILDING/LAND LEASE LEVY  
 HEALTH BENEFIT LEVY  
 TRA LEVY  
 SEVERANCE LEVY  


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 1ST TIER REFERENDUM  
 ADJUSTMENTS  
 2ND TIER REFERENDUM  
 ADJUSTMENTS  
 LOCATION EQUITY ADJUSTMENTS  
 EQUITY ADJUSTMENTS  
 TRANSITION ADJUSTMENTS  
 OTHER GENERAL ADJUSTMENTS  
 OPERATING CAPITAL  
 ADJUSTMENTS  
 ACHIEVEMENT & INTEGRATION  
 ADJUSTMENTS  
 REEMPLOYMENT ADJUSTMENTS  
 SAFE SCHOOL ADJUSTMENTS  
 CAREER TECHNICAL LEVY  
 ADJUSTMENTS  
 ANNUAL OPEB ADJUSTMENTS  
 HEALTH & SAFETY LEVY  
 ADJUSTMENTS  
 LEASE LEVY ADJUSTMENTSS  
 TIF ADJUSTMENTS  
 OTHER GENERAL ADJUSTMENTS  
 ABATEMENT LEVY ADJUSTMENTS  
 ADVANCE ABATEMENT  
 ADJUSTMENTS





# Category: Community Service



- 10 categories
- Formula set by legislature
- Includes:

ECFE (Early Childhood Family Education)

General Community Education

Home Visiting Program

School Age Care

Disabled Adult

BASIC COMMUNITY ED. LEVY  
EARLY CHILDHOOD FAMILY  
HOME VISITING LEVY  
DISABLED ADULT LEVY  
SCHOOL AGE CARE  

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EARLY CHILDHOOD FAMILY ADJUSTMENTS  
HOME VISITING ADJUSTMENTS  
SCHOOL AGE CARE ADJUSTMENTS  
ABATEMENT LEVY ADJUSTMENTS  
ADVANCE ABATEMENT ADJUSTMENTS



# Category: Debt Service



- 4 Categories
- debt service (principal and interest) capital bonds
  - certificates of participation (COPs)
  - alternative facilities bonds
  - abatement adjustments

DEBT SERVICE LEVY - AID ELIGIBLE &  
INELIGIBLE

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REDUCTION FOR DEBT EXCESS

ABATEMENT LEVY ADJUSTMENTS

ADVANCE ABATEMENT ADJUSTMENTS



# Future Budgetary Impact & Decisions



# BOE Financial Activity Calendar



Month	Activity	Previous FY	Current FY	Next FY
July	Closing books for previous FY	x		
August	Closing books for previous FY Financial audit conducted	X x		
September	Financial audit conducted Fall student count/Enrollment adjustments <b>Certify levy ceiling</b>	x	x	x
October	Financial audit conducted Final budget revision for previous FY	X x		
November	Financial audit conducted Project next year revenue and expenses	X		X
December	<b>TNT hearing on levy certification</b> <b>Certify levy amount</b>			X X



# BOE Financial Activity Calendar



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Month	Activity	Previous FY	Current FY	Next FY
January	Annual BOE meeting 1 <sup>st</sup> budget revision Financial audit presented to BOE Preliminary budget planning for next FY	X	X X	X
February	Quarterly financial update Budget planning /presentations		X	X
March	Budget allocations/presentations			X
April	Quarterly financial update Budget allocations/presentations		X	X
May	Budget presentations			X
June	Adopt next year's budget			X

# Pay 17 Levy Areas to Watch

- Ramsey County & City increases – JPTAC meeting on September 26
- SPPS costs increasing, i.e. OPEB & TRA
- Enrollment changes
- FMP funding – tax impact levels
- Market value changes and impacts (run scenarios with Ramsey County)





# QUESTIONS?



# PAC Presentation of Recommendation Process Change

September 13, 2016

Kaohly Her  
Administrator, Board of Education

# Purpose

Between April 2016 and May 2016, the Board engaged in research to understand how PACs operate and present recommendations to SPPS. The purpose of this work session is to discuss the information gathered and explore alternative/additional steps to the current process in the effort to best honor the work of PACs.

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# Agenda

- Overview of PACs
- Review the current PAC process for presenting recommendations
- Discussion of proposed changes to the PAC recommendation process
- Questions
- Next steps

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# 2016-17 PACs

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<b>DPAC</b> Districtwide Parent Advisory Council	<ul style="list-style-type: none"> <li>• Contact Heather Kilgore, <a href="mailto:heather.kilgore@spps.org">heather.kilgore@spps.org</a>, 651-744-4223</li> </ul>
<b>American Indian Education Advisory Committees</b>	<ul style="list-style-type: none"> <li>• Contact Indian Education, 651-744-4012</li> </ul>
<b>Gender and Sexual Diversity Parent Advisory Council</b>	<ul style="list-style-type: none"> <li>• Contact Mary Hoelscher, <a href="mailto:mary.hoelscher@spps.org">mary.hoelscher@spps.org</a>, 651-744-6095</li> </ul>
<b>Green and Healthy Parent Advisory Council</b>	<ul style="list-style-type: none"> <li>• Contact Family Engagement, <a href="mailto:engagement@spps.org">engagement@spps.org</a>, 651-767-8347</li> </ul>
<b>HPAC</b> Hmong Parent Advisory Council	<ul style="list-style-type: none"> <li>• Contact Pang Yang, <a href="mailto:pang2.yang@spps.org">pang2.yang@spps.org</a>, 651-767-3424</li> </ul>
<b>KPAC</b> Karen Parent Advisory Council	<ul style="list-style-type: none"> <li>• Contact Hsajune Dyan, <a href="mailto:hsajune.dyan@spps.org">hsajune.dyan@spps.org</a>, 651-767-8294</li> </ul>
<b>LCD (Latino Consent Decree)</b> Parent Advisory Council	<ul style="list-style-type: none"> <li>• Contact Patty Reyes, <a href="mailto:sara.reyes@spps.org">sara.reyes@spps.org</a>, 651-744-2769</li> </ul>
<b>PAASAC Parents of African American Students Advisory Council</b>	<ul style="list-style-type: none"> <li>• Contact Celest Miller, <a href="mailto:celestine.miller@spps.org">celestine.miller@spps.org</a>, 651-744-3812</li> </ul>
<b>SEAC</b> Special Education Advisory Council	<ul style="list-style-type: none"> <li>• Contact Jackie Kelly, <a href="mailto:jackie.kelly@spps.org">jackie.kelly@spps.org</a>, 651-767-3437</li> </ul>
<b>SPAC</b> Somali Parent Advisory Council	<ul style="list-style-type: none"> <li>• Contact Mohamed Hadi, <a href="mailto:mohamed.hadi@spps.org">mohamed.hadi@spps.org</a>, 651-744-8299</li> </ul>



# PAC Purpose

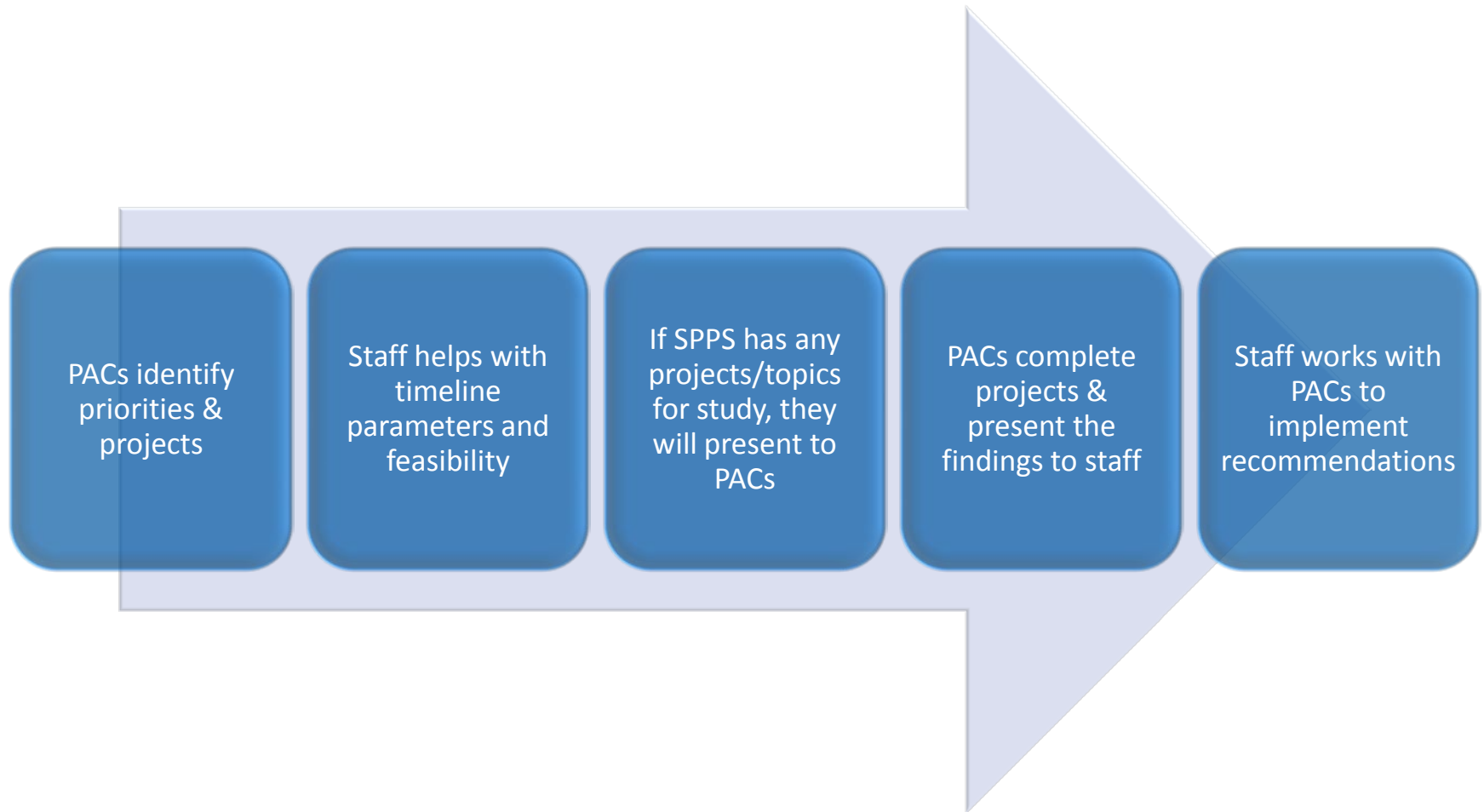
Saint Paul Public Schools works with Parent Advisory Councils, or PACs for families and community members to advise district staff.

PACs help highlight issues and concerns that impact the communities they represent and lift them up to help support Saint Paul Public Schools achieve its mission of providing a premier education for all students.

- Gender & Sexuality
  - Our commitment to excellence in equity is the foundation for the SSS Communities Strategic Plan—in the classroom, in school choice and in the assignment of resources. Our plan seeks to transform classrooms, thereby transforming lives, families, neighborhoods and touching our entire community.
- Green & Healthy
  - We engage Saint Paul Public School students, families, staff, and community members in action and intention around issues of health, wellness, and sustainability
- HPAC
  - To empower Hmong parents and students of Saint Paul Public Schools in order to close the achievement gap by improving educational programs, student support services, and increase parent involvement in the child's education.
- KPAC
  - To empower Karen parents to help their children and strengthen a partnership between home and school.
- Special Ed
  - The purpose of the Saint Paul Public Schools' Special Education Advisory Council is to collaborate with the District's Office of Specialized Services

# Current PAC Recommendation Process

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# Proposed PAC Recommendation Process

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# Proposed PAC Recommendation Process cont.

**PACs complete projects & present the findings to staff for refining and feedback**

- Staff is most familiar with what can be done based on human and financial resources available
- Having staff review the recommendations and provide guidance will allow for a more productive discussion with the Board at the time of the presentation

**PACs presents to Board at the January COB**

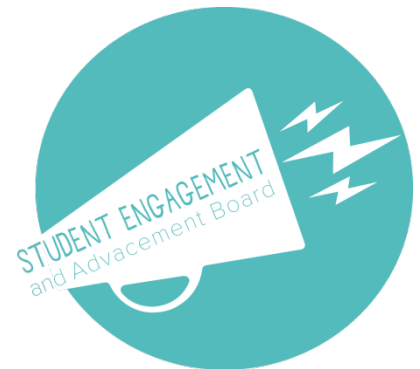
- 8 PACs to present
- Each would have 10 minutes to present and 15 minutes for Q&A
- Timing allows for budgeting

# Questions?

# Next Steps

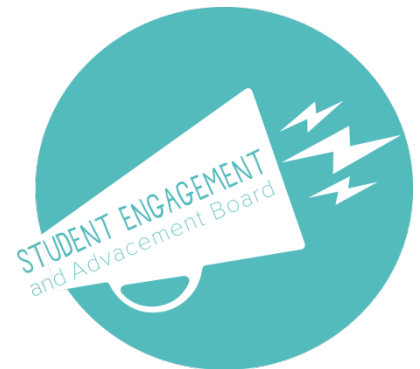
# COB Presentation 9/13/16

## Student Engagement and Advancement Board



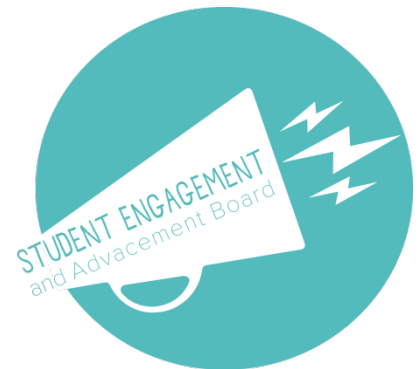
# Purpose:

Review the original vision and intent of the Student Engagement and Advancement Board. Frame best practices for moving forward together.



# History

- In 2014/15 the SPPS School Board began discussing the possibility of a student member
- In Summer 2015, this was shared at a public meeting. SPPS staff members with expertise in youth voice were asked to come to the table
- An alternative model was co-created to resist tokenization of youth

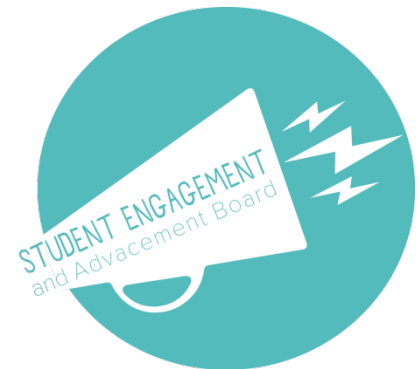


# Ladder of Youth Engagement



8. Student/Adult Equity
7. Completely Student-Driven
6. Student/Adult Equality
5. Students Consulted
4. Students Informed
3. Tokenism
2. Decoration
1. Manipulation

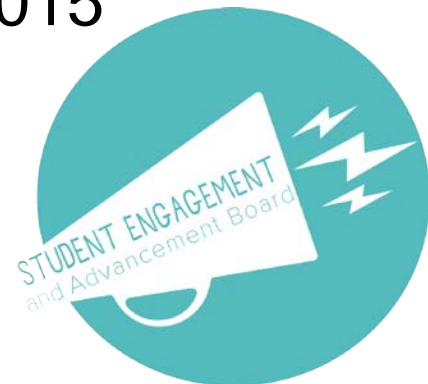
*Adapted by Adam Fletcher (2011) from work by Roger Hart, et al. (1994)*



# SEAB Launches as SAT

In Fall 2015:

- The SPPS School Board voted to institute the Student Advisory Team
- Assistant Director Statum Allen and Community Education Program Manager Walsh were asked to take the lead
- Student recruitment began in October 2015
- SAT (now SEAB) began in November 2015

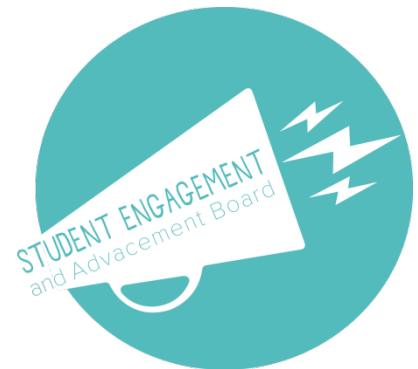




# SEAB Strategies for Inclusivity

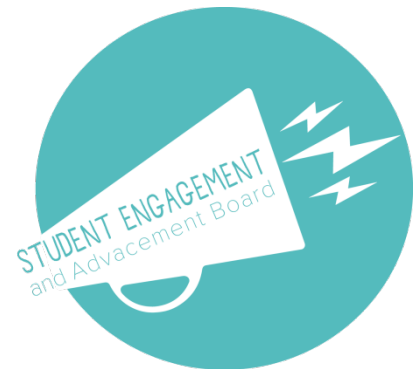
Inclusivity and equity are two driving forces in SEAB decision making. Strategies include:

- Only 2 SEAB member “prerequisites”
- Application process
- Attempts at multi-leveled communication
- Meeting design
- Project design(s)

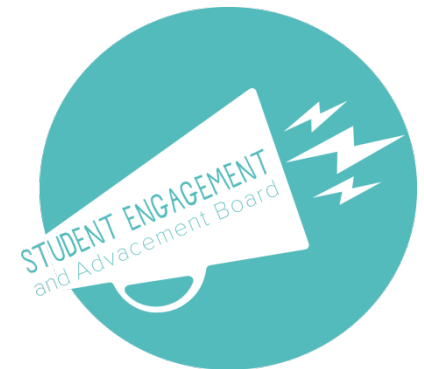
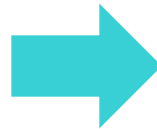
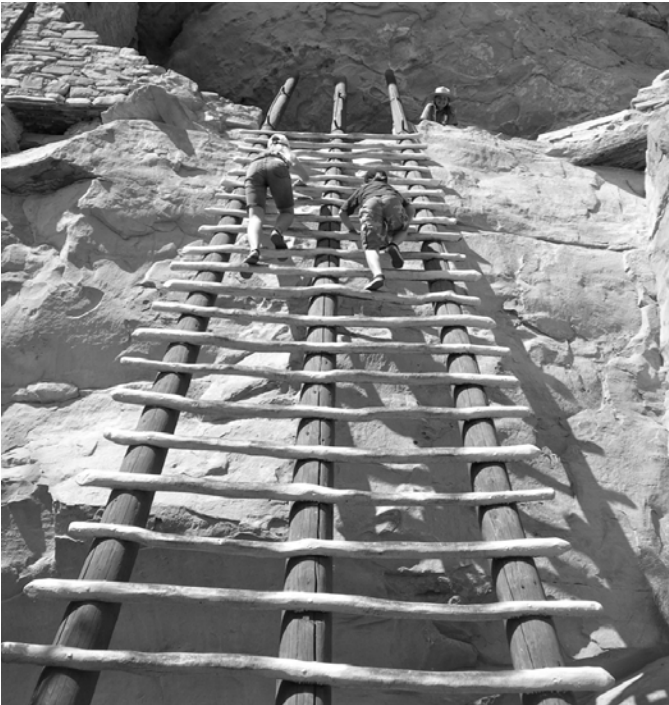


# How adults can support SEAB inclusivity

- Assist in communication & recruitment
- Help make the work meaningful to a broad base of students
- Trust the process
- Be inclusive, and encourage others to be inclusive, of student voice and perspective



# Structure of Authentic Student Voice

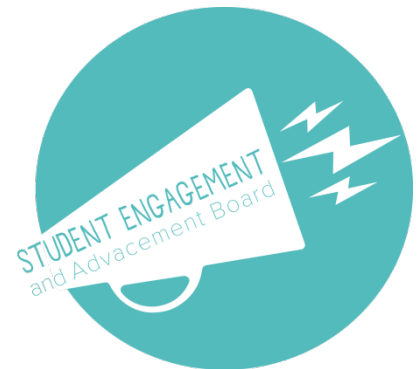


# SEAB Strategies for Authenticity

SEAB was created as a bare-bones structure to support the development of an authentic structure.

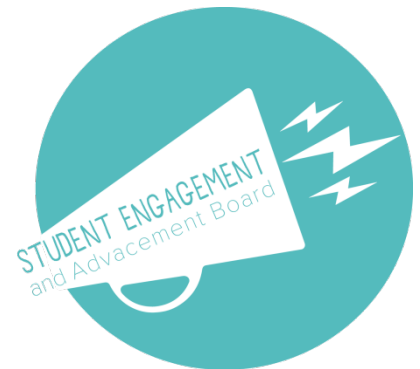
Strategies include student-led:

- Group re-naming process
- Creation of a SEAB manual and organizing principals
- Design of the group
- Requests for change(s)
- Assessment of facilitators & peers



# How adults can support SEAB as an Authentic Structure

- Actively resist asking SEAB to speak for all students
- Believe that everyone knows different things
- Share power & acknowledge age privilege
- Engage with the content of their work
- When you disagree – say why
- Honor the process



# Questions

