

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

September 17, 2019

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m.

II. ROLL CALL

Present: Ms. Foster, Mr. Brodrick, Ms. Xiong, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Superintendent Gothard, Mr. Long, General Counsel, and Ms. Dahlke, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

IV. RECOGNITIONS

BF 31789 Acknowledgement of Good Work by Students

The Student Engagement and Advancement Board launched in 2015. Since then, SEAB has worked with the Board and Administration on multiple projects resulting in both policy and practice change in St. Paul Public Schools. Today we are introducing the 2019-2020 SEAB members:

Anindita Rajamani
Cheng Vang
Diamond Thlang
Selah Cheyenne Jacoway
Alma Sanchez
Atquetzali Quiroz
Marianna Suna Xiong
Kalid Ali
Jordanna Marshall
Simon Mulrooney
Tochi Onuegbu
Malachi Raymond

BF 31790 Acknowledgement of Good Work Provided by Outstanding District Employees

Kathy Kittel, Supervisor of Career and Technical Education (CTE) and secondary Perkins leader from SPPS, was named the ACTE/Region III Administrator of the Year for the 2019-20 academic year by the Minnesota Association for Career and Technical Education(MnACTE).

Kathy was selected above other candidates because of her significant contributions toward innovative, unique and effective career and technical education programs, The award was announced at the ACTE/Region III Conference in June 2019.

Kathy will now be competing against four other regional winners for the national ACTE Administrator of the Year Award for 2020 at the ACTE Career Vision Conference in Anaheim, California in December 2019. She will also be recognized at the Minnesota Career and Technical Education CTE Works Conference at the MnACTE Awards Banquet in November.

Patty Norwig, Payroll Manager, Department of Human Resources, was recently selected as the 2019 American Payroll Association Northstar Chapter Payroll Professional of the Year. The Northstar Chapter said they chose Patty because of her passion for payroll and ensuring compliance and best practices.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with item D6 – Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of August 20, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of August 20, 2019, as published. The motion was seconded by Mr. Marchese and Ms. Xiong.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

B. Minutes of the Special Meeting of the Board of Education of August 29, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of August 29, 2019, as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

C. Minutes of the Special Meeting of the Board of Education of September 9, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of September 9, 2019, as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of September 10, 2019

At the September 10, 2019 Committee of the Board meeting, Superintendent Gothard began the meeting by welcoming students, families and staff as we begin the start of the 2019-2020 school year and shared his experiences from the first week of school, including meeting with building leaders and riding a school bus. Superintendent Gothard then shared that Executive Director of Human Resources, Laurin Cathey, is transitioning to a new position outside the District, and welcomed Kenyatta McCarty to her new role as Interim Executive Director.

Next, the Board learned more about the Arts in SPPS, including the team's mission, core values and strategies of music, visual arts, theatre and dance, engagement in the arts, and state statutes relating to required academic standards for the arts. Information was also shared about arts programming across grade levels within SPPS, Extended Day Learning and S-Term arts opportunities for students, and pathways for the arts in the District, as well as the Arts Steering Committee, program evaluation, cultural relevance, external organization relationships, and family and community engagement. Professional development, grants and awards, and Ordway Partnership Activities were also reviewed, followed by career-related opportunity examples. This presentation sparked questions from the Board involving clarification on middle and high school requirements and scheduling, as well as requirements on hours of art classes and offerings. Other questions centered on arts across the District and what families can expect in each school, and decisions on types of programming within each site. Discussion also focused on diversity within the arts, and ensuring there is equity and access for all students, and the role of the National Endowment for the Arts grant in creating culturally responsive lessons and the new statewide standards to help students connect to the world around them through the arts. Music in PreK was also reviewed. Strategic plan initiative 3b to ensure all students have access to a well-rounded education will help us to identify barriers in content areas and recommendations to overcome those obstacles. Instrument use was also reviewed, including that there is no required cost to students or families for the use, repairs or supplies of the instrument. Capital Hill and Saint Paul Music Academy were noted for their instrumental offerings during the school day. Board members also suggested contacting SPPS alumni of the arts for additional support and resources.

Lastly, board members conducted a work session to review general information on school finance and the levy process in preparation for further presentation and discussion at upcoming meetings.

MOTION: Mr. Marchese moved the Board accept the report on the September 10, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Foster

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

VIII. SUPERINTENDENT'S REPORT

A. SPPS Achieves Strategic Plan Annual Progress Report

Superintendent Gothard then invited staff to present and share information on the SPPS Achieves Strategic Plan Annual Progress Report. Full details can be found at spps.org/strategicplan.

SPPS Achieves Initiatives Milestones by August 2019

Overall Status	#	%
Complete	31	82%
In Progress	6	16%
Scheduled	1	3%
Total	38	

Strategic Initiatives – SPPS Achieves

Positive School and District Culture

- 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
- 2a. Improve culture by using input from students, staff and families

Effective and Culturally Relevant Instruction

- 3a. Implement culturally relevant practices within all student learning and programming
- 3b. Ensure all students have access to a well-rounded education

Program Evaluation and Resource Allocation

- 5a. Implement a system for assessing program effectiveness
- 5b. Determine a districtwide middle school model
- 5c. Allocate resources more strategically*

College and Career Paths

- 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
- 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students
- 7b. Expand high-quality instruction in targeted career fields*

Family and Community Engagement

- 8a. Identify ways to engage the community in district decisions and initiatives
- 9a. Review and revise relationships with external organizations to better meet student needs

* additional initiatives

Our Strategic Focus – Positive School and District Culture

- 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
 - Comprehensive Professional Development plan
 - PBIS requirements at every school

- Introduce Social-Emotional Learning Competencies
- Integrate PBIS, Social-Emotional Learning & Restorative Practices
- Invest in SEL programming
 - Second Step Middle School Program (12 Middle Schools)
 - Zones of Regulation (18 Elementary Schools)
 - Drumming Circles (All 9th graders at 1 Senior High)

Our Strategic Focus – Effective and Culturally Relevant Instruction

- 3a. Implement culturally relevant practices within all student learning and programming
 - Comprehensive professional development plan to create a shared understanding of Culturally Relevant Instruction and to build capacity
 - Learning Lead Summer and Weekly Institutes
 - Summer Administrator
 - SPPS Achieves Academics Professional Development
 - Cultivating Assets Based Practices for Multilingual Learners
 - New Educator Week
 - Invest in Culturally Relevant Instruction curriculum
 - Create Instruction Practice Profile
 - Develop Lesson Planning Model and Lesson Delivery Model
 - Content Area Curriculum Writing
 - Alignment with Strategic Initiatives 1A, 2A, 5B and 6A

Our Strategic Focus – Program Evaluation and Resource Allocation

- Young adolescents deserve a middle school experience that is developmentally responsive, challenging, empowering and equitable
- Seven-period day at 6-8 and PreK-8 sites
 - Foundations advisory class curriculum focuses on social-emotional learning, digital citizenship, career and college topics, and academic goal-setting
 - 6th Grade daily Readers and Writers Workshop classes
- Job-embedded professional development for teachers
 - Support of adolescent development and the middle school model

Our Strategic Focus – College and Career Paths

- **6a. Create career-related curriculum and personal learning plans for all PreK-12 students**
 - Pilot underway at 14 sites, grades PreK-9
- Student Personal Learning Plan (PLP)
 - Reflect on interests, goals, and long-term career aspirations
 - Consider academic and career development plans
 - Prepare for life after high school
- Career related curriculum
 - Self awareness
 - Career awareness, exploration and preparation
 - Postsecondary education options, entrance and admission
 - Personal finances and financial aid

Additional 2019-2020 Actions

- Positive School and District Culture
 - Pilot staff survey of school and district culture
- Effective and Culturally Relevant Instruction
 - Plan and allocate resources for improving access to well- rounded education
- Program Evaluation and Resource Allocation
 - Launch first cohort for program evaluation
- College and Career Paths
 - Work with high schools developing career pathways and grade 9 career sampler
- Family and Community Engagement

- Implement guidelines for engagement and partnerships

Monitoring Progress on Long-term Outcomes

- Update on long-term student outcomes coming at October Committee of the Board (COB)
- The metrics, targets and baselines for each long-term student outcome are posted on the [SPPS Achieves website](#)
- Data for 2018-2019 will be added to the site in October

QUESTIONS/DISCUSSION:

- The Board thanked staff for the presentation and noted that it is helpful to see how the process is going forward.
- With respect to 1a, appreciate as reviewing how the District and our schools are implementing PBIS, and curious how will we be able to measure or demonstrate how our students will have a different qualitative experience? How are we evaluating how our students will see and experience things differently because of this? Response: This is also related to the overall district culture and 2a – the work so far has been a survey for staff perspective, and also includes ways of gathering input from families and students. In addition to the climate survey that is being piloted at the 10 schools for staff, there is discussion about a student climate survey as well, and working with REA on selecting that type of student climate survey. In measuring student's qualitative experiences, and gathering feedback will be helpful.
 - That data will be helpful at this wide-range. Also trying to understand in how we're implementing a curriculum – where does that translate to practice and how staff and students work together differently where we can see there is learning that is happening differently or experiencing relationship-shift. Some can be encapsulated by the survey, but will we see different ways of relating and working together? Response: At the high school pilot, there was a pre- and post-survey that students took, and with our Project Prevent grant with an evaluator to do focus groups and interviewed teachers to give us qualitative data that talked about the difference in relationship. One thing we learned from those interviews as we implement this in all schools, and being intentional with all teachers, and co-facilitate sessions, and being intentional in explaining skills and intention and purpose. Teachers wondered about how to continue on their classrooms so learning. We also learned from students what they found different pre- and post-survey.
 - How do we carry it forward when not in midst of series? Response: We have the social worker in the school will be doing that, and partnered to giving those teachers ways and conversations to continue to connect it to academic lessons and relating it to curriculum, and also referring back to MDE guidelines which has aligned social-emotional learning benchmarks with academic standards and seeing what we can use from both.
 - Director Marchese suggested cultivating sense of ownership for staff will be central and crucial in part of the larger culture change, and hope to approach it in a way to suggest staff have a role, opportunities to provide input and ownership. Support is important, and also important that we're creating a collaborative way of creating that shift in classrooms – this is about how we're shifting our work together and building shared ownership, which is a more long-term direction we can do. Response: There does need to be shared ownership. That has been one of the strength of the pilot sites with zones of regulation because it is led by classroom teachers with the principal and support staff. The kids and teachers are doing that together, as well as the Foundations class at the middle schools. The coaching model in school support in Cognitive Coaching, it's helping a teacher to think through what they are trying to do, and think through and apply things, instead of being told what to do – it's a different way of thinking about coaching.
- Interested in the middle school used Second Step – everyone has to know that program in the school. Wondering how is it being presented and training folks including custodians, office staff, and everyone in the building, and parents and families and how conveying goals and strategies to them to support at home? Response: Second Step has been rolled out at 10 school sites, and we have involved teachers and principals as much as possible in vetting the curriculum and getting feedback, looking through a culturally relevant lens and seeing how it fits. Currently it is launched at the school sites primarily with teachers. Upon first feedback, they are enthusiastic about its ease and able to take a session to look at the nuances of the curriculum and have conversations around young adolescent development. Working with an action team to provide outreach to parents and families, with a sort of handbook of

middle school child and what to expect. It's in the works and one of our milestones. We are in the installation straddling initial implementation with this piece.

- In talking about qualitative and quantitative data, it's important to be able to see that there is an impact and effective techniques - part of the balance is that people deal with specific incidents in how what we're doing is addressing those. Walk through an incident that has happened, and what we're doing know to bring positive behavioral outcomes, and how is that different from the past. How do families and parents and community understand specifically what will be different. How will parents and families see difference? Response: In talking a quantitative data point, it would be office discipline referrals. The difference will be the teachers looking at options for a student is dis-regulated and how to help that student function well in the learning environment, and what they are doing and how they are thinking about that student. In learning about zones of regulations, developing a relationship and set of strategies to work with that student to prevent the need for an office discipline referral.
- How is what we're doing and how should we look at success in our abilities to do that to tell us we're on the right pathway – numbers decreased? Also asking for when hearing presentation, it would be helpful to understand specific circumstance because that what the Board hears from community in specific problems and how they are addressed because we hear from parents with their frustrations and from . Response: That is a helpful note for future presentations – to hear the overall strategy and specific differences, and if we're meeting, and if not, how we shift, enhance or support in different ways to have those outcomes for our kids.
- Around the personal learning plans, and what does it look like for our students? How is it initiated, who's a part of it, what's the monitoring, what kind of data can be we gain, and how are parents and families engagement piece? Response: That is something we will be working through year in the pilot. A big piece is the teaching and learning that is the foundation for this. Counselors will be partnering with classroom teachers to deliver lessons in classrooms during the year in the pilot sites. Students will upload artifacts or evidence of learning to SeeSaw or Schoology that demonstrates their learning related to the content. As to the tool, that is a tool uploaded to Schoology so parents will have access. It will be important to tap into existing engagement strategies like conferences and other school specific opportunities to tie this into this work and learnings from the pilot sites this year.
 - In thinking about the process, and Schoology, and remembering our families experiencing homelessness, and ways of engaging, and families that haven't been able to attend conferences, and how we are being intentional in reaching out to ensure every family understands services for students. Response: That will be something we will work on this year with our Project Reach team and doing this work to do this work in a very intentional way.
- About Effective and Culturally Relevant Instruction, and reading through summer seminar and New educator week, and the 4Rs, and get into that more. As thinking middle school and going for open house and the library, there are a lot of options and books in multiple language s and impressive for a classroom library, while all may not look like that. How are we talking about what is in the classrooms for educators? How are we talking about relationships, relevance, rigor and realness to community and families? Response: In talking about the materials that are in classrooms and that are reflective of the scholars, the way that culturally relevant instruction is defined is that it is student-centered instruction and they are partners in their education, instead of prescribed texts assumed to be reflective of the students. In the 4 Rs – Relationships speaks to and has been defined as building mutual relationships between scholars and their families; they are one in the same, and the family is the first educator. In Relevance, we're talking about the scholar being at the center of their education and partners in their identity – those are at the center of the partnership that is reflective of their culture because they are partners in creating the curriculum. They are helping to co-create the experience. Realness is the scholar having the opportunity to show up as who they are authentically, and the educator to show up authentically. We are all cultured beings – all bring culture, and that needs to be examined introspectively before being in partnership in another from another culture, and creating that space and guidance for scholars to be their authentic selves, which will foster more engagement in the classroom. With the learner as a partner in their education, as the scholars are continuously engaged, that they will have the opportunity to define what Rigor means to them based on what is important and reflective of lives experience in the curriculum. Reflection is rigor and looking at who we are and how we show up is rigorous, and part of the work built with staff and everyone who works with children is an educator and has that shared responsibility.

- Director Foster noted that she is excited about the personal learning plans. She noted their use in college and experience in developing a plan for her education. She is excited about how we're starting that with students and plan to dig deeper into younger grade levels.
- It was mentioned that of the 38 plans we are at 31 that are completed. What are updates on the other 7? What is it and what have we learned in our progress? Response: A couple examples are under Well Rounded Education where we determined trying to combine everything under this was difficult to manage and took work around curriculum mapping and curriculum review cycle, and we pulled them from the context of the milestone from Well Rounded Education and put that under the work of Teaching and Learning. Another was around putting together an employee recognition plan, and positive culture. We decided to put a plan and identity around positive culture for staff and input from the current sense of what it is, and move into a recognition plan and rearrange the order of the events. Along the personal learning plan, there was initial research and more resources from staff from other districts, including Chicago. We took advantage of that expertise and research to put together more on those plans.
- We all have our own definition of Well-Rounded Education. Looking forward to looking to define that and how it feels. Will we eventually get to that point where we have a common picture of what well-rounded education looks like and how it looks and feels in SPPS? Response: We have guidelines from the state, and students receiving instruction in state mandated standards. Where there are none, we have access to other standards from national organizations. All content areas we need to ensure are represented – continues to be questions on access because of resources and figure out prioritizing around resources to ensure all standards are addressed across the school district. The first part is collecting data to identify specific schools and places, and barriers encountering, and also allocating resources around priority based budgeting, and how we take the data we have to match it with solutions.
 - When we eventually have a final product of how we allocate budget, that will reflect our version of a well-rounded school? Response: we will keep phasing-in, and the goal is that what we're able to do.
- It was mentioned that guidelines for engagement and partnerships – how does that look, and could that be shared so the Board can be a part of the pilot to join and give feedback? Response: Yes, we can do that.
- In the metric piece, and how we measure our success in reference to the points earlier about graduation rates and the data about our student enrolling in college institutions – that's right on and need to look at that data, and also look at the data of our students who graduate, or attend college institution of any sort, and graduation rate from college institutions. That's the real test – not just getting through to college institutions, but how we've prepared them to graduate and be successful and change the world. Is there an element or metric that measures success to get in touch with alums of SPPS to understand graduation rates from college? How does that look and how are we measuring that? Response: The 7A team is looking at this statistic. Some of the pieces with SLEDS and clearing house data, and alumni and real time, is that's on a year and a half lag, and persistence data later from that graduating class. It's not real time data. We are partnering with college partners to get real time data, so if a student doesn't show, and what we can do to support through partnership to ensure student is able to arrive. The other is through career pathways and personalized learning plans – students need to be well-prepared for going to college, and mainly in literacy and math and key pieces of 7a career pathways initiative. We have 60% of college going to year, and need to change the persistence rate, and that's to change majors in high school and understand what they like and don't like to address future debt. It lives in personalized learning plans and career pathways. Specific data points, it does live in college, career and life ready. Data points will be added as well. The issue is the lack of real time data, when we could be using it. As looking at trend data, expecting downward trend who are dropping out or not finishing college through this work
- Director Xiong noted that it's important to look at data and measure our success through the success of our students after they leave our school district. It's exciting about zones of regulations and personalized learning plan, and would be interesting for board members to create own PLP and see it and experience it, and as talk to students and parents, know what we are talking about. If Board could also be invited to see some of the zones of regulation work happening in both elementary and middle schools. Response: We can certainly make that happen.

- Director Brodrick had a question on trying to understand what SPPS Achieves is actually going to be doing different. He asked for concrete examples in each of the 4Rs in the plan and the spirit of the plan. What are we doing as a District to get our teachers, students, families, and communities engaged and on board to do these 4Rs? How will it be different in the classroom? Response: Examples were provided, including Rigor in middle school with a standard for writing and a standard for writing an argument with a thesis and examples. Rigor involved a thesis statement and relevant support evidence. In another context, it could be that students are assigned an essay assignment around the same thesis statement and giving rules and not up to each student. In a classroom with culturally relevant learning and instruction, teachers start with knowing their students and we have standard to understand and look at the kinds of relevant things to our students that we could write about and have arguments. We are developing and opening the question to the group, and they work collaborating, and in that, they decide on a topic argument, and in writing and research they want to show their argument instead of telling them. We are opening the concept of writing to include other components as well, such as a video. They may then bring that presentation to other agencies. That is how we will include the 4Rs within the standard that all students need to meet. Another powerful connection is our work around our classroom libraries, and those are directly tied to culturally relevant instruction and to implementing the 4Rs, and are one way that classrooms are different. There are 3 areas in teaching and learning – curriculum, instructional models/practices, and resources. Marrying those three things together will improve outcomes for kids. We have been partnering with Title 1 to support instructional model and curriculum in schools. There will be more materials to support culturally relevant learning, and to allow other students to learn about other cultures as well. All will support changes that teachers do in classroom, PD, resources, and what students will experience in classrooms. It will take time, and all have a sense of urgency, and making connections for teachers between initiatives. We will get there to ensure students and teachers have what they need.
- When a teacher is teaching a lesson related to the 4Rs, what are we doing as we implement SPPS Achieves to help and get to our teachers, students, families, and communities so that they are able to engage. It's one thing for us to talk about the 4Rs, but have to instill that in that students, with the support from their family and community, and all needs to be done by a teacher, who is also helping students with other things. What are concrete examples of how we will help teachers do this through professional development and how? Response: Professional development is key, and the plan has been reinvented and made strides on that. More schools have professional learning time for teachers to work together to construct these pieces and share experiences. There is a team of support with content colleagues. It's about teachers having time to work together – with all high schools, middle schools, and 9 elementary schools with the highest needs. It is during the day - time together to look at student data, instructional practices, and successes of other teachers in their classroom. We learn from other people and time to work with the team, and talk about student and teacher experiences; willing to work with colleagues and collaborate together.
- If there will be social workers and administrator has been helping the teacher in the classroom, and they leave – now we're back to the reality of teachers, which is the feeling of being in a room with people, but also being alone, because they're the only adult. Response: We are building capacity. That person may have left the room, but they are available later. It is about all support staff working together to provide support.
- What was the extent of investment of resources for 2018-2019 for SPPS Achieves? Response: All of the initiative teams turned in budget requests and they were balanced and prioritized based on funding from the referendum.
- What about for 2019-2020? This was a progress report for SPPS Achieves, and what have we done so far, and for 2018-2019, are there concrete examples that we did invest in that we can show this investment and its results? Response: For example, in order to implement 6a PLP pilot, we hired 4.5 counselors from the referendum funding. In order to make possible the job-embedded professional embedded, we used investment around providing time for job-embedded PD, and also some leads positions. Also used funding towards resources to 6th grade English programs, literacy curriculum materials. The list of examples can be provided.
 - We have made a considerable investment of time, resources and personnel. What's the feedback from principals and teachers, and kids and families? Looking forward that as we go along, continually working collaboratively with folks trying to help. Response: Examples heard from people working on PLPs are that teachers and counselors working on materials are excited to

- implement; heard from middle school work around Foundations and teachers engaged in developing curriculum, and now implementing it and finding it useful.
- How are we talking with folks from buildings that may be reluctant because we are encouraging people to give us input, talk about collaboration and transparency, and that we are willing to listen to those that we are trying to help. And the investment in the District office is making into the buildings. Response: In thinking about Malcom Gladwell and the tipping point metaphor, and we're looking at having created an environment and context to for teachers to collaborate together through different opportunities and seeing successes to try those as well.
 - What are we planning for 2019-2020, extent of resources and investments? Response: The entire budget has been itemized for the strategic plan funding. The Phase 2 will be part of the ongoing budget process. The listing from June budget meeting listed the initiatives, and can be provided. The budget is public and the formation will be done with our community.
 - Can we identify some leadership out of the community, who are our partners who are helping us with ensuring we are practicing those 4Rs in the classroom on a daily basis? Response: That is part of our 9a initiative and have been documenting the partnerships at the District level. One example is ANEW BAM, and a new initiative of a partner of ours, which is an after school program hosted in their own sites, and that's a partnership that is working to excite young people through arts and connection to the Black arts movement. There's a lot of partnerships that start in space of culture, learning, and youth development, and morph in changing the world.
 - It was noted that a list of community resources and partners can be provided. In regard to culturally relevant instruction, if truly have culturally relevant instruction, going out to various communities and cultures they represent to engage them in what we should be doing – a co-creation of curriculum coming from the community. These are types of things that need to talk about at our regular meetings so that people know that this is not only a presentation from Administration – we need to ask tough questions.
 - In the Well Rounded Education area, curious if within area also looking at access to advanced courses and gifted education to making more equally available and also resourcing? There have been presentations from students and others on access to advanced courses, and how we see that play into well-rounded education. Response: It's definitely considered in that area, and also through College and Career access, and how we are preparing students for advanced courses. It would fall in both areas.
 - For students thinking about their plan going-forward, we're encouraging them to include advanced course is in their plan, and make available? One area of concern is that students who don't traditionally get into courses, don't have opportunity to select or know what to select. Counseling and advising to help students make choices will be important. It is part of PLP, and part of trying to ensure students are choosing pathways where they want to go. Also opening opportunities for students to think differently about their plan. The creation of the plan and opportunity to select other courses, and advising around that will be important. Response: One of the areas is the concept of a 9th grade of career planning experience.
 - It's not always tied to career, but also experience to understand identify and efficacy in able to do it. To offer a student an opportunity to take a more advanced course – they may not be in that major, but taking those courses, and how we helps students to see that this is an opportunity to take advantage of and providing counseling and resources to align with them for students who want to take advanced courses and staffing for that as well.
 - It's also looking at opportunities for high school students to receive college credit, and aware of opportunities has also been part of that initiatives in PSEO and CIS.
 - We need to be intentional about advising students so not replicating demographic issues and disparities in numbers of students taking courses – frontloading in advising for counselors working with students to allow them to see ways for these opportunities, and providing that push. Counselors or teacher participating in that process with the students.
 - In talking about budget and priority-based budget, and want to understand community engagement an public engagement and a lot in September, and then in November and then to March and June. There is a separate budget timeframe roadmap, and understand where we're envisions the community will have opportunity to understand the priorities from the strategic plan and distilled to budget. Response: We are working on the details of the plan on engagement, and working as a committee on 5c and more

details in the next month. We've been looking at different areas with the Office of Family Engagement and Community Engagement. There will be a fuller discussion.

B. Human Resource Transactions

Superintendent Gothard welcomed and congratulated Interim Executive Director of Human Resources, Kenyatta McCarty, who will continue to do great work replacing Executive Director Laurin Cathey.

Chair Ellis also provided an update on the new Administrator to the Board, Kaying Thao.

Kaying has both state and local government experience.

She comes to SPPS from the Saint Paul Police Department where she has worked closely with the various and diverse communities in Saint Paul for the past two years, ensuring that all voices are included in conversations pertaining to prevention, intervention, and public safety. In this role, Kaying has assisted the SPPD in engaging better with the community in an authentic, intentional, and culturally appropriate manner.

Prior to that, Kaying was a policy advocate with Catholic Charities where she advocated for the most vulnerable members of our community in the areas of homelessness, housing, criminal justice reform, and other human rights interests.

Kaying has also worked at the House of Representatives for four years, and supported various legislators in their work.

In addition, as a former elected school board member herself, she understands governing, education policy, and the importance of building strong community relationships.

Kaying brings a depth of experiences with her that is necessary to successfully support the board in our work.

MOTION: Ms. Ellis moved approval of the HR Transactions for the period August 1, 2019 – August 31, 2019. Mr. Schumacher seconded the motion.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with items D6 – Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

A. Gifts**BF 31791** Acceptance of Gift from MN United and Element Electronics

That the Board of Education authorize the Superintendent (or Designee) to accept the gifts from the MN United and Element Electronics and provide a letter expressing appreciation for the gift.

BF 31792 Acceptance of Gift from the Saint Anthony Park Community Foundation

That the Board of Education authorize the Superintendent (or Designee) to accept the funds from the Saint Anthony Park Community Foundation and to implement the project as specified in the award documents.

B. Grants**BF 31793** Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept funds from Minnesota Office of Higher Education's Get Ready/GEAR UP Program to fund a college and career readiness program at E-STEM Middle School; and to implement the project as specified in the award documents.

BF 31794 Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to provide SUTR resident stipends and develop a high school education career pathway; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31795 Request for Permission to Submit a Grant Application to the Minnesota Historical Society

That the Board of Education authorize the Superintendent (designee) to submit multiple grants to the Minnesota Historical Society for funds to cover the cost of field trip transportation; to accept funds if awarded; and to implement the projects as specified in the award documents.

C. Contracts**BF 31796** Contract between SPPS and Hamline University

That the Board of Education authorize the Superintendent (designee) to approve the contract between SPPS and Hamline University.

BF 31797 Request Permission to Enter into a Two-Year Contract with Santander Leasing to Lease Three Multi-Functional School Activity Buses for Early Childhood Family Education (ECFE) for 2019 - 2021

That the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Santander Leasing LLC (as assigned by Hoglund Bus and Truck) for Early Childhood Family Education for a total of \$68,570 over a two-year lease.

D. Agreements

BF 31798 Approval of an Employment Agreement with Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota to Establish Terms and Conditions of Employment for 2019-2022

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022.

BF 31799 Approval of Memorandum of Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, to Establish Terms and Conditions of Employment for 2016-2017

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2016 through May 31, 2017.

BF 31800 Approval of Memorandum of Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, to Establish Terms and Conditions of Employment for 2017-2018

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2017 through May 31, 2018.

BF 31801 Approval of an Employment Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, to Establish Terms and Conditions of Employment for 2018-2019

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2018 through May 31, 2019.

BF 31802 Approval of an Employment Agreement With International Union of Painters & Allied Trades District Council 82 to Establish Terms and Conditions of Employment for 2019-2022

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Union of Painters & Allied Trades District Council 82, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022.

BF 31803 Memorandum of Understanding between Saint Paul Public Schools and Xcel Energy

That the Board of Education authorize the Superintendent to execute a Memorandum of Understanding between Xcel Energy and Independent School District No. 625 in order for the District to participate in the Partners in Energy Community Collaboration.

BF 31804 Request Permission to Enter into an Agreement with Hennepin Healthcare System, Inc. to Provide Flu Shot Clinics

That the Board of Education authorize the Superintendent to enter into an agreement with Hennepin Healthcare System, Inc. to provide flu shot clinics.

E. Administrative Items

BF 31805 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period July 1 – July 31, 2019.

(a) General Account	#713930-715102	\$55,357,243.09
	#0003413-3459	
	#7003386-7003415	
	#0003730-0003818	
(b) Debt Service	-0-	\$7,554,466.65
(c) Construction	-0-	<u>\$2,982,633.81</u>
		\$65,894,343.55

Included in the above disbursements are two payrolls in the amount of \$11,516,577.28 and overtime of \$58,715.29 or 0.51% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending December 31, 2019.

BF 31806 Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2020, at the proposed premium renewal rates.

BF 31807 Facilities Department FY20 Purchases over \$175,000

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$175,000.

BF 31808 Parking Memorandum of Understanding between Saint Paul Public Schools and The Boys and Girls Club Twin Cities at 271 Belvidere Street East

That the Board of Education authorize the Superintendent to execute the Parking Memorandum of Understanding between The Boys and Girls Club Twin Cities and Independent School District No. 625 in order to formalize the parking agreement at 271 Belvidere Street East.

BF 31809 Settlement of a Partially Insured Claim

That the Board of Education approve the payment in the above referenced suit and authorize School District administration to issue payment in the amount of \$50,000, and direct its insurer to issue payment in the amount of \$475,000, which includes the School District's \$100,000 deductible.

F. Bids

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31810 Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding

The Board requested more information on this item. Assistant Director of the Office of Early Learning, Lori Erickson, provided more details. This is the second iteration, and are proud of this MOU. Director Foster helped to create the first, and is paying dividends – which created a roadmap. This second iteration created the roadmap and lanes. Although this is a 2-year agreement required by Title 1, the early learning leaders view this as something we get to do. We are very proud of this partnership. The MOU outlines areas that we are working toward including, data sharing for early childhood screening, programming for early childhood special education, McKinney-Vento support, student enrollment for PreK and kindergarten, kindergarten transition, Head Start policy council membership, and the way in which to do joint professional development. The Head Start Senior Director also shared high level programming information. They are required to have an MOU, but also proud of this partnership. Head Start serves 1,422 children in Ramsey County, 204 infants and toddlers, 1,218 PreK students with 9 sites in Saint Paul and 2 in suburban Ramsey County. About 90% of Head Start children enter SPPS kindergarten classrooms, and we view partnership with Early Learning to support as transition to SPPS and families as they transition as well.

- What are the numbers about how many Head Start students become SPPS students? Response: While we don't do identifiers for new students that enroll in SPPS and track by their day care, we do receive application or interest forms from Head Start program. Each year, we receive 90-100 forms and about 20 of them are choosing not to come to SPPS. That data looks good – about 80% of interest forms that families fill out in what they'd like to do for kindergarten based on interests, desires for their children in programming.
- There are 9 different opportunities speaking to families about and choices within SPPS. Describe more on what that means. Response: Each of the Head Start sites, we have presentations and last year we connected with 177 families, and 184 families in 2018. Those are in multiple languages and at 9 sites. Stories with the Student Placement Team and families at Ruth Benner site were shared with answering questions and registering students that could discuss choices for families and was incredible to see that.
- How is the Office of Student Placement, do we have more staff to engage with families, and how does it manifest itself at SPC so that it works well with other responsibilities? Response: Staff are somewhat fluid, and in the summer, we tend to have supports from retired staff from Placement Center and in the community during those high peak seasons. During the fall, it's a time that we're spending more in the office to ensure records are clean and following up on waiting lists. Late fall and early winter we do recruitment, and go to Head Start and multiple sites, including ECFE. Work is cyclical and it goes

depending on time of the year. In January-March staff are preparing applications for the lottery and working with schools on their open houses. We work with the staff and modified job descriptions to ensure hiring appropriate people who enjoy both recruitment and technical part of placing students.

○ Staging for that is slightly different and isn't all at once, it filters in earlier than other kids? Response: Yes

- Assistant Director Erickson then shared her experiences as Head Start policy council, and role as advocate to speak on behalf of SPPS, Monica Potter will be that role, building bridge in programming, and being on policy council its parents on the ground advocating for child and as a SPPS in the mix and signing praises of the district.
- In the MOU, are there classrooms that are serving children together, or merged classrooms. If not, when will that happen? Response: We currently have collaboration with ECSE programming and teachers and paraprofessionals to support children with IEPs. We do not currently have a co-taught classrooms with a Head Start teacher and SPPS teacher, but have talked about it to be a great vision and effort between two teams.
 - It would be a great opportunity to get all kids together with different backgrounds and to learn from each other. Hope consider it, and it would be a great thing for both programs. That is in the visioning with the early childhood hub.
- Director Xiong noted her excitement for this continued partnership. It was mentioned that it was 80% rate at which Head Start students enroll in SPPS. What is more background information on students served? Response: The eligibility factors
- In this school year, how many families or students are served at Head Start? Response: There are 1218 PreK students through Ramsey County, and 204 infant and toddlers. Head Start is described as a needs-based program and there is an income eligibility program. The majority of families need to be at or below the federal poverty guidelines, and can serve some slightly above, with priority to families experiencing homelessness and children in foster care and 10% of enrolled children must be children with disabilities.
- Director Xiong wanted to share that because think HD a great program and exciting for continued partnership.
- Are there other school districts within Saint Paul that are partnered? There are 5 school districts in Ramsey County, and there will be an MOU for all district where students are served. Strong collaboration with Moundsvie with 2 classrooms, and started new Head Start center in North Saint Paul and working with 622 and have a center in their district.
- Do only collaborate with public school district or charter schools as well? There are MOUs with public school districts, and do not have formal agreements with charter schools. There is a shared space with a charter schools though.
- Director Foster noted her support of Head Start and talking about sharing resources, and a lot of the District enrolling PreK students, and so many students who are not being served and it is necessary, and how we can expand this and working with families and wraparound supports. Thanks to Head Start and look forward to growing our partnership as we serve our youngest children.

MOTION: Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) to enter into this partnership. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

X. OLD BUSINESS

A. Salary Comparisons (Board Salary)

BF 31811 Salary Comparisons (Board Salary)

Superintendent Gothard then introduced Kenyatta McCarty, Interim Executive Director of Human Resources to provide more information on Salary Comparisons for Board Salary.

Data Points

- Local comparables were selected by their relative proximity to SPPS
- All of the selected local comparables use a periodic review approach (Frequency ranges from 2-5 years).
 - Minneapolis Public Schools calls for a 2-year review but has not conducted one since 2015.
 - Anoka-Hennepin Public Schools calls for a 3-year review.
- National comparables were selected because of their similarity to SPPS in size and student demographics.
- Des Moines and Portland are volunteer positions
- Ramsey County Commissioners
 - Annual Budget \$738.12 million
 - Chair salary: \$95,313
 - Commissioner salary: \$92,493
- City of Saint Paul Council Members
 - Annual Budget \$714.62 million
 - Council Member salary: \$66,372
- Saint Paul Public Schools
 - Annual Budget \$794 million

Board of Education Compensation Review

- Figures were then presented by board member title showing the baseline for SPPS, and compared to Anoka, Minneapolis, Bloomington, Brooklyn Center, Osseo, and Saint Cloud, as well as Des Moines, Portland, and Rochester (NY).

Options for Action on Board Salary

- Option A
 - Age salaries 2% each year from 1988 (last year of a documented increase) & continue with a set periodic review.
 - Chair: \$20,000/yr
 - Vice Chair/Directors: \$18,000/yr
- Option B
 - Increase wages to requested salary and eliminate district contribution.
 - Chair: \$20,000/yr; to include an additional \$150/mo business allowance
 - Vice Chair/Directors: \$20,000/yr
- Recommended options meet or slightly surpass MPS and Anoka
- Accounts for appropriate aging of salaries
- Salaries are competitive with local comparables
- MPS and Anoka do not have district contributions
- Option A includes district contribution. Leads the market

QUESTIONS/DISCUSSION:

- Director Schumacher noted that Option A includes the ability to have health insurance or benefits, and the way it would work. The benefits would be in addition to the compensation listed, and depending on benefits choices, it would be additional compensation or applied to the benefits package.
- There was also discussion on the current salary and benefits package for board members, as well as more information on the district contribution.
- Director Marchese noted the current salary of \$10,800 with the opportunity to participate in the District benefits plan, which is set by the District. There's a provision for a single person, lowest cost plan and set forth in existing policy. Option A takes that \$10,800 and increases the salary to that proposed.

Option B takes that opportunity to participate in any benefits program and district contribution off the table. Option B would not be a net increase because the district contribution would be lost. If one of the goals is to look at how we are compensated versus others over the fact it hasn't been changed in 31 years – Option B would be setting the Board back in salary. Option A would advance based on what was set forth in 1988 – it was set with the expectation of a salary and district contribution. We have not kept pace for 31 years. Proposed if there had been a 2% increase every year from 1988 to the present, we would end up approximately where the number are proposed. In addition, we aren't in terms of salary compensated similarly to our neighboring, comparable districts. We also were not here in 1988, and suspect the job has evolved and demands on board members, and nature and complexity of the work, and demands for time have changed since 1988. What we are doing in understanding our role in understanding our oversight, the budget has expanded since 1988, and one of the reasons provide the comparable information with other municipal budgets that cover the city, the Board is overseeing the largest municipal budget in Ramsey County, and compensated about 1/8 of Ramsey County Commissioners, and 1/6 of council members.

- He suggested including 2 year review process so that the Board regular reviews compensation and if changes are necessary, and put into Board policy and motion.
- He also proposed that this change take place as of January 1, 2020, so new cycle of board members would be eligible.
- We are trying to think of who has access to serve and important to think about issues of equity, and who can take the time to do this work, who has access and have a board that reflects our community, we need to ensure we are doing more to make sure people who do this work are able to economically handle that. It impacts our diversity. This is an important equity issue. We should not make it only possible for folks who have other sources of income or another source to make it possible, economically, for people to do this.

MOTION: Mr. Marchese moved that the Board of Education adopt Option A as action on Board Salary, to include a 2-year review cycle to examine compensation, and for this change in board salary to begin January 1, 2020. The motion was seconded by Mr. Schumacher.

- For the two-year review, does that need to become a part of policy? Response: It would need to be a procedural change, not necessarily policy because the current policy does not contain a review process.

AMENDMENT TO THE MOTION: Mr. Marchese moved that the Board of Education adopt Option A as action on Board Salary, recommend the development of a policy to address the procedure to address a review of board salary every two years, and for this change in board salary to begin January 1, 2020. The motion was seconded by Mr. Schumacher.

It would not be date certain, to allow for flexibility in the timing of the review.

- Director Xiong noted that the board budget needs to be examined, and if this would be an increase in the board's budget? Response: As of right now, the Board has an encumbrance. Moving forward, that encumbrance would be used. In this process, we'd need to talk further about after the carryover money, we move forward with this new amount that is sustainable within the Board's line item.
- With the amendment and effective date, how does it look with the Board budget? As of right now, the Board has about \$100,000 based on certain positions that were not filled and carryover money, which would be used for this change.
- Director Xiong noted that Option B would bring us closer to MPS, which is currently with the highest board compensation. Do we know if the other school districts surrounding metro area, do they have business allowances for their board members? Response: That information can be provided.
- She added to Director Marchese's point that this is an equity issue. Our current system only allows for those with the privilege or affordability to serve in this role and to serve and run for the Board. In talking to others, people have shared that because of the fact of board compensation is so limited, it has turned people away who are passionate about education and have students in SPPS, and expertise to participate in this role to run for school board due to the compensation is not enough to take on this role. In looking at compensation and with work load, we are expected that this job is part-time, yet this

role also requires a lot of passion in working in education and working with youth, and a desire to want to make an impact and change in the community to serve on the school board. We are fortunate that our board members are passionate about education and children, but our current system limits and turns away other voices for those currently making change in their local community who can play a bigger role on the board and are not participating because this part time job is actually a full time job that's expected from our constituents and Saint Paul. We take calls late at night and go to events on the weekend, and attend community events and meetings late at night. That's very real. We need to think forward for our value as a city and as board members that we need more participation and people dedicated and passionate about this work to be change makers and to participate and run for the school board. This is an opportunity and encourage to people serving for kids in our district and city to consider running for the school board in the future, and this is a piece of this encouragement.

- Director Xiong noted that she does support Option A as well, with the amendment.
- Director Brodrick also noted that he supports Option A because several years back when we originally added the provision for the contribution for health care, it was in the spirit of equity gave the opportunity for those members, who may be coming in own personal life and in a position to have a health care plan, and this would allow someone with a job and maybe no health care. Option a and maintaining the fact that a new board member can utilize the district health care plan is very important and very much an equity issue as well.

AMENDMENT TO THE MOTION: Mr. Marchese moved that the Board of Education adopt Option A as action on Board Salary, recommend the development of a policy to address the procedure to address a review of board salary every two years, and for this change in board salary to begin January 1, 2020. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

XI. NEW BUSINESS

A. Pay20 Levy Update

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, to provide preliminary estimates to the Board of Education regarding the Pay20 levy calculation.

The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding.
- Unlike cities and counties, the Pay20 school levy funds the 2020-21 school year
- Levies contribute to approximately 20% of SPPS budget
- Levy can only move down after October 1

Planning Assumptions (staff estimates)

- All figures in this report are based on Administration's best estimates, using the statutory authorized amounts
- MDE provided updated Pay20 levy calculations on September 13
- MDE will continue to make adjustments to the SPPS numbers through September

Factors Impacting 2020 School Levies

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

Proposed Pay20 Levy Ceiling

Levy Category	Certified Pay19 Levy	SPPS Estimated Pay20 Levy limitation as of 9/13/19	Difference
Operating	\$ 71,112,468	\$ 71,690,325	\$ 577,857
Pension/OPEB/Contractual	39,544,458	37,860,071	(1,684,387)
Facilities	64,258,911	74,393,597	10,134,686
Community Service	<u>3,779,160</u>	<u>3,685,754</u>	<u>(93,406)</u>
Total - All Levy Categories	\$ 178,694,998	\$ 187,629,747	\$ 8,934,749
Percent Change			5.0%

Estimated Annual Property Tax Impact – Home from 2019 to 2020 (assuming a 0% increase in market value)

Home Estimated Market Value	Estimated Change at 4.6% Ceiling	Estimated Change at 5.0% Ceiling
\$ 75,000	\$ (20.62)	\$ (19.46)
100,000	(26.91)	(25.07)
199,800	(51.91)	(47.28)
300,000	(77.00)	(69.57)
400,000	(102.05)	(91.84)
500,000	(127.48)	(114.67)

Source: Ramsey County; Median home market value is \$199,800

Estimated Annual Property Tax Impact – Home from 2019 to 2020 (assuming a 7.3% increase in market value)

Home Estimated Market Value	Estimated Change at 4.6% Ceiling	Estimated Change at 5% Ceiling
\$ 75,000	\$ 1.51	\$ 2.67
100,000	15.15	16.99
199,800	31.47	36.10
300,000	48.43	55.86
400,000	65.08	75.29
500,000	66.42	79.23

Source: Ramsey County; Median home market value is \$199,800

Estimated Annual Property Tax Impact – Commercial/Industrial from 2019 to 2020 (assuming a 6.0% increase in market value)

Commercial/Industrial Estimated Market Value	Estimated Change at 4.6% Ceiling	Estimated Change at 5% Ceiling
\$ 200,000	\$ (57.63)	\$ (52.07)
500,000	(150.83)	(135.00)
525,000	(158.72)	(142.05)
1,000,000	(306.60)	(273.68)

Source: Ramsey County; Median commercial/industrial market value is \$525,000

Pay20 Levy Calendar

	Date	Action
X	Aug-Early Sept	District submits levy information to MN Department of Education (MDE)
X	Sept 6	MDE provides preliminary calculations
X	Sept 10	COB Meeting: Finance and Levy 101 Work Session
	Sept 17	BOE Meeting: Present Proposed Pay 20 Levy
	Sept 23	JPTAC (Joint Property Tax Advisory Committee) adopts joint levy resolution
	Sept 24	SPPS sets Pay20 levy ceiling at Special Meeting
	Oct 1	SPPS provides Pay20 levy ceiling data to Ramsey County and MDE; cities and counties also certify by this date
	October 1 – November 10	Ramsey County calculates taxes and prepares tax statements
	Nov 12	Anticipated Ramsey County mailing of tax statements
	Dec 3	Public Hearing on Proposed Tax Levy
	Dec 17	BOE certifies Pay20 levy
	Dec 30	SPPS certifies Pay20 levy to Ramsey County

Requested Action

- Accept as information, preliminary levy for purposes of estimating joint levy for JPTAC meeting Monday, September 23
- Approve a Special BOE meeting on 9/24/19 at 6pm to certify the Pay20 Levy ceiling
- Set the date for the Taxation and Budget Hearing for December 3rd at 6pm (COB meeting that evening)

MOTION: Mr. Brodrick moved that the Board of Education accept as information, preliminary levy for purposes of estimating joint levy for JPTAC meeting Monday, September 23, 2019. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

MOTION: Mr. Brodrick moved that the Board of Education approve a Special Meeting of the Board of Education on September 24, 2019 at 6:00 p.m. to certify the Pay20 Levy ceiling. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes

Mr. Marchese	Yes
Ms. Ellis	Yes

MOTION: Mr. Brodrick moved that the Board of Education set the date for the Taxation and Budget Hearing for December 3, 2019 at 6:00 p.m. (Committee of the Board Meeting that evening). The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

QUESTIONS/DISCUSSION:

- A clarification on the facilities budget and money that comes into that and how it can be used. The difference between general fund money and dedicated fund money with questions recently. Response: The majority of the funding seeing and seeing in the line in looking at the levy is not only funding for current increase \$10M is not only funding for the facilities plan but also to fund our debt service schedule over the years. In the Facilities Master Plan and the budget for that, there are 3 main components to the funding, and they have restricted or more categorical areas which are – components of debt that we issue that could be capital bonds or certificates of participation which deals in debt service levy and areas directed by the State; also put out schedules and documents that must be followed, as well as a plan with the state with COPs that follow a plan that is submitted to the commissioner that they approve for certain sites and issue certificates following that. The other s long term facilities maintenance, which also includes health and safety. That funding is also part of the levy and restricted around categories of dollars and the board recently approved the plan for that in July. Those components are of the levy and are different than general fund dollars that are funded through state aid. we do allocate for areas of facilities but separate than facilities master plan. For the plan and projects and maintenance, that main component is funded through the levy.
- To clarify, the money for facilities improvements does not come from the general fund, but what does come to facilities is salaries mostly? Response: Correct – mostly salaries; there are some some projects that we cannot fund with the levy, and some pieces are funded through the general fund, but they are minimal.
- Director Schumacher noted that as board, we are mindful of impacts on taxes of our community, and also the county and city and it adds up. This is how we have to go about going to get the money to do for kids legally and morally required to do, but also mindful that we are gradually making it difficult for people with families to live in Saint Paul, and that is something that needs to be solved at a higher level than the city, and it's something we're aware of, and have to figure out a better system for funding, otherwise kids in SPPS may not live in Saint Paul in the future. We are mindful of that and continue to work with elected officials to find more sustainable ways of funding, which is one the highest moral requirements which is our kids and our future, and thanked Chief Schrul and her team for their work. This affects us and we live in Saint Paul and care about all kids and families, and we need to solve it and continue to push on.
- Director Xiong echoed these questions on the use of the general fund for facilities and maintenance, and reiterated that those are not from the general fund.

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Director Foster requested information around enrollment numbers and updates to our work around start times and challenges and work being done to help families.
- Director Xiong requested follow-up information on those topics presented at Public Comment, including background on contracts and vendors; information and data on how many music or arts sections are funded by private or parent fundraising; and in regard to attendance issues, the protocol and how we're reaching out to families to support them.

C. Board of Education Reports/Communications

- Director Vanderwert then provided an overview on her passion for early childhood education, including the recent kindergarten assessment results, the importance of learning and a strong educational start beginning at birth, care, attention and trust that is critical to child development, support for families, PreK, goals for PreK students, environments for early childhood classrooms, and the importance of focusing on both the student and family for a successful educational future.

XIII. FUTURE MEETING SCHEDULE

MOTION: Ms. Ellis moved that the Board of Education schedule a Special Meeting of the Board of Education to canvass the election results on Tuesday, November 12, 2019 beginning at 4:30 p.m. in Conference Room A of the District's Administration Offices at 360 Colborne. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

A. Board of Education Meetings (6:05 unless otherwise noted)

- October 22
- November 12 (Special – Canvass of Election Results)
- November 19
- December 3 (Special – Taxation and Budget Hearing)
- December 17
- January 7, 2020 (Annual)
- January 21
- February 18
- March 24
- April 14
- May 19
- June 9 (Special – Non-Renewals)
- June 23
- July 21
- August 18

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

- October 15
- November 12
- December 3
- January 7, 2020
- February 11

- March 10
- April 7
- May 5
- June 9
- August 5 (Wednesday)

XIV. ADJOURNMENT

Ms. Ellis moved the meeting to adjourn, and it passed by acclaim.

The meeting adjourned at 9:38 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by

Sarah Dahlke
Assistant Clerk,
St. Paul Public Schools Board of Education