

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

**September 18, 2018**

**I. CALL TO ORDER**

The meeting was called to order at 6:25 p.m.

**II. ROLL CALL**

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

Ms. Foster was absent due health reasons.

**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 Mr. Schumacher.

The motion was approved with the following roll call vote:

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

**IV. RECOGNITIONS**

**BF 31431**      **Acknowledgement of Good Work by Students**

The Board welcomed the new and returning members of the Student Engagement and Advancement Board (SEAB). Dr. Kate Wilcox-Harris, Chief Academic Advisor, introduced Shaun Walsh, SEAB Facilitator, who then introduced the 2018-2019 SEAB members.

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 Saint Paul Public Schools.

SEAB does not speak for students. Instead, they develop and implement strategies that amplify student voice.

Today we are honoring 2018-2019 SEAB members:

**Anaa Jibicho**, Como Park Elementary and Washington Technology Magnet  
**Anindita Rajamani**, Capitol Hill and Highland Park Senior High School  
**Cesar Osvaldo Mendez Portillo**, LEAP and Hubbs Center  
**Cheng Vang**, Hancock Hamline, Linwood and Creative Arts Secondary School  
**Diamond Thlang**, Capitol Hill and Harding Senior High School  
**Mai Soua Vang**, Phalen Lake, Capitol Hill and Central Senior High School

**Malachi Raymond**, Open World Learning  
**Miski Omar**, Obama Elementary, Ramsey Middle and Central Senior High School  
**Quanisha Hill**, Jackson Elementary and Washington Technology Magnet  
**Rajni Schulz**, Como Park Elementary and Central Senior High School  
**Sarah Henry**, Maxfield Elementary and Washington Technology Magnet  
**Tabu Henry**, Maxfield and Hamline Elementary and Washington Technology Magnet  
**Zoua Vue**, World Cultures, American Indian Magnet and Harding Senior High School

Additionally, we are welcoming back two SEAB Alumni who will be supporting SEAB as facilitators this year: **Seiji Eicher** and **Zoe Sblendoriogebel**.

SEAB Facilitators are **Shaun Walsh** and **Tyler Berres**.

**BF 31432**      Acknowledgement of Good Work Provided by Outstanding District Employees

The Board also recognized the staff who have been awarded the Seal of Bilingualism. Dr. Kate Wilcox-Harris invited Liz Hathaway Castelan to introduce each of the honorees.

Over the past three years, SPPS has awarded nearly 1000 Certificates of World Language Proficiency, and Gold and Platinum Seals of Bilingualism in 13 languages from the MN Department of Education to our multilingual seniors upon graduation. This amounts to hundreds of thousands of dollars-worth of college credit. Although many Seals are awarded in languages with commercially-available assessments like Spanish, French, Mandarin, and German, nothing was available for students proficient in Hmong, Karen and Somali, and Ojibwe and D/Lakota. Three years ago, under the leadership of Dr. Efe Agbamu of the Office of Multilingual Learners, SPPS' language and cultural experts gathered to learn about ACTFL Language Proficiency levels, and wrote assessments in these Less Commonly Taught languages – in speaking, writing, reading and listening. They then rated each individual student's ability against prescribed criteria so they could be awarded the MDE Seal of Bilingualism. Without the willingness of these dedicated and linguistically-talented professionals from throughout the district, our Hmong, Karen and Somali, and Ojibwe and D/Lakota students would never have had the opportunity to be recognized for their linguistic giftedness and earn college credit for their skill.

The technological skills and time, efforts and contributions of Maijue Lochungvue, Acting Assistant Director of Personalized Learning, and Pete Grebner, Learning Management System (Schoology) TOSA, must also be recognized for making these assessments available to our SPPS students.

So far we have awarded 63 Certificates or Seals in Hmong, 62 in Karen, and 12 in Somali. The recipients will receive a Certificate of Recognition signed by Governor Mark Dayton for their amazing work in this field.

Under the leadership of Ursula Lentz, World Language and English Learner Specialist of the Minnesota Department of Education, this work is now benefitting students in other parts of the state. It is my privilege and honor to recognize the following special employees of our district.

For work on Seals of Bilingualism in HMONG:

**Mai Kou Xiong**  
**Bounthavy Kiatoukaysy**  
**Bee Lee**  
**Shoua Lee**  
**Ge Moua**  
**Xong Moua**  
**May Koly Vang**  
**Gao T. Vang**  
**Seepha Vang**  
**Yeu Vang**  
**Doua Yang**  
**Phoua Yang**

**May Lee Xiong**

For work on Seals of Bilingualism in KAREN:

- Hsajune Dyan**
- Lucas Blesser**
- Saw Sunshine Timothy**
- Naw Dah Bu**
- Jeffry Saw**
- Kawlahay Zan**

For work on Seals of Bilingualism in SOMALI:

- Ahmed Ali**
- Mohamed Hadi**
- Rukia Herzi**
- Abdullahi Soyan**
- Ubah Jama**
- Abdisalam Adam**

For work on Seals of Bilingualism in OJIBWE and D/LAKOTA:

- Stephanie Schroeder**
- Feron Thunderhawk**
- Niizhoogabaw Wahpepah**

**BF 31433**      Acknowledgement of Good Work Provided by Outstanding District Employees

Dr. Theresa Battle, Assistant Superintendent, then introduced Principal Mike McCollor for recognition of his award.

**Dr. Mike McCollor**, Principal of Washington Technology Magnet, has been named by the Minnesota Association of Secondary Principals (MASSP), as Capitol Division Principal of the Year. The award recognizes school leaders who use research and innovative practices to improve their schools. The Capitol Division includes all high schools in Ramsey, Dakota and Washington counties as well as the Centennial, Chisago Lakes and North Branch school districts. Dr. McCollor was recognized at the Annual MASSP Summer Conference in June. He is now eligible for the MASSP statewide Principal of the Year Award, which is determined at the end of the calendar year.

**V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

**MOTION: Mr. Marchese moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Ms. Xiong.**

The motion was approved with the following roll call vote:

- |                |        |
|----------------|--------|
| Mr. Marchese   | Yes    |
| Ms. Ellis      | Yes    |
| Ms. Foster     | Absent |
| Mr. Brodrick   | Yes    |
| Ms. Xiong      | Yes    |
| Ms. Vanderwert | Yes    |
| Mr. Schumacher | Yes    |

**VI. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of August 21, 2018

**MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of August 21, 2018 as published. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

## **VII. COMMITTEE REPORTS**

### A. Minutes of the Committee of the Board Meeting of September 11, 2018

At the September 11th, 2018 Committee of the Board meeting, Superintendent Gothard began with a thank you to all who helped to provide a great start to the new school year. He noted the construction projects that occurred over the summer, and a few that are still in process. Dr. Gothard and the Board want to thank those schools still under construction for their adaptability and flexibility as we all work together to create amazing learning spaces for our students. A quick update on the referendum efforts was provided, with site teams organizing to share information on this topic. Trainings are being scheduled and we are working diligently with those who would like to help in these efforts.

A presentation on the 5Essentials revealed information on this tool, which is designed to identify a school's strengths and areas for opportunity on the five essential factors that drive school improvement – Ambitious Instruction, Effective Leaders, Collaborative Teachers, Involved Families, and Supportive Environment. This presentation sparked many questions and discussion between Board members and staff. Board discussion involved the triangulation of data from this tool and other evaluative mechanisms, the value of this tool in helping to create conversations on school improvement, details on the report and data, the District average response rate in the 60% range, survey administration, and the timeline of findings to Administration and building sites.

Next, the Board learned more about the updated process for the budget. A step-by-step plan was shown. Changes will include Board Budget Workshops, Public Budget Hearings, and changes to BFAC Meetings. From this presentation, the Board discussed more information on the Facilities Master Plan progress and the queue of projects, which will be presented at a COB meeting in the next few months, and maintenance of facilities. It was also noted that this process allows for more time overall, with the budgets going to schools and programs earlier than in previous years. The process for community input into the budget was also reviewed. The Board noted that because they are voting on the final approval, it would be best to let Administration work through the budget process in order to present a final recommendation to the Board. The composition, evolution and charge for the BFAC was also discussed as they begin their work.

Thirdly, the Board reviewed the Proposed Pay19 Levy. The planning assumptions, reasons that school boards levy, determination of property tax, and the major factors impacting property taxes, as well as factors impacting the Saint Paul Levy and school levies overall were presented. SPPS Levy categories include Operating, Pension/OPEB/Contractual Obligations, Facilities, and Community Service. The proposed Pay19 Levy Ceiling, including the \$18.6M funding request to increase the operating levy, is 16.4%. Without the referendum, it is 4.4%. The estimated annual property tax impacts to a median market value home and commercial property were also shown. The Pay19 calendar was also presented. A tentative special meeting of the Board of Education to certify the Pay19 Levy Ceiling has been requested for September 25th beginning at 6:00pm here at 360 Colborne. Board questions centered on the flexibility and guidelines in terms of building maintenance, and its importance, as well clarification on the Pay19 Levy amount and percentage, both including the referendum amount, and not including the referendum amount.

Finally, the Board conducted a work session to recap the onboarding session and schedule of upcoming events with SEAB Members, and work moving forward with SEAB.

**MOTION: Mr. Marchese moved the Board accept the report on the September 11, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Brodrick.**

The motion was approved with the following roll call vote:

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

## **VIII. SUPERINTENDENT'S REPORT**

### **A. Crosswinds Update**

Superintendent Gothard introduced this presentation with a recap of the Crosswinds property. Last winter the District purchased Crosswinds school. Instead of building a new middle school for \$70M, the District purchased this 20-year-old building for just under \$20M. It's a beautiful school on an amazing property. He then introduced Lisa Sayles-Adams, Assistant Superintendent, to provide an update on how we will purpose this school for the 19-20 school year.

### **Middle Level Programming (Currently Offered in SPPS)**

- Aerospace
- American Indian Language & Culture
- BioSMART
- Gifted and Talented
- Environmental Science
- Expeditionary Learning
- French Immersion
- Hmong Culture & Language
- International Baccalaureate
- Mandarin Immersion
- Montessori
- Spanish Immersion
- Visual & Performing Arts

### **District-Wide Middle School Capacity**

- A graph showing the capacity range, 2015 projections and 2017 projections for the years 2015-2027 was shown.

### **Current Area A Middle School Choices**

- Parkway Montessori (22%)
- Farnsworth Upper (15%)
- Hazel Park Prep. Academy (13%)
- Battle Creek (12%)
- Washington Technology (10%)
- Capitol Hill (6%)
- Humboldt Secondary (6%)
- American Indian (5%)

- Creative Arts Secondary (4%)
- Highland Park Middle (3%)
- Open World Learning (2%)
- Other (2%)

**Grades 6-8 Growth (2016)**

- Comparisons of growth for SY2019-2020 and SY2024-2025 were shown for all areas.

	SY2019-2020	SY 2024-2025
Area A	+19%	+19%
Area B	+4%	+15%
Area C	+4%	+7%
Area D	+6%	+3%
Area E	+16%	+23%
Area F1	+5%	+4%
Area F2	+9%	0%

**Affected Areas**

- Primarily Area A
- Areas B and C compensating for shortage

**What We Know**

- Principal Jocelyn Sims
  - Principal in Urban (9) and Suburban (3) for 12 years – all middle schools
  - Led implementation of single-gender programming; merged two schools; transformed a low performing school to a high performing school; guided Montessori middle school pathway program
  - Navy wife and proud mom for three active boys (12,10,7)
- Middle school (grades 6-8)
- Open in 2019 SY
- Open with 6<sup>th</sup> grade (approximately 200 students)
- Add one grade level each year over the next 3 years
- Serve students in Areas A and B
- STEM Focus

**What Will We Work On Next?**

- Finalize feeder schools
- Develop stakeholder engagement process

**What Will We Hope to Achieve?**

- We will achieve:
  - Finalize project management process
  - Create a cross-departmental working group

QUESTIONS/DISCUSSION:

- Director Marchese noted that he is excited to hear about the planning process and hopes that we are also building the opportunity to plan the new program for our families on the East Side will make a big difference.

- What is the demand for middle school space? How are we thinking on already acknowledging and working with existing opportunities on the East Side? According to the chart, it looks like we are reaching capacity and at the point Crosswinds will open, will that create capacity that we need? Response: Yes, the charts shown have been analyzed since 2015 with the update to projections in 2017. When Hazel Reinhardt did the study, it was based on current 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> graders in school. They are still in our schools, and we are packed tight at the middle levels currently.
- In looking at where current Area A families are attending, there is Parkway, Farnsworth Upper, and Hazel Park Prep. Are we thinking that there are students out of area that will be drawn back to the East Side to come to Crosswinds? Or are we also looking at students who are out of district what will now stay in the District because of this? What is the market of students not being served now that we will be able to serve? Response: It will be both – families accessing other areas within the District and now have interest in enrolling in Crosswinds, and there is the opportunities to encourage enrollment from families outside the District. With the location, we will be well-positioned for students outside the District to consider the possibility to attend SPPS.
- With Farnsworth Aerospace, and other schools with a unique program and focus, how do you see STEM offerings affecting schools such as Farnsworth which is already a big population of Area A and B students? Response: With Farnsworth, they are focusing on aerospace and coding classes. Crosswinds will access different components of the STEM-focus with emphasis on science. We are planning to leverage the property of the school with open classrooms, outdoor experiments, and project-based learning. The opportunities in the building for student collaboration and hands-on learning will allow us and our planning committee to engage to make decisions for this school.
  - Director Marchese noted that he would like this see this school have a distinctive place in our program offerings and the larger spectrum for families in the area. The property and building both speak to that. It will be the challenge be able to demonstrate that we have something distinctive and different from other offerings.
  - The engagement process will also reflect the input from the diverse communities on the East Side and to honor our commitment when we decided to purchase the building, support the integration plan, and have all voices at the table to be reflective, respectful, and responsive to those voices.
  - The new science standards will also have engineering and environmental sciences embedded and there will be an opportunity to have interdisciplinary planning, with teams of teachers to best see how to embed those across the curriculum.
- What are the high school options, in thinking upstream? Johnson is in Area A high school with the aerospace component, and Washington Tech has a 6-12 component. Are we looking at being connected to opportunities for Harding, if Harding is going to be the high school feeder option for Crosswinds? Response: That is something that there will be engagement around, and to look at finalizing the feeder pathways and looking ahead to see where students are going after three years. We will also assure our parents where they know their students will have access to for high school options.
  - In thinking of upstream at the Harding programming, so that we don't have this three-year model of intensive programming and then not have it follow our students into high school. There is a longer commitment than the three years of high school, and there will need to be thinking about what that will look like in terms of a bigger part of the components and be clear to parents. There is time, and he is glad that the team is thinking about it.
- What are the partnerships, and in terms of corporate partners, and how those will play into the thinking and talking about how the pathways align? How are existing environmental programs, like Belwin, in alignment also? Response: We have had preliminary conversation in the planning stages. There is a possible partnership with 3M. Some programs we also have are Project Lead the Way, and 3M has interest to continue their work with SPPS. The planning committee is also looking at additional opportunities. There is thinking in the possibility to plan field trips that are connected to Belwin, but on the property. It will also be thinking outside the box to look at opportunities to leverage the space to bring people to our school setting, while also being out in the environment and learning and growing from the opportunity.
  - We do have environmental programs in different schools, such as Wolf Ridge and their partnership with Murray. Will those partners also be connected, or how do we bring them into the conversation? Response: We do hope to to that as we get started. We will be

engaging the committee, and with the principals to group together and identify a project manager to scope out those programs and compile the timeline.

- Director Xiong noted that while she is excited about this, the timeline, she has questions on the timeline, which is 12 months from now that the school will open. What is the timeline in community engagements, so that our parents and community can share in the ideas? We want everyone to be part of the discussion? Response: We are going to be developing stakeholder engagement process in the timeline, as well as finalizing feeder pathways, with more information available after the planning meeting.
- What do we know about families on the East Side and in Areas A and B, and how are we prioritizing the community engagement to meet the needs of the community? Response: We know that families that live on the East Side primarily their demographics, home languages, we know families actively choosing our schools and we plan to engage all of those stakeholders. We also know it's also important to engage the staff in those potential feeder schools, and current parents. We envision the stakeholder input to include a spectrum and tailored services, meetings, conversations, and we also intend to engage the organizations that primarily represent the families on the East Side. We're also familiar and know at the high-school level of those families. We also plan to re-engage the families when we first started this project three years ago. It is widespread engagement within the designated timeframe, and are open to feedback from the target audience.
- Director Xiong also noted that she is excited about Crosswinds, and thanked the team for their work. This is an opportunity to bring programming to the East Side. She is also interested in seeing data on families from the East Side.
- Director Brodrick noted that it's also important to think about the staff at the new school, and the first year is extremely important in launching a new schools, and it is also important to put together a teams of people who are committed to the mission and vision of the new school. It was shared that the District will be looking at leaders in areas that will be focused in the new building. Teachers and support staff will be the key to its success. As indicated by Superintendent Gothard, this Board made a courageous and bold move when it decided to buy Crosswinds, and want to hit a homerun with it, we need to recruit the staff to make September 2019 a success. He recounted his time being involved with a new high school and workshops for staff to meet and learn together, and to form friendships. While we are recruiting staff members, we will also be recruiting families.
- Director Vanderwert noted that she is excited about the prospects and the environmental focus – it is a pertinent topic. It's a ways from Saint Paul, in the planning to keep families in mind and how families and students will be able to have transportation to Crosswinds to participate – that will be important to keep in mind.
- As we are talking about 6<sup>th</sup> grade, what are the things that we are telling families the 7<sup>th</sup> grade will look like? How are we mapping that out for them as they grow with us? Response: We plan to open with the 6<sup>th</sup> grade, and also thinking about 7<sup>th</sup> and 8<sup>th</sup> grade, we will also have the continuum mapped out with thinking about courses, exploratory classes, and also electives to be designed in a true middle school model, where students will learn in teams of houses. We will let parents know about that. In talking about extracurricular, we will build the program for the 6<sup>th</sup> grade and also thinking about 7<sup>th</sup> grade. We will build out the whole program before we start 6<sup>th</sup> grade, and show what 7<sup>th</sup> and 8<sup>th</sup> grade will also be. As we start with the first wave of 6<sup>th</sup> grade teachers, and the continuum of looking at the interdisciplinary units will look like as they move through the school, and what we want them to learn in each grade. It is something the planning team has the opportunity to do, and once we have hired our staff, they will also be involved.
  - What does a true middle school model mean for Saint Paul? Response: Through the strategic plan, we will be able to shed more light. We are getting initial blueprint together and will share with the Board. We are looking at having interdisciplinary teams where a cohort of students shares a team of teachers in different subjects, and those students would travel in a group to content areas. Those teachers would know the students very well – from their strengths to areas of improvement, and data. We are certainly going to recommend what middle school education would look like in our District. We are looking at foundational models for our middle school students so they are prepared for high schools.

- This will be a STEM and environmental focused school. Will this rule out other sorts of activities and curriculum, extra-curricular activities to give the school a uniqueness beyond STEM and environmental science? Response: We can engage with parents on how we teach it, such as project-based learning opportunities, and bring the community to get feedback. It could be expeditionary learning, and engagement with parents and stakeholders will allow us to learn ways that our students can learn through the STEM focus. We are open to that. Director Brodrick went on to note that in asking our families and students to travel to the edge of Saint Paul into Woodbury, we want to make this school the best it can be in September 2019 with the best staff, and a wide variety of attracting things, in addition to the STEM and environmental science focus.
- Director Marchese noted that in looking at the total universe of education options, we need to focus on what will make this school desirable to the community. While Crosswinds isn't far "as the crow flies", there is a social, psychological, and mental break at McKnight that we are asking our families to cross and we need to make it worthwhile. As we look at the other options that families are choosing, he hopes we also look to the families in that area that are not attending SPPS and look to them for guidance on what would make them think differently, particularly on the side of the middle school ledger. We should be looking at the charter schools based on the East Side, and the out-of-district options. We need to tell them why our building to send their child. They want to know the real deal and we need to ground it in our families, whether in SPPS and use this as opportunity to build forward. The Board needs to be informed of the community engagement and the timing to hear firsthand of the engagement. PACs and other groups with significant populations on the East Side, to reach out. We will need all those programming needs in this building as the other buildings. People will want to know how and have confidence in that process and how it will look.
- Superintendent Gothard thanked Lisa Sayles-Adams and Jocelyn Sims for their leadership. Work is engaging in the strategic plan in design, how to enhance and increase pathways for high schools.
- What is available in terms of athletics to students who attend Crosswinds? Response: Crosswinds sits on a beautiful property with space and land for a full array of options for athletics. There is a gym, a wonderful place for the performing arts, and also the land – both water and regular play areas, such as tennis courts. There are soccer fields. The space is wonderful, and the engagement plan includes open house and opportunities for families to experience it.

## B. Strategic Plan Update

### **Strategic Plan Development Process**

- Phase 1: Analysis – November 2017-February 2018
  - Environmental scan
  - Organizational assessment
  - Analyze implications
- Phase 2: Strategy Development – February 2018-June 2018
  - Develop draft strategic framework (long-term outcomes and strategic focus areas)
  - Community input sessions
  - Finalize strategic framework for Board vote at April BOE meeting
  - Conduct research, engage stakeholders, define objectives, determine initiatives for each strategic focus area
  - Present strategic initiatives and timing at June BOE meeting
- Phase 3: Action Planning – June 2018-December 2018
  - Create action plans for Phase 1 initiatives
  - Develop monitoring and review processes
  - Announce complete strategic plan to SPPS community

### **Long-Term Student Outcomes**

- Decrease disparities in achievement based on race, ethnicity, indigenous culture and identity
- Increase achievement of English Learners
- Increase achievement of students receiving special education services
- Improve kindergarten readiness

- Increase academic growth in reading and math for all students
- Prepare all graduates for college, career and life

### **Strategic Focus Areas**

- Positive School and District Culture
- Effective and Culturally Relevant Instruction
- Program Evaluation/Resource Allocation
- College and Career Paths
- Family and Community Engagement

### **Strategic Plan**

- This graphic summarizes how the Outcomes and Focus Areas are organized as the framework for the Strategic plan. These initiatives represent critical opportunities for addressing student achievement and give us a clear roadmap for action. There are 10 objectives overall. The initiatives show, the work that will be done in each area in order to meet the long-term outcomes.
- An initiative under the Focus Area of Effective and Culturally Relevant Instruction has been added. We will have an initiative to “Ensure all students have access to a well-rounded curriculum.” This captures work underway to fully address the area’s objective of increasing our capacity to meet the instructional needs of each learner.

### **Create Action Plans: July-October 2018**

- Action Teams are developing action plans for implementing the Strategic Initiatives
  - Teams also responsible for implementation
  - Specific action items and timeline
  - Performance measures and indicators
  - Roles and responsibilities
  - Stakeholder input
  - Budget and staffing requirements

### **Positive School and District Culture**

- 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
  - Actions include:
    - Scale up PBIS to support full implementation at all schools
    - Emphasize clear, culturally relevant, social-emotional and behavioral supports and expectations for students and staff
    - Implement social-emotional learning strategies, restorative and trauma informed practices
  - Action Plan DRAFT Items:
    - Communicate goal of scaling up culturally relevant PBIS across SPPS to all stakeholders
    - Establish a PBIS district leadership team to drive data based implementation
    - Clearly identify the expectations for PBIS implementation at every school AND provide support for implementation
    - Provide differentiated professional development to increase PBIS knowledge for all stakeholders
    - Targeted engagement of building support staff, utilizing their expertise to support the initiative
    - Engage in district wide SEL assessment of programs used, strengths and gaps
    - Identify and establish district endorsed SEL programs
    - Pilot identified SEL programs in selected buildings
    - Standardize school-based data collection systems to enable continuous performance feedback
    - Every SPPS school integrates SEL school wide, utilizing the PBIS Framework

- Examples of Additional Planning for Initiative: DRAFT

Performance Measures	Scope	Budget	Risk/Mitigation
100% of schools will have a Tier 1 TFI score of 70 or higher	School Administrators	PBIS/SEL Consultant to assist with facilitation and development of PBIS Leadership Team	The level of expertise of PBIS varies greatly across the district. =>
Decrease in the number of Office Discipline Referrals	Support Staff (School Social Workers and Counselors)	PD for teacher-leaders to become trainers in district endorsed SEL strategies	Develop a comprehensive PD plan; Develop clear messages to be shared with stakeholders; Consult expert(s) at supporting district leadership in effectively developing PD/coaching plan
Decrease in number of out of school suspensions	PBIS Representatives in Buildings Families & Students Teachers Interconnected with Restorative Practices and , Mental Health Supports	Supplemental Pay for paraprofessionals to attend PD session with teachers	

- Desired State:

- Across SPPS, these beliefs will be in practice:
  - Environments that are physically and emotionally safe and healthy are essential for academic success
  - Meaningful engagement and culturally relevant instruction improve academic and social outcomes
  - An educational, preventative and restorative approach to behavior and discipline is most effective
  - Social emotional skills need to be modeled, taught, and practiced, just like academics
- PBIS is the framework used in every SPPS school to implement a culturally relevant continuum of supports, including Restorative Practices, Trauma Informed Practices and Social Emotional Learning Strategies.
- All staff, and other stakeholders, possess baseline knowledge and understand the interconnected parts included in the beliefs.

- 2a. Improve culture by using input from students, staff and families

- Actions include:

- Create a system to gather input about their experiences from students, staff and families
- Use the information to:
  - make our schools and district offices better places to learn, work and visit and
  - measure the impact and success our strategic initiatives have on creating positive school and district culture

### Effective and Culturally Relevant Instruction

- 3a. Implement culturally relevant practices within all student learning and programming

- Actions include:

- With our teachers and other stakeholders, develop and implement common understanding of effective and culturally relevant instruction
- Build upon the extensive skills and existing application of culturally relevant instruction in our classrooms
- Learn together and expand the capacity to continue our growth in culturally relevant practice.

- 3b. Ensure all students have access to a well-rounded education
  - Actions include:
    - Review and adjust site-level course offerings, referencing state subject area guidelines.
    - Provide students with access to a variety of courses and programming.
    - Continue work in progress to align course outcomes, learning targets and grading practices district-wide.
    - Update curriculum review cycle.
    - Align opportunities for extended learning to provide support in the core content areas.

### **Program Evaluation and Resource Allocation**

- 5a. Implement a system for assessing program effectiveness
  - Actions include:
    - Develop capacity for programs to participate in cyclical review of progress toward intended outcomes.
    - Implement a strategic system for data collection, analysis and reporting for the purpose of evaluating district commitments, programs, procedures and/or practices.
    - Develop an annual calendar by which categories of district commitments organized will be reviewed.
- 5b. Determine a districtwide middle school model
  - Actions include:
    - Redesign the middle school model to meet the academic, social-emotional and developmental needs of students in grades 6-8
    - Provide consistent and equitable middle school experiences in foundational core and exploratory courses for students in grades 6-8
    - Provide a solid foundation for student success in high school, college, career and life

### **College and Career Readiness**

- 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
  - Actions include:
    - Engage all students in activities designed to encourage thinking about their future selves
    - Integrate or infuse a career focus in the curriculum
    - Develop the system whereby students create and annually revise a personal learning plan
- 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students
  - Actions include:
    - Increase student participation in high quality, real-world learning outside the classroom.
    - Provide options for students to gain experience and job skills in the workplace while in high school.
    - Expand partnerships with institutions, employers, industry partners and community.

### **Family and Community Engagement**

- 8a. Identify and formalize structure to engage the community in district decisions and initiatives
  - Actions include:
    - Provide consistency and transparency for internal and external stakeholders about decision-making processes and feedback opportunities

- Clarify the decisions that people can impact and the decisions that are made administratively.
    - Establish timelines that ensure opportunities for community engagement.
- 9a. Review relationships with external partners to better meet student needs
  - Actions include:
    - Establish baseline data of existing partnerships across the District and develop a procedure for regular review.
    - Create a process to support strong relationships between families, educators and community partners.
    - Align partner assets and expertise to better meet student needs

### **Monitoring Initiative Implementation**

- Strategic plan project management by Assistant Director of Strategic Planning
- Overall progress on Long-Term Student Outcomes monitored through Performance measures
- Implementation Performance Indicators monitored
- Quarterly progress reports to district leadership
- Annual formal report to Board of Education

### **SPPS Mission Statement**

- SPPS Mission Statement
  - Throughout this process, our community has gifted us with their aspirations and wishes for the district, their ambitious wishes. Our current mission is “to provide a premier education for all” and we still want this; our current mission is directionally correct. As we dig more deeply in our focus areas, we continue to return to what the community has told us.
- Drafts for an updated mission statement are being written.
  - SPPS employees will receive a request from our superintendent to help select our new mission from these drafts.

### **QUESTIONS/DISCUSSION:**

- The concerns brought forth in public comment relate to the past recommendations by SEAB in terms of diversification and advanced classes. How will these recommendations be concretely addressed within the strategic plan? Response: Through the planning process, benchmarks will guide the implementation and discussion, with action steps to change how we do things in SPPS - in we look at how we engage with students, in order for all students to achieve at a higher level. Action teams are working to look at ways to create teaching pipelines to increase diversity of staff. We need to advocate for support in resources and ideas how to make education a great occupation to recruit staff to the Twin Cities area as a region. Our action teams are comprised of people working with students every day and addressing the culturally relevant instruction is one the things we are looking to address. There are unique opportunities for family values, past experiences that are reflected in all we do, and when we find the right way to honor, learn, grow, and bridge those areas as students and families and find the space in SPPS. As we heard tonight, that is an area we need to grow in some parts, and ultimately have greater outcomes. Most importantly, this plan isn't put in place by the District, it is a community plan with a foundational basis, and will be the way to communication, to be held accountable to create a strong school district, for our students to compete with the best workforce and aspirations. Culturally relevant instruction needs to happen everywhere to meet the full potential.
- Director Schumacher thanked the Superintendent and the team for their work. It is comprehensive. He appreciated the foundational work that is critical to sustainability. He related it to watching a house be built – the community wants to know that is built right, and also wants to know what it will look like. That foundation is so important to a house – and to the strategic plan. It is evolving. The process needs to be clear, transparent, and communicated so that people understand, and that's what was communicated tonight. He is happy to see and learn about the engagement at all levels with the community, and that it is ongoing. There is so much talent in our community and the perspectives of all are so critical. This represents a break out of boxes in ways that will make a

sustainable difference to this district and community. Everyone wants innovation and it's simply saying we will do something different because the current way isn't working. We are very aware of what is not working. We need to do better. In a system this large, that means foundation change across the board. We are not alone in his work. We will ensure our partners and community, and folks with expertise in the community, with commitment, and care from all, are parts of the conversations at every level. Engagement that is ongoing is so important. They play an important role in leadership and the direction we take. We will continue to see how this process goes, we are answerable to the community and students, and will take responsibility and continue to monitor it. This is a comprehensive start to a system that can deliver on the promises that every single student has a successful pathway.

- Director Vanderwert echoed Director Schumacher. She is excited about this; it has brought clarity. She is especially excited about the PBIS work and making it consistent, and the intentional teaching of social skills will make a huge difference. Also exciting is the use of data and how to make that work in understanding what the data means. It will take time, and in the end, it will be worth it to see what we've accomplished. She is also excited about community engagement and partnerships we will develop. Could we add service learning to that? We have amazing talents in our schools, and by going out to the community and give back, they can also gather experiences, and gain knowledge about themselves, career exploration, and be inspirational for them. This is going to rock and roll. To the sponsors for each, thank you for your work and know it is appreciated.
- Director Xiong emphasized that she is excited and hopeful for the strategic plan, and the fact that the emphasis is on uplifting all student equitably. There are conversations within the strategic plan to address some of the issues being heard, and how the plan isn't with the District alone – it also involved and requires the community to be a part of it. It is exciting about the family engagement pieces, and exciting about looking to the future of SPPS with all graduates going to college with credits already earned, and on the trajectory to successful pathways. She is excited about the future of our students and how the strategic plan will lay out that trajectory for our kids starting in Kindergarten through graduation. She thanked everyone for their work.
- Director Marchese expressed his thanks and appreciated for all the work from staff. It is a substantial, methodical approach that has been taken, with a lot of moving pieces to track with sponsors. It is the playbook and we must use it well. We will be able to take challenges from folks who have expertise and lived in these experiences and we will be able to demonstrate to our community that we are absorbing the information and integrating it into the planning process. He appreciates the community and family engagement piece, and intentional mechanism of how to use community engagement to better understand and open dialogue to allow input and bring forward the experiences they have had. We will also use this plan to listen to community members and give voice to the context of initiatives and use their experiences in the process to inform the way we decide to move forward. Community can inform on the initiatives that Administration will carry out. In culturally relevant teaching and dual language immersion, there is a place for that in this plan. In talking about staff reflect the community, there is a place in this plan. People have an urgency to hear today that answers to what tomorrow will look like. We need to narrate that and explain that outside the diagram, that we recognize the value of the input and get moving on it fast, and that urgency is felt. That needs to be integrated to the plan as staff move forward. We want it to be informed by the very things we heard today and rise to the top, and collectively figure out where they move forward. He noted the need to see the measurable outcomes to report back to the community how the success will be manifested. He is excited for the possibility, and see those measurable outcomes to help the community understand the promises we're making tint he diagrams and charts, and also describe the difference in the daily basis to feel valued and see change, and how it will look, feel sound and be different than today. We owe that to the community. It is being taken seriously, and will ask us all to behave differently to be successful.
- Chair Ellis noted that this is a lot to look at, and it would be beneficial to be able to summarize the plan. It is great to have the information, and smaller parts, or snapshots, of the plan would be helpful. This something to get lost in, it helps the District move and where in the work, it is operational – it's big. Snapshots would be helpful for the community – this is where we are, this is where we're going, and this is how were planning to move, and this is how we evaluate. It is a lot to look at and try to figure out.

- Superintendent Gothard responded that the presentation was to demonstrate the overall work being done, and wanted to ensure all layers and levels were involved. There will be creative ways to send this message about the strategic plan to the community, how we're doing, and how we're moving forward. We need to explain this in a way to our students, staff, parents, families, and our business community and those who want to partner with SPPS and understand why and how their resources are helping is achieve our mission is all in communication, and will welcome feedback from the community.
- Director Schumacher noted that this plan represents the mission to ensure that every student received the education they deserve. That's how we will be measured, and we want to do everything we can to make sure we have the funding to do so. We know what kids need and we will fight for what they need. We have a commitment to our kids and that's what makes this District what it is. We will work together with Saint Paul to make sure our students have the education they deserve, and Saint Paul is the kind of city to do just that. He thanked everyone for their support and their efforts to give our kids the education they need and deserve.

C. Human Resource Transactions

**MOTION: Mr. Schumacher moved approval of the HR Transactions for the period August 1, 2018 through August 31. Ms. Xiong seconded the motion.**

The motion was approved with the following roll call vote:

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

**IX. CONSENT AGENDA**

**MOTION: Mr. Schumacher moved approval of all items within the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Mr. Brodrick.**

The motion was approved with the following roll call vote:

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

A. Gifts - None

B. Grants

**BF 31434** Request for Permission to Accept a Grant from Ramsey-Washington Metro Watershed District

That the Board of Education authorize the Superintendent (designee) to accept funds from Ramsey-Washington Metro Watershed District to support the installation of stormwater management systems at Battle Creek Elementary School; and to implement the project as specified in the award documents.

**BF 31435** Request for Permission to Submit a Grant to the U.S. Department of Education - Assistance for Arts Education Development and Dissemination Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to support Arts ALIGNS: Alignment and Integration for Student Achievement; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31436** Request for Permission to Submit a Grant to the U.S. Department of Education - Teacher Quality Partnership

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to support the Saint Paul Urban Teacher Residency program; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31437** Request for Permission to Submit a Grant Application to the Institute of Education Science

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Institute of Education Science for funds to improve college and career readiness of English Learners; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 31438** Community Education Software Tool License Payment – Qualtrics

That the Board of Education authorize the Superintendent (designee) to pay the bill of \$103,500 for license and use of Qualtrics tool.

**BF 31439** Request for Permission to Contract with SELBI (Social, Emotional, Learning Behavior Intervention) for Behavior Intervention Specialist Support)

That the Board of Education authorize the Superintendent (or Designee) to contract with SELBI for Behavioral Specialist support at one site for SY18-19, and to implement the services as specified in the contract.

D. Agreements

**BF 31440** Request Permission to Enter into Data Sharing Agreement with Children's Minnesota (formerly Children's Hospitals and Clinics)

That the Board of Education authorize the Superintendent to enter into a Data Sharing Agreement with Children's Minnesota to access health information for care coordination for students with complex health needs.

**BF 31441** Request Permission to Enter into a Medical Consulting Services Agreement with Children's Minnesota (formerly Children's Hospitals and Clinics)

That the Board of Education authorize the Superintendent to enter into a Medical Consulting Services Agreement with Children's Minnesota to collaborate to arrange health care for students with chronic health conditions and complex health needs.

E. Administrative Items

**BF 31442** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period July 1, 2018 – July 31, 2018.

(a)	General Account	#697066-698079 #0003026-0003079 #7002903-700923 #0002621-0002715	\$37,991,254.48
(b)	Debt Service	-0-	\$7,289,716.91
(c)	Construction	-0-	<u>\$13,881,346.65</u>
			<u>\$59,162,318.04</u>

Included in the above disbursements are two payrolls in the amount of \$20,039,414.15 and overtime of \$47,306.35 or 0.24% of payroll.

(d) Collateral Changes

**Released:**  
**Custodian**                      **Cusip**                      **Security**                      **Maturity**  
None

**Additions:**  
**Custodian**                      **Cusip**                      **Security**                      **Maturity**  
None

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, 2018.

**BF 31443** Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2018, through June 30, 2020.

**BF 31444** Employee Life Insurance Renewal

That the Board of Education approves the contract for employee life insurance with Minnesota Life with no change in premium renewal rates for 2019.

**BF 31445** Professional Services from 292 Design Group

That the Board of Education authorize the administration to procure professional consulting services from 292 Design Group as needed, based on a schedule of rates not to exceed \$175.00 per hour.

**BF 31446** Professional Services from The Adkins Association, Inc.

That the Board of Education authorize the administration to procure professional consulting services from The Adkins Association, Inc. as needed, based on a schedule of rates not to exceed \$170.00 per hour.

**BF 31447** Professional Services from BWBR Architects, Inc

That the Board of Education authorize the administration to procure professional consulting services from BWBR Architects, Inc. as needed, based on a schedule of rates not to exceed \$228.00 per hour.

**BF 31448** Professional Services from Cuningham Group Architecture, Inc

That the Board of Education authorize the administration to procure professional consulting services from Cuningham Group Architecture, Inc. as needed, based on a schedule of rates not to exceed \$225.00 per hour.

**BF 31449** Professional Services from Kraus-Anderson Construction Company

That the Board of Education authorize the administration to procure professional consulting services from Kraus-Anderson Construction Company as needed, based on a schedule of rates not to exceed \$187.00 per hour.

**BF 31450** Professional Services from Paul Meyer Architects, Inc.

That the Board of Education authorize the administration to procure professional consulting services from Paul Meyer Architects, Inc. as needed, based on a schedule of rates not to exceed \$148.00 per hour.

**BF 31451** Professional Services from TKDA, Inc.

That the Board of Education authorize the administration to procure professional consulting services from TKDA, Inc. as needed, based on a schedule of rates not to exceed \$177.00 per hour.

**BF 31452** Professional Services from U+B Architecture & Design, Inc.

That the Board of Education authorize the administration to procure professional consulting services from U+B Architecture & Design, Inc. as needed, based on a schedule of rates not to exceed \$180.00 per hour.

**BF 31453** Professional Services from Wenck Construction, Inc

That the Board of Education authorize the administration to procure professional consulting services from Wenck Construction, Inc. as needed, based on a schedule of rates not to exceed \$187.40 per hour.

**BF 31454** Professional Services from Wold Architects and Engineers

That the Board of Education authorize the administration to procure professional consulting services from Wold Architects and Engineers as needed, based on a schedule of rates not to exceed \$200.00 per hour.

F. Bids - none

G. Change Orders

**BF 31455** Change Order #10 for Rochon Corporation at the Horace Mann School Expansion & Renovation

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #10 for Rochon Corporation at the Horace Mann School Expansion & Renovation for an amount not to exceed \$119,137.22.

**X. OLD BUSINESS**

Superintendent Gothard then introduced Marie Schrul, Chief Finance Officer to provide information to the Board of Education regarding the Pay19 levy calculations to determine the maximum levy ceiling. Chief Schrul noted that these are not final numbers, but an update in terms of the Pay19 levy.

1. Proposed Pay 19 Levy

**Planning Assumptions** (staff estimate)

- All figures in this report are based on Administration's best estimates, using the statutory authorized amounts
- MDE provided preliminary Pay19 levy calculations on Sept. 7, Sept. 10, and Sept. 14
- MDE continues to make adjustments to the SPPS numbers through September
- Most districts certify their maximum levy

**Why Do School Board Levy?**

- To provide revenue that funds the cost of staff (salary and benefits), OPEB & pension obligations, debt service, facilities projects including: health and safety, maintenance, and new construction
- Community education programs and other expenses
- Schools can only levy what is authorized by law

**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
- Unlike cities and counties, Pay19 school levy funds the 2019-2020 school year
- Levies contribute to approximately 20% of SPPS budget \*
- Levy can only move down after October 1

**Who Determines Your Property Tax?**

- State Legislature
- Taxing Jurisdiction
- County Assessor

**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?

**Factors Impacting Saint Paul Levy**

- Overall estimated market values are up 7.6% from prior year with values now above Pay 2008 Levy Peak
- Market values are increasing in the double digits for a number of apartment properties while residential, commercial and industrial increases are generally more moderate. This will cause shifting of taxes paid last year by residential, commercial and industrial properties to apartment properties.
- Thomas/Dale, Dayton’s Bluff, Payne/Phalen and the West Side are all areas with higher increases in residential market values.
- Properties in St. Paul increased slightly more in value than the suburbs which will shift some county taxes from the suburbs to St. Paul.
- School portion of fiscal disparities aid increasing \$343,169 or 1.1%

**Factors Impacting 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
- Operating Levies

**SPPS Levy Categories**

- **Operating:** general levies that support school functions, including referendum, integration, operating capital, career/tech, transition, safe schools and abatement adjustments
- **Pension/Other Post Employment Benefits (OPEB)/Contractual Obligations**
- **Facilities:** includes health and safety, deferred maintenance, new construction and abatements
- **Community Service:** community education programs, learning readiness, after school, ECFE

**Preliminary Pay19 Levy Ceiling (for certification at 9/25/2018 Special BOE)**

Levy Category	Certified Pay18 Levy	SPPS Estimated Pay19 Levy Ceiling as of 9/10/18	Difference
Operating	\$ 50,250,404	\$ 53,960,222	\$ 3,709,818
Pension/OPEB/Contractual	38,930,211	39,544,458	614,247
Facilities	62,657,568	65,626,147	2,968,579
Community Service	3,626,763	3,229,160	(397,603)
<b>Total – All Levy Categories</b>	<b>\$ 155,464,946</b>	<b>\$ 162,359,987</b>	<b>\$ 6,895,041</b>
Percent Change			4.4%

**Estimated Pay19 Levy Ceiling** (with additional referendum funding request)

Levy Category	Certified Pay18 Levy	SPPS Estimated Pay19 Levy Ceiling as of 9/10/18	Difference
Operating	\$ 50,250,404	\$ 72,560,222*	\$ 22,309,818
Pension/OPEB/Contractual	38,930,211	39,544,458	614,247
Facilities	62,657,568	65,626,147	2,968,579
Community Service	3,626,763	3,229,160	(397,603)
<b>Total – All Levy Categories</b>	<b>\$ 155,464,946</b>	<b>\$ 180,959,987</b>	<b>\$ 25,495,041</b>
<b>Percent Change</b>			16.4%

\* The SPPS estimated Pay19 Levy Ceiling amount includes the \$18.6M funding request to increase the Operating Levy in November 2018.

**Estimated Annual Property Tax Impact: Home from 2018 to 2019**

(assuming a 0% increase in market value)

- The estimated annual property tax impact for a home from 2018 to 2019 was reviewed, with the estimated change at a 4.4% levy ceiling of \$(19.44) on a median home market value of \$186,200.

**Estimated Annual Property Tax Impact: Home from 2018 to 2019**

(assuming a 7.1% increase in market value)

- The estimated annual property tax impact for a home from 2018 to 2019 was reviewed, with the estimated change at a 4.4% levy ceiling of \$49.47 on a median home market value of \$186,200.

**Estimated Annual Property Tax Impact Commercial/Industrial from 2018 to 2019**

(assuming a 6.1% increase in market value)

- The estimated annual property tax impact for a commercial/industrial property from 2018 to 2019 was reviewed, with the estimated change at a 4.4% levy ceiling of \$89.25 on a median commercial/industrial market value of \$495,450.

**Estimated Annual Property Tax Impact: Home from 2018 to 2019**

(assuming a 0% increase in market value)

- The estimated annual property tax impact for a home from 2018 to 2019 was reviewed, with the estimated change at a 16.4% levy ceiling of \$115.85 on a median home market value of \$186,200.

**Estimated Annual Property Tax Impact: Home from 2018 to 2019**

(assuming a 7.1% increase in market value)

- The estimated annual property tax impact for a home from 2018 to 2019 was reviewed, with the estimated change at a 16.4% levy ceiling of \$184.76 on a median home market value of \$186,200.

**Estimated Annual Property Tax Impact Commercial/Industrial from 2018 to 2019**

(assuming a 6.1% increase in market value)

- The estimated annual property tax impact for a commercial/industrial property from 2018 to 2019 was reviewed, with the estimated change at a 16.4% levy ceiling of \$305.88 on a median commercial/industrial market value of \$495,450.

**Pay 19 Levy Calendar**

- The Pay 19 Levy Calendar was reviewed, with the BOE certifying the Pay19 Levy on December 18<sup>th</sup>, and SPPS certifying the Pay19 Levy to Ramsey County on December 28<sup>th</sup>.

### Requested Action

- Schedule a BOE Meeting on September 25, 2018 at 6 p.m. to certify the Pay19 Levy Ceiling
- Recommend certifying maximum Pay19 levy ceiling as authorized by MDE at September 25, 2018 BOE meeting.
- Set the date for the Taxation and Budget Hearing for December 4, 2018 at 6pm (COB meeting that evening).

### QUESTION/DISCUSSION:

- Mr. Brodrick recommended that the Board approve the requested actions.
- Mr. Schumacher noted that in looking at the larger picture of the numbers and increase, and going back to the funding we need, and we will find ways to bring that money to the District. The other side is the fiscal responsibility and accountability to which we should be held to scrutiny for. We have saved money by refinancing bonds in \$9M which results in savings to our taxpayers. We also have a high bond rating, and that again saves on the interest rate. Our administrative budget is less than the average, even though we are the second largest school district in the state. Thanks to the team for having the strong financial picture for answers to questions about asking how we're taking care of public money. That is an important piece to be a part of the conversation in asking folks for money is how we have been accountable.

**MOTION:** Mr. Brodrick moved the Board of Education approve the requested actions - to schedule a BOE Meeting on September 25, 2018 at 6 p.m. to certify the Pay19 Levy Ceiling, recommend certifying maximum Pay19 levy ceiling as authorized by MDE at September 25, 2018 BOE meeting, and to set the date for the Taxation and Budget Hearing for December 4, 2018 at 6pm.

The motion was approved with the following roll call vote:

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

### XI. NEW BUSINESS - None

### XII. BOARD OF EDUCATION

#### A. Information Requests & Responses

#### B. Items for Future Agendas

- Ms. Ellis requested an update on PAC recommendations, and the feedback loop that is important to give PACs at the beginning of the year, and where we are in the process. Superintendent Gothard noted that Administration will provide the history to provide context to the conversations, and schedule a presentation for a future meeting.

#### C. Board of Education Reports/Communications - None

### XIII. FUTURE MEETING SCHEDULE

#### 1. Action to Schedule a Special Meeting Regarding the Pay19 Levy

**MOTION:** Ms. Ellis moved the Board of Education to schedule a Special Meeting of the Board of Education for the purpose of certifying the maximum Pay19 levy ceiling as authorized by MDE on Tuesday, September 25th, 2018 beginning at 6:00pm at 360 Colborne. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

**MOTION:** Ms. Ellis moved the Board of Education to schedule the Taxations and Budget Hearing on Tuesday, December 4th, 2018 beginning at 6:00pm at 360 Colborne. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

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

- October 23
- November 13
- December 18

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

- October 9
- November 7
- December 4

**XIV. ADJOURNMENT**

**Ms. Ellis moved the meeting to adjourn, and Mr. Schumacher seconded the motion. It passed by acclaim.**

The meeting adjourned at 9:06 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