MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
November 12, 2019

PRESENT:	Board of Education:	S. Marchese, Z. Ellis, M. Vanderwert, J. Foster, J. Schumacher, J. Brodrick
		M. Xiong was absent.
	SEAB:	K. Ali
	Staff:	Superintendent Gothard, K. Burns, C. Baker, H. Kilgore, M. Hoerth, K. McCarty, K. Thao, K. Wilcox-Harris, D. Watkins, C. Long, J. Delich, S. Gray-Akyea, B. Chan, A. Collins, K. Randall, E. Agbamu, A. Schilling, K. Cordes-Sween, M. Schrul, J. Engen, S. Dahlke
	Other:	J. Kopp, C. Allen, E. Bariwiths, Noah, T. Reinhardt, K. Smith, J. Verges, T. Lonetree

I. CALL TO ORDER

The meeting was called to order at 5:02 p.m. by Mr. Marchese

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting by congratulating Jessica Kopp and Chauntyll Allen having approved the canvassing the results of the 2019 election prior to the Committee of the Board meeting. They will begin their role of board members at the start of 2020, and he welcomed them and thanked them for their campaigns and wanting to serve the school district.

He also provided an update on the Winter Weather Plan, and communications. The district is ready and prepared for winter weather and the process for students, families, and staff. There have been 12 snow/cold weather days in the past two years, and we are hoping for less this year. It will be important to communicate and get information out to families and staff. The typical time to call the snow/cold weather day is 5:00 a.m., and can vary based on the predictions of snow or cold weather and the call may be made sooner to safely make that decision. We also collaborate with neighboring districts.

QUESTION/DISCUSSION:

- Will the new radio system included in the safe school funds be able to extend to buses and schools and be used for winter weather planning? Response: The new technology will help us to better communicate, and we're looking to purchase a system to add to over time. Yes, they will be able to communicate with buses, although the first phase is to outfit all schools with radio capability. In order to have all buses with radios, that would also include the contract bus drivers. They will also be able to communicate between schools, which we can currently, and now adding the number of people and a better internal system for that.
- It seems that on snow days, people got to a central system to know more about buses, and schools had to call into a central system? Response: Correct – the radios will help with that as well. The resources are being received to support the schools, and then outfit the driver and contract drivers. We will work with them to have radios, and have a direct contact with driver.

- We do have a system with buses and if they are on time. Two years ago, we were not using the bus app, so that has improved our capability as well.

B. SEAB Report

SEAB Member Ali then provided an update on SEAB. They have been working on their 4 Es, and engaged with the Board and following-up on their Ethnic Studies project. They attended the Reimagine Minnesota conference on October 21, and thanked the Superintendent for making that possible and engaged with other students across the state, including Wayzata, who passed an ethnic studies curriculum in their district, and SEAB students were able to see how it could be possible in SPPS. They also had their first official meeting with their new facilitator and are still confused, and would like to request a formal meeting prior to the new year about how we move forward engaging students and the Board. He also congratulated the new board members.
Chief of Staff, Cedrick Baker, also provided more details on updates to SEAB's work, including the work of Jesse Ross as their facilitator to support their work and their 4 Es goals and areas where they want to make progress and to put together a project plan and how to complete the plan, and connect and support. There are plans for Chief Baker, Chair Ellis, Kaying Thao (Administrator to the Board) and Chair Ellis to talk about next steps to support SEAB in this transition.
Superintendent Gothard also added to the Ethnic Studies point, that it is great they reached out to students in other districts. It was also a topic at the Council of the Great City Schools conference and to hear and learn from other districts around experiences in making this and the curriculum to be more relevant to students. There is direction to create an Ethnic Studies Class, which will cover a variety of topics and ethnicities, and there is work taking place. It will be a phased-in approach to various electives, and working towards making it a requirement in this survey class. Work is happening in line with other timelines, including graduation, curriculum, and working through the technical aspects as well.

C. Pay 20 Levy Update

Superintendent Gothard introduced Chief Financial Officer, Marie Schrul, to provide an update on the Pay20 Levy and final steps in the certification process and how it relates to FY2020-21 budget planning.

School Levy Basics
- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Pay20 school levy funds the 2020-21 school year
- Districts receive payments after the May and October collections from the County
- Levy can only move down after October 1

Factors Impacting School Levies
- Changes in tax base (increases often result in less state aid for equalized formulas)
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Other Post Employment Benefits (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

Factors Impacting the St. Paul Levy
- Overall, St. Paul's estimated market values and tax capacity are up 6.4%, values well above the Pay 2008 peak
- Market values are increasing in the double digits for 35% of homes, 40% of apartments, and 37% of commercial/industrial properties

- Thomas-Dale/Frogtown, Dayton's Bluff, Payne/Phalen, North End, and West Seventh are all areas with higher increases in residential market values
- City, County and School portion of fiscal disparities aid increased. District increased by $6.13 million.

Proposed Levy

Levy Category	Certified Pay19 Levy	SPPS Proposed Pay20 Levy Ceiling	Difference
Operating	$ 71,112,468.34	$71,690,324.75	$577,856.41
Pension/OPEB/Contractual	39,544,457.62	37,860,071.32	(1,684,386.30)
Facilities	64,258,911.32	74,393,597.20	10,134,685.88
Community Service	3,779,160.32	3,685,753.77	(93,406.55)
Total - All Levy Categories	**$ 178,694,997.60**	**$187,629,747.04**	**$8,934,749.44**
Percent Change			5.0%

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

- The estimated change at 5.0% was reviewed for homes at an estimated home market assuming a 0% increase in market value. At the median home market value of $199,800, the estimated change is $(47.28).

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

- The estimated change at 5.0% was reviewed for homes at an estimated home market value assuming a 7.3% increase in market value. At the median home market value of $199,800, the estimated change is $36.10.

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

- The estimated change at 5.0% was reviewed for commercial/industrial properties at an estimated commercial/industrial market value assuming a 6.0% increase in market value. At the median commercial/industrial market value of $525,000, the estimated change is $(142.05)

What Happens Next?

- November
  - 12th: Ramsey County mails tax statements
- December
  - 3rd: Truth in Taxation Hearing
  - 17th: Board of Education certifies final Pay20 levy
    - The certification sets approximately 20% of the revenue for the FY2020-21 budget (July 1, 2020 – June 30, 2021)

Pay20 Levy Calendar

- The dates and action of the Pay20 levy calendar were then reviewed.

After Pay 20 Levy Certification

- Planning for upcoming bond and Certificates of Participation sales in January 2020
- Continue to monitor District's enrollment projections as levy revenue is calculated based on this data
- Continue planning for FY2020-21 budget (FY21 budget process is highlighted next)

New FY21 Budget Process Architecture

- Adopted from Government Finance Officers Association best practices
  - Smarter School Spending
- Partnership between Academics, Programs, and Finance to develop a budget supporting the SPPS Strategic Plan

A diagram showing the different areas of input for coming together to inform the FY21 budget was shown.

SPPS Budget Process for FY21

- Plan and Prepare
- Set Instructional Priorities
- Pay for Priorities
- Implement Plan
- Ensure Sustainability

QUESTION/DISCUSSION:

- What can happen between December 3rd with the Taxation Hearing and on December 17th when the final levy is certified. The ceiling is set at 5.0%, but could go to 4.9% or less. Will there be an opportunity for the Board and Administration to communicate and talk about, whether indeed after December 3rd hearing, is the Board decided to ask for less than 5%, which could happen, how could it happen or what would be the logistical and other impacts of making that happen? Response: it would be the Board recognizing they would like to see a reduction in the amount of revenue there would be to accept for this portion of the budget, and to look for where that would come from as we create the FY21 budget. There would be less resources for the FY21 budget, and we have historically factored in inflations, salaries, allocated guidelines for negotiations and bargaining units based on the structured and projected budget, which right now is built on the 5.0% ceiling.
- For the community members that do speak at the hearing on December 3rd, after what we hear from those folks in preparation for the December 17th meeting, for the Board to decide to do something different between the 3rd and 17th would require quite a bit of deliberation or concern from our part? Response: Chief Schrul and her team do do that prior to the ceiling setting, and in working with her and the details, and where we want to set the ceiling, and where's the Board comfortable and where to sustain and build momentum based on the strategic plan and contracts to be settled. Chief Schrul also noted that it is ultimately about priorities and setting the budget, and if there are items in the levy that we need to run additional scenarios or recommendations from the Board, that we can certainly do scenarios for the Board between December 3rd and December 17th. If there are items brought up at the hearing, we can cost those within scenarios or to meet the requirements of the Board.
- Director Brodrick noted the marketing in the difference between 5% and 4.9%, and is concerned folks will speak at the hearing on December 3rd and does not want them to have the perception that we are not listening to them, and the Board does take into considerations messages that will be heard at the December 3rd hearing. Director Marchese noted that the Board can listen to the testimony and what we wish to do with that information, and how the Board uses that information to go back and ask questions to Administration, but we won't know until the hearing and to see what is presented at that time and then determine how to use that information.
- There is nothing in terms of levy authority at this point that would change because the max levy was authorized, and the levy is set by MDE? Response: Correct, it is in our capacity to levy in this way.
- Will that change from the calculation from MDE? Response: The number has not changed, and we are working within the 5%. The only reason the number would change is due to calculations. We are not aware of anything else that could change – there may be LTFM funding or if the debt service levels changes, but other than that, we are not aware of anything else. The levy report is the same as of current. We do not anticipate nay changes from actions from external administration or MDE.
- Director Brodrick noted that he heard we chose the 5.0% because it was the maximum number, but also a number that we felt was best for us to be able to maximize the resources and budget so that we can deliver the best education and opportunities to our children. He noted that he feels comfortable

with the 5.0% but to clarify the steps and process from the beginning of the levy process. Superintendent Gothard noted that the proper homework and steps have been taken to determine 5.0% percent as the max levy, and feels comfortable for the hearing and subsequent actions.

- It was also noted that at the December Regular meeting, Baker Tilly will present the annual GO bonds, as well as Certificates of participation, and there will be an update for the Board on what they will entail and aligned with planning for funding.
- Questions were asked on how do we decide where to spend resources, and allocate them. The strategic plan team is looking at commitments across the district, and programs, practices, and partnerships that have been in place for 4 years or more, and taking them through an examination and rubric to score each with recommendations from the team, program evaluation and which ones to sustain and which go to the Leadership Team to have discussion on the data and effectiveness. Examples were provided, such as the programs within the 3M Suite, like Math Club, Lego League, and how each has a commitment of resources allocated to them, whether it is cost in terms of finances, time, equipment, office space, access to student records; there are resources dedicated to every commitment, with some more than others. In Start, Stop, and Sustain, and in looking at what to stop, it went nowhere. We needed a way to address what are related to those priorities in sustain and what we need to further discussion to ensure we are funding and sustaining priorities. it will ultimately come before the Board in the budget recommendation and presentation, with vetting from the team and available data. In understanding the decision-making process for which ones we stop, it was a joint team effort with a rubric and data presented to the team to determine. These will also be shared with the Board
- In thinking about the survey for everyone in buildings, and how we are relating the link to communications and working with staff at all levels and about strategic alignment, how are they supported and feeling supported and thinking about stakeholder engagement as we move forward? Response: In looking at the graphic, and the first set of priorities is the survey, and it did go to families, staff, and students 8th-12th grade. We have received 2400 responses and there is diversity in the racial and ethnic composition of the respondents, but is not representational of students and are we implementing intentional strategies to get a robust number of responses with more representation and perspectives through talking with PACs and family liaison monthly meetings, for more information for buildings to support families. Completing the survey is the first step. The second step will be to do a deep dive into the options presented by the survey and to fund priorities. The Board also had questions on how we are engaging those staff who work directly with kids, and if we are doing anything different in this process to bring them with us and to get their buy-in and ensure our partners are invested in it. In the past, we did incremental budgeting, which is taking what we did last year, and including inflationary projections and making adjustments; very little engagement took place in those beginning steps previously. We are learning a lot throughout this process and to take input and feedback to develop with budget with the community. Board members encouraged Administration to look at who is not at the table or who is missing and to reflect.
- Board members also had questions on site-based decisions and discretionary dollars for sites, and the overall expectation that each site has that is coming from the District around the strategic plan and priorities and how that is being communicated to the sites, staff, and parents so that they understand the baseline expectations for what schools will look like. By prioritizing, that means there will be programs that folks are fond of or see as effective and will wonder why they are no longer in the school. Is there enough understanding of prioritizing and what it looks like it site settings to make decisions and scenarios, and a baseline for sites? Response: in working with principals, communications happens whether it is about priorities at a specific site and understanding what's important and bring it to larger context and talking about priority budgeting is about talking about the baseline, and layering the community with it, and seeing effectiveness and programming they have, and community input. Examples such as AVID and how we are prioritizing programs, but also replacing those that are no longer funded and how to ensure there is something for every student, as well as tutoring or if we are looking to the community to help with tutoring. Is every site so different that we can't think each site needs these specific things to address these specific needs? Is it site by site? Response: It is a complicated question with multiple factors and a lot of items for consideration. It also involves the strategic initiative around well-rounded education and the report after asking principals and leadership team about gaps in their school, and some is staffing and some is supports, or

more specialties in science or maybe more in the arts, and coming back with a picture of each school and what needs to be added or supported for the baseline of every school for them to have access to a well-rounded education. REA helped to develop a questionnaire and teams went to talk to principals, and leaders to understand the results, and the barriers to accomplish their goals, and working with the assistant superintendents to develop a special set of recommendation for plans of support and a big picture to bring all schools to that level.

- Is there a plan for communications on a structured approach and reason why to ensure our families understand what each school looks like and a plan for success and how to implement achievement plans with fidelity to give confidence with different things they all offer? How do we build confidence with our parents that all our schools have plans for success and their students can succeed in every school? Response: We have been developing a baseline tied to programs and also need to consider race and culture of our families and bring that in to our programs. We can offer math and science, but it's important how we also bring in families and make our programs attractive to families and make them culturally relevant for them and our students.
- Director Marchese noted he believes this is the correct way to go in the process and is pleased to see it. He reemphasized how communications to our community will determine what is a success by perception of this process. He noted his concerns on the survey as an opportunity to communicate and missed opportunity to solicit important input. He encouraged staff to be careful around terminology and jargon. The community does not live in the strategic plan as people in the district and central office do. It's important to manage the expectation that this will not be the only moment where the community can participate in the process, but folks don't know what those other moments will be, and is important to lay that out in advance. In looking at the three areas addressed, we need to be clear about how and why they are together, and we don't know how we got there and the community may not understand or how to express their input on each. This is about the community understand this work, and many staff understand this within the strategic plan, and prioritization is important, and we need to help people to understand what that means and will be important. Board members need to be involved and understand this process; they receive questions and are asked about it and expected to respond and with the ultimate responsibility for the budget and asked to explain it in an ad hoc way. They will be able to suggest other opportunities to participate, and to ensure people are comfortable and lean in and know when they will have a say and ensure their voice will be heard in this process. This is a very important process of community input and discussion and we will need to be very clear about the when and how for the community to ensure their voices are heard. Response: This will be a very different process, and a mindset shift, with what do we believe in and how do we all get behind it. We will look at the format of the budget sessions so the community knows the purpose. We've had 2400 people submit the survey with quantifiable data, and will also learn a lot through the write-in input and begin to establish our priorities and knowledge to build studies outcomes that we want to see and ensure our community is a part of it. The timeline is so important, including the communications plan, and to think about the other accompanying pieces and the technical, logistical aspects of the priority-based budget.
- In the feedback heard, what does it mean for schools? In talking about positive culture, are we talking that they didn't have it, or that they do and we are improving upon. It will be important to tell families what each means, and if it is something we don't have, or if something is shifting or changing, and to be clear in that.
- Director Marchese also invited the Superintendent and Administration to involve board members in the conversations about how to do that and provide with feedback from conversations to help in the design. it is the role of the board to be in the community and to reflect and provide feedback from the community and different mechanisms. This opportunity is huge and very important in trying to do this work and aligning with best practices to make it successful. The Board will be able to help from a community building perspective and want to rally around this and the advantages for our children and community. Response: This was designed in how to frame education budgets, and asking questions in absolute terms. The three sectors and question design were also discussed and comfort for folks answering the questions.
- The analysis of the survey was also noted, and reasons to look at the variability, and the demographics of folks who have responded to the survey. We want variability and perspectives of families of color or home language. We are also looking into the way different groups answered questions, such as students responding so strongly to college and career readiness as an absolute value; and parents

responding similarly to their children and to analyze that information and initial understanding into community conversations.

- The process for developing the survey was also reviewed and the information we hope to gain. The purpose of the survey is to get community input on large focus areas and priorities, and from there the type of questions and the flow of the survey in absolute questions. For criteria, we didn't want it o be so long, but get at the importance and level of measure of each. it was vetted around the District with leaders and Dr. Rodriguez, a survey and measurement specialist at the University of Minnesota, who have feedback and revised. it was then put into the system, tried for functionality and translations, and then went live.
- Director Vanderwert noted that it is important to have input from people who know how to do surveys, because surveys are complicated and they way of the wording is important. Response: REA is expert in this area, and this is a new process. In the past, the decisions were already made and it was more asking what folks though. We wan this feedback to help us formulate our decisions, and will continue to learn from this process.
- The Board is grateful for this work, and thanked staff, and there may be information from the write-in field that will also be very helpful.
- Director Schumacher noted that families may not understand the purpose of surveys because they know they want their child to go to school, be happy, be successful and graduate. The District is the expert – figure it out and manage expectations to give input that is valuable and allow families to offer their input with intelligence of wanting to see what it's going to look like. Describe what it will look like in a classroom. We have a system, and trust in the knowledge and research and how it will work and what it looks like to understand how it looks in their life and their child's life. Tell them what works and show steps and what it will look like for their child in in classrooms, and how kids experience school and part of the grander scene and broader vision.
- In prioritizing the budget, it comes to the direct connections and the operations within classrooms.
- Director Marchese noted that the mindset of parents, students, and community members may not be organized in the same way as the plan, and ask folks for their opinion and what they wish to tell within the format or feedback. There is a concerns about the intentionality to say the door is open and please give us opinions, that it may not be organized in the way we wish to see it, but that our invitation is open and clear and places for engagement or parking of ideas or thoughts. It is important to tell folks how they play a role in this process and other points for them to be a part of it. The demographics and variability of the respondents will also be very important to be representative of our students to align with the prioritization.
- The Superintendent also thanked the team, and thanked the Board for discussion and dialogue and great feedback. He is committed to this process and will continue to bring information forward as well throughout the process.

D. Report on Council of the Great City Schools Annual Fall Conference

Board members, Superintendent Gothard, and staff then provided a recap of their learning and experience at the Council of the Great City Schools Annual Fall Conference that was held October 23-26.

Superintendent Gothard, board members and staff then shared their experience and learning at the Council of the Great City Schools Annual Fall Conference in late October. It was an opportunity to gather together and share and collaborate with colleagues from major districts across the country. Sessions included information and importance and impact of the 2020 census, which sets the appropriations for Title 1 for 10 years to states. It is based on our counts as of that census and an important item to consider. Calculations and potential impacts of undercounting were shared. We have a team working on the census and working with Ramsey County and more information will be provided.
Other sessions included urban school district communication, and work in the immediate feedback and opportunity to gain quick input and feedback with partners, and aligned with positive school and district culture and learn from other districts who are engaged in that way. The Harvard Business School PD session and partnered with the Council to do Board and District training on district leadership, and the potential opportunities and interest around that. Other sessions include social emotional learning programs in Dallas who are doing SEL in school and out of school programs and found achievement has

increased and attendance for teachers has also improved, and outcomes and evaluations have improved and training parents on SEL. Another focused on a plan to improve a school for students to explore things they are interested in ,and for teachers as well, and intense professional development in those learning communities and were able to turn the school around and they worked together in the plan, and people willing to compromise and do things differently and culture change and mindsets and to be intentional around that. Another uses an equity scorecard that we should look at. Some school districts are paying other parents a stipend to be a parent liaison, and they apply and are trained to work with other parent engagement work. Another session was on facilities and funding, and each iteration was learning for the future and learning for board members to understand the scope of projects, engagement community, engaging staff and families, and talking with construction workers and contractors to set up information sessions and the project scope of work for community members to ensure they feel involved. Another focused on safety first to support urban students with disabilities in an event of an emergency and how it relates to SPPS plans and emergency response teams and plans currently in place. Another session focused on ethnic studies in urban school district and college professors that are teaching those courses to students, and they are getting a required state course and also college credit. A session also focused on minor sex trafficking and school district policies and experiences of students and resources available to support students and families, and areas of high sex trafficking in Minnesota. Members from St Paul and Minneapolis will be discussing this further with the presenter from the session and the affects of our community and the role of board members in this topic and working with the Ramsey County Attorney. Another focus on Every Child Counts and closing the achievement gap. The takeaways from those were parent and community engagement and being prepared for the input and intentionality to parent engagement to get results. We cannot do schools without families, and there was a lot of questions and to talk to family engagement and ask questions about how, why, models, and in our schools how we are reaching out for more information. A couple sessions also talked about the after school programming, Saturday school and meeting them where they are at to get this work done, and questioning if we are doing everything we can do, models, and outcomes. Within the Males of Color session, board members appreciated that it was acknowledged that the disparities that exists happen the same for decades around black boys – they are doing something and they are tying resources and work to that. The research is the start. We need to be unapologetic for how we are prioritizing resources. Overall, board members appreciated the variety and hearing from districts that are larger than us and what they are accomplishing. It's the best professional development to learn the work to learn about challenges far greater than ours. It was noted that there was not representation on LGBTQ+ community, and that is an opportunity for SPPS to facilitate a session. Other board members also noted that SPPS should have multiple sessions at the conference. In thinking about males of color and asked about urban centric and how to bring staff on board and the Teacher of the Year and talked about attitudes and mindset as professional educator, and talking about culture change, and asking how are we bring those doing that front line work and sense of buy-in and feeling important, work is valued and can contribute to vision of the District.

Director Brodrick also noted that in listening in applying it to the COB meeting, it's that eternal dilemma, in talking about the budget process and survey and talking about how to get community involved and also understanding that when asking, they may not always tell us what we want or like to hear. We want to them to participate and we may not be comfortable in what they were telling. In talking about getting staff on board, and if that will be done properly, and also asking them what do you think, and may not always like what they say and what they think. It needs to be collaborative and always pose these lofty questions about how to do that, and in these conferences get ideas how to do it, but it is very difficult. Think as the board evolves, we'll still be talking about this stuff. With Director Schumacher and Director Marchese talking about connection between survey and what we will tell the parents – tell what we will do for their kids or ask them what they want for their kids, or dialogue? He actually thinks that all the years on the school board, and think of any government body, we have tried to be as transparent and open and going out to reach out and sharing things, sharing some minute things, and Superintendent sat with parents to talk in detail about their questions. That's what this school board has done and will continue to do. Valerie Jarrett was a keynote at the Conference and talked about her community engagement and don't always get welcome reception and keep going back to build that relationship. You go to them wherever they are.

III. ADJOURNMENT

Mr. Marchese move to adjourn the meeting, and it was seconded by Mr. Schumacher. The motion passed by acclaim. Meeting adjourned at 7:35 p.m.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk