

Wednesday, August 10, 2022

5:00 PM

**School Board Professional Development
SAVHS Room 201
3303 33rd Ave NE
St. Anthony, MN 55418**

Introduction to Board Book

Levy Planning

Board Goals Development

Equity Audit

AIPAC Land Acknowledgement

Overview of Referendums in ISD 282

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2003-2022

August 10, 2022

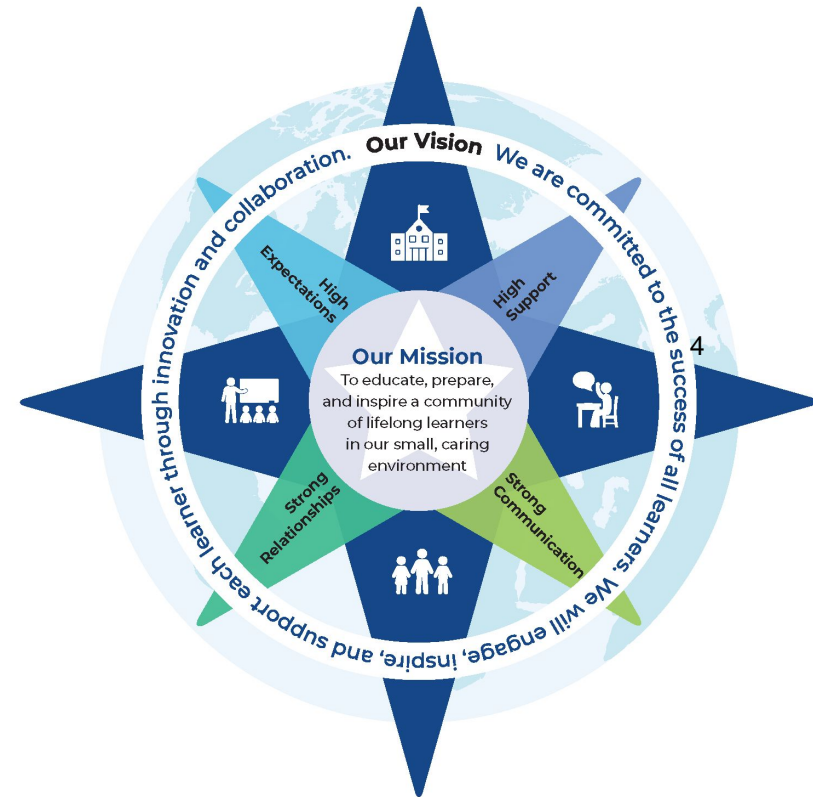
Liz Anderson and Wendy Webster

Our Mission and Vision



Strategic Objectives

- **Community:**
 - Strong relationships.
 - Strong communication.
- **Students and staff:**
 - High expectations.
 - High support.



History of Levy and Bond Referendums

Referendum = VOTE

Bond Referendums:

2008: \$21,000,000

2017: \$14,000,000

Levy Referendums:

2003: Capital Projects

2005: Operating Levy

2014: Capital Projects and
Operating Levy

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Community Support: 2003-2008

2003: Our community approved a seven-year capital projects levy, which provided funding for curriculum and technology. **Expired in 2011.**

2005: Our community approved a ten-year operating levy, which provided \$1.8 million annually for our district.

2008: Our community approved \$21 million in building bonds to renovate our buildings.

Bond Referendum: 2008

4 Questions:

1. Facility maintenance needs at WP and MS/HS, renovated/expanded MS/HS kitchen, accessibility to lower gym, safer drop-off at MS/HS, renovated high⁷ school science classrooms and MS/HS computer lab, special ed classrooms at HS, STEM lab at WP
\$11,515,000

Bond Referendum: 2008

2. Relocating band and choir program, increasing MS/HS locker room, and additional K classroom at WP: \$4,970,000
3. Improve drop-off and pick-up at WP, additional gymnasium at MS/HS, renovating HS art room and industrial technology classroom: \$4,305,000
4. Relocating cafeteria at MS/HS, new MS/HS hallway, renovate MS/HS auditorium and convert existing MS/HS cafeteria into fitness/wellness area: \$6,035,000

Community Support: 2014-2022

2014: Our community approved a ten-year operating levy, providing \$1,950,000 in 2015, 2016, 2017; \$2,100,000 in 2018, 2019, 2020 and \$2,250,000 in 2021, 2022, 2023, 2024.

2014: Our community approved a ten-year capital projects levy, which provides funding for curriculum and technology. 9

2017: Our community approved \$14,060,000 in building bonds to construct additional learning spaces at Wilshire Park Elementary School.

Operating Levy: 2014

SCHOOL DISTRICT QUESTION 1

REVOKING EXISTING **REFERENDUM REVENUE AUTHORIZATION**; ——— **Operating Levy**
APPROVING NEW AUTHORIZATION

The Board of Independent School District No. 282 (St. Anthony-New Brighton) has proposed to revoke the school district's existing referendum revenue authorization of \$987.60 per pupil and to increase its general education revenue by the following amounts for taxes payable in the years specified:

Estimated to generate additional revenue of:
\$150,000 per year in 2015, 2016, 2017;
\$300,000 per year in 2018, 2019, 2020;
\$450,000 per year in 2021, 2022, 2023, & 2024

- \$1,068.35 per pupil for taxes payable in 2015 through 2017
- \$1,149.11 per pupil for taxes payable in 2018 through 2020
- \$1,229.86 per pupil for taxes payable in 2021 through 2024

The proposed new referendum revenue authorization would be applicable for ten years unless otherwise revoked or reduced as provided by law.

The operating levy provides funding for teaching and learning, daily operation of schools and classrooms, teachers and staff, and maintains class size.

- ☐ YES
☐ NO

*Shall the increase in the revenue proposed
by the Board of Independent School
District No. 282 be approved?*

Capital Projects Levy: 2014

SCHOOL DISTRICT QUESTION 2 APPROVAL OF SCHOOL DISTRICT CAPITAL PROJECT LEVY AUTHORIZATION

Curriculum and Technology Levy

The Board of Independent School District No. 282 (St. Anthony-New Brighton) has proposed a capital project levy in the amount of 6.198% of the net tax capacity of the school district for taxes payable in 2015 through 2024. The proposed capital project levy authorization will raise approximately \$450,000 for taxes payable in 2015, the first year it is to be levied, and would be authorized for ten years. The estimated total cost of the projects to be funded over that time period is approximately \$4,500,000. The projects to be funded have received a positive review and comment from the Commissioner of Education.

The amount the district will receive with voter approval.

Based on market value and tax rate.

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See letter from Commissioner Cassellius on our website:
www.stanthony.k12.mn.us

The money raised by the capital project levy authorization will be used to provide funds for the purchase, replacement and maintenance of curriculum and technology for school instruction.

☐ YES

☐ NO

Shall the capital project levy authorization proposed by the Board of Independent School District No. 282 be approved?

The curriculum and technology levy would provide funding for the tools teachers use and students need for learning: update textbooks, replace computers, software and improvements to infrastructure.


Bond Referendum: 2017

Special Election Ballot

Independent School District No. 282
(St. Anthony-New Brighton)

September 7, 2017

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: 

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question I Approval of School District Bond Issue

☐

Yes

☐

No

Shall the school board of Independent School District No. 282 (St. Anthony-New Brighton) be authorized to issue its general obligation school building bonds in an amount not to exceed \$14,060,000 to provide funds for the acquisition and betterment of school sites and facilities, including the construction of an addition to and the renovation, remodeling and equipping of the Wilshire Park Elementary School site and facility?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

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District-wide digital newsletter

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Key Messages for our Community

Who we are:

- We are a community and district **united as a family.**
- We serve to **educate, prepare and inspire** lifelong learners.
- We nurture the **brilliance of each student** and embrace them with audacious love and uncommon trust.



Key Messages for our Community

How we do this:

- Provide **transformational learning experiences** and spaces
- Allow students to engage with others at the **heart level**
- Open up possibilities for students to be their **authentic selves**



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Key Messages for our Community

Why we do this:

- We believe that each student has **intrinsic value** that goes beyond traditional classroom instruction
- We know that student that steps through our doorway has a **purpose, a voice** and **a choice**

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Because we strive to be **Ever Brighter**

Key Messages for our Community

How we do this:

- Our district is one of the first public school districts in Minnesota to redefine the meaning of rigor.
- Our classrooms are working to go beyond what it means to be a student – we allow and encourage students to create a bridge between previous concepts to inclusive, evolved thinking.
- By doing so, we uncover the passion and power of each student while meeting them where they're at in their journey.

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Questions

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DRAFT TIMELINE FOR POTENTIAL NOVEMBER 7, 2023 LEVY VOTE

August 2022

- *August 10, 2022* - Initial levy discussion & background information
- Start Needs Assessment
 - Stakeholder group(s) created, facilities, capital, general &/or operations.

September 2022

- Continue Needs Assessment process for capital and general fund levies
- Seek companies that can support the non-financial levy planning process
- SANB Needs Assessment webpage - capital and budget needs (community task force) - THIS website will become the levy page as well.

October 2022

- Continue Needs Assessment process for capital and general fund levies
- Right before MEA have an ever brighter campaign video sent to all families
- Board considers possible ideas for SANB future: Work Session
 - Full Service Community School Concept
 - Year - Round School (45-15)
 - Wellness Center
 - Music/Arts + PE + Locker room Construction
 - Teaching and Learning and Structures (Operating & Physical) to support Success Metrics

November 2022

- Continue Needs Assessment process for capital and general fund levies

December 2022

- Continue Needs Assessment process for capital and general fund levies
- Needs assessment committee presents to the board initial thoughts
- Board discusses questions to consider for the survey

January 2023

- Continue Needs Assessment process for capital and general fund levies

February 2023

- Continue Needs Assessment process for capital and general fund levies
- Community Survey

DRAFT TIMELINE FOR POTENTIAL NOVEMBER 7, 2023 LEVY VOTE

March 2023

- Board discusses data from needs assessment

April 2023

- Board digs into all the data (stakeholder data + Survey Data) to determine a plan....

May 2023

- Board develops and finalizes priorities from needs assessment + survey
- Baird meets with Board to determine financial needs/considerations
- Legal meets with Board to determine ballot language

June 2023

- Board confirms/resolution for Levy type
- Board is trained on Dos and Don'ts for school levies: [Dos and don'ts for board members during elections](#)
- Renee connects with City Manager to discuss School Board Levies – present at City Council
- Have a vote yes citizens campaign group made
- Dos and Don'ts reminders for school board members
- Start the creation of Levy materials for community – fiscal charts, images, language for the need, history, etc... specifically from the district (not vote yes committee)

July 2023

- Depending on results of levy type(s), produce a video to explain the resolution/needs/benefits to passing the levy ([video example](#) from Eden Prairie)
- *July 20 - August 13, 2023* MDE Comment Period for Capital Projects Levy
- Finalize Levy Materials
- Wendy starts to book Renee and Board Members to go and share levy info
 - Kiwanis
 - District events - assigned admin with levy info - Factual Info
 - Community Meetings/Town Hall - Invite all come hear about the levy
 - Boosters
 - Chamber
 - Others?

August 2023

- *August 25, 2023 (74 days prior to election)*
 - Last day to adopt resolution calling the referendum election
 - Last day to provide written notice to Commissioner of Ed and County Auditors (date of election and title/language for each ballot question)
- Provide language and dos and don'ts for school staff regarding elections

DRAFT TIMELINE FOR POTENTIAL NOVEMBER 7, 2023 LEVY VOTE

- (late August 2023) Postcard mailed to all residents informing of levy referendum in Nov. 2023
- *August 13, 2023* last day to submit review and comment request
- Village Fest Booth - heavy on levy info

September 2023

- Create calendar of district events/assign an administrator to be at a table with referendum information
- *9/8/23 to 10/18/23* District can publish summary of the Commissioner's review and comment

October 2023

- Mail referendum brochure to all residents with information required in statute
- *October 8, 2023 (30 days prior)* First day District can deliver by mail to taxpayer a notice of the referendum and proposed revenue increase
- *October 18, 2023* Last day District can publish summary of the Commissioner's review and comment
- *October 23, 2023* Last day District can deliver by mail to taxpayer a notice of the referendum and proposed revenue increase
- *October 23, 2023* Send taxpayer notice to Commissioner and County Auditor

November 2023

- Election Nov. 7, 2023

OPERATING/CAPITAL PROJECTS LEVY PLANNING

PRESENTED BY:

MATT RANTAPAA

MOBILE:

(612) 499-6680



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STUDENT ENROLLMENT HISTORY

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RESIDENT ADM	1,166	1,270	1,395	1,461	1,508	1,554	1,583	1,543
ENROLLMENT OPTIONS OUT TO ALL EDUCATION ENTITIES	145	128	159	146	134	146	144	155
CAPTURE RATE (% of RESIDENTS SERVED)	87.56%	89.92%	88.60%	90.01%	91.11%	90.59%	90.91%	89.98%

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WHAT IS THE DISTRICT'S HISTORICAL CAPTURE RATE?

- Capture rate focuses solely on the amount of resident students the District is educating or paying tuition for to educate within their system

GENERAL FUND HISTORY

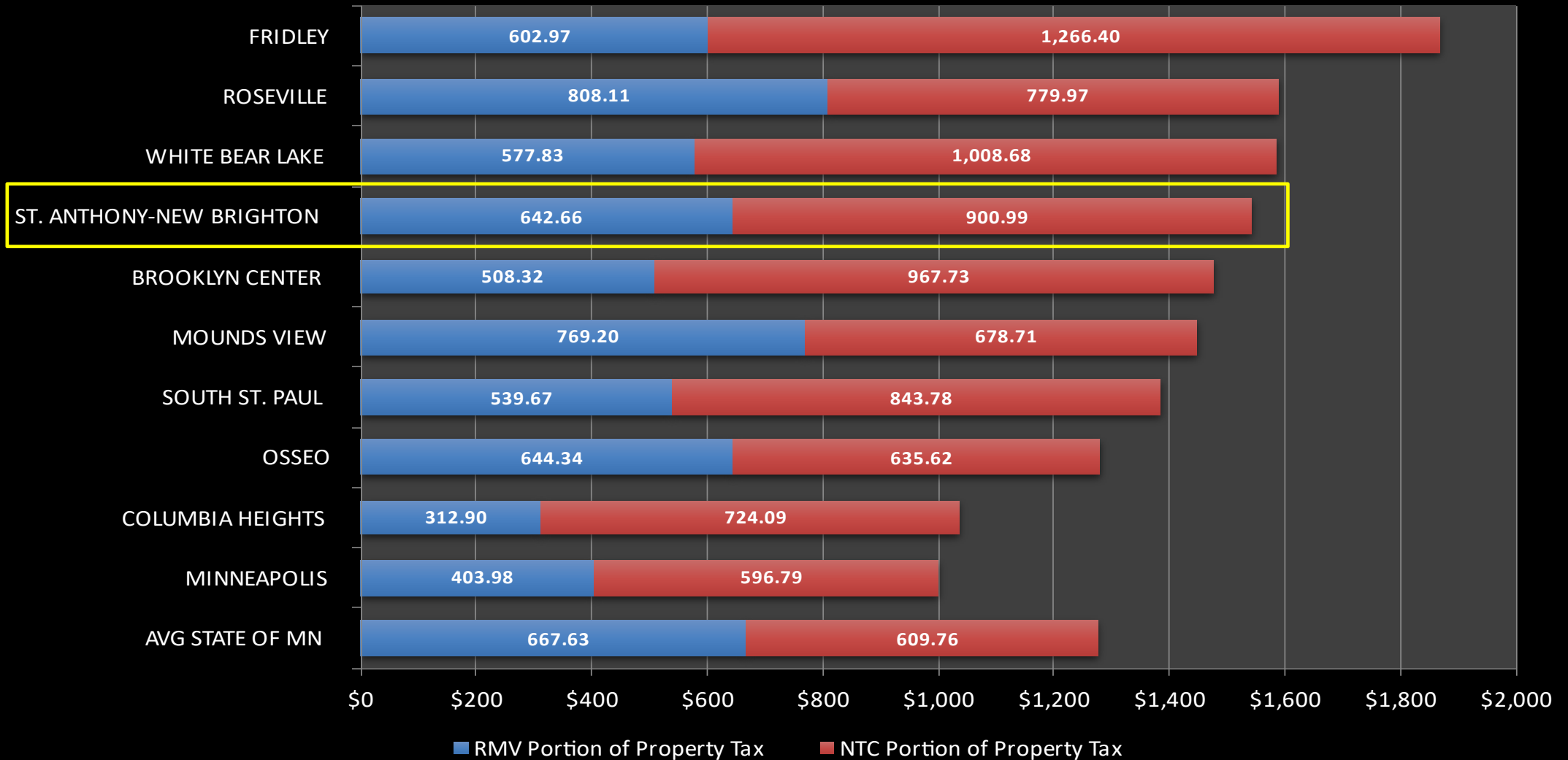
First collection year of existing op. levy and capital projects levy

	2012	2013	2014	2015	2016	2017	2018	2019	2020	
Certified Taxes	2012	2013	2014	2015	2016	2017	2018	2019	2020	
Taxes Payable Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Fiscal Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	
										FROM BUDGET
GF Rev	17,441,858.00	18,437,977.00	20,027,007.00	21,105,349.00	22,545,177.00	22,776,232.00	23,446,193.00	23,840,286.00	23,817,477.00	
GF Exp	18,142,908.00	19,278,885.00	19,171,581.00	20,012,295.00	21,482,892.00	21,730,316.00	23,515,066.00	22,499,624.00	24,645,503.00	
Difference	(701,050.00)	(840,908.00)	855,426.00	1,093,054.00	1,062,285.00	1,045,916.00	(68,873.00)	1,340,662.00	(828,026.00)	
Fund Balance										
Non Spendable	42,415.00	69,164.00	87,627.00	70,925.00	25,595.00	16,865.00	106,697.00	34,442.00		
Restricted	272,743.00	265,121.00	569,559.00	1,185,658.00	1,807,356.00	2,262,213.00	2,089,220.00	2,879,746.00		
Committed	1,466,969.00	891,802.00	839,658.00	541,262.00	747,868.00	747,868.00	747,868.00	747,868.00		
Assigned	1,936,933.00	1,929,681.00	2,074,725.00	2,397,753.00	2,480,085.00	2,808,539.00	2,731,191.00	2,923,841.00		
Unassigned	<u>1,461,374.00</u>	<u>1,183,758.00</u>	<u>1,623,383.00</u>	<u>2,092,408.00</u>	<u>2,289,387.00</u>	<u>2,560,722.00</u>	<u>2,652,358.00</u>	<u>3,082,099.00</u>		
Total	5,180,434.00	4,339,526.00	5,194,952.00	6,288,006.00	7,350,291.00	8,396,207.00	8,327,334.00	9,667,996.00	8,839,970.00	26
Percentage of Expenditures	28.55%	22.51%	27.10%	31.42%	34.21%	38.64%	35.41%	42.97%	35.87%	
Change from Previous Year		(840,908.00)	855,426.00	1,093,054.00	1,062,285.00	1,045,916.00	(68,873.00)	1,340,662.00	(828,026.00)	

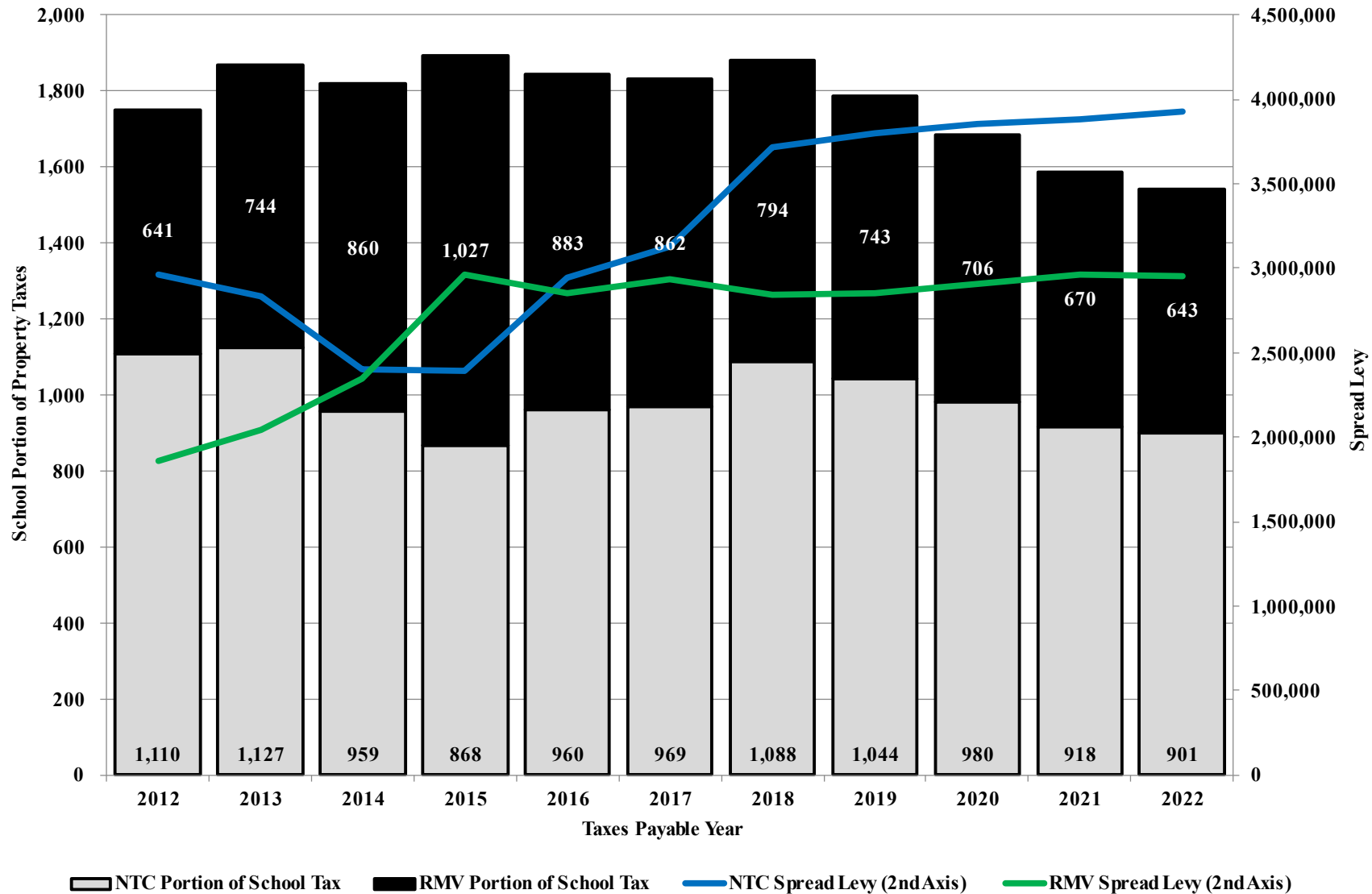
GENERAL FUND HISTORY – REVENUES, EXPENDITURES & FUND BALANCE

SCHOOL PORTION OF PROPERTY TAXES AND LOCAL TAX BASE INFORMATION

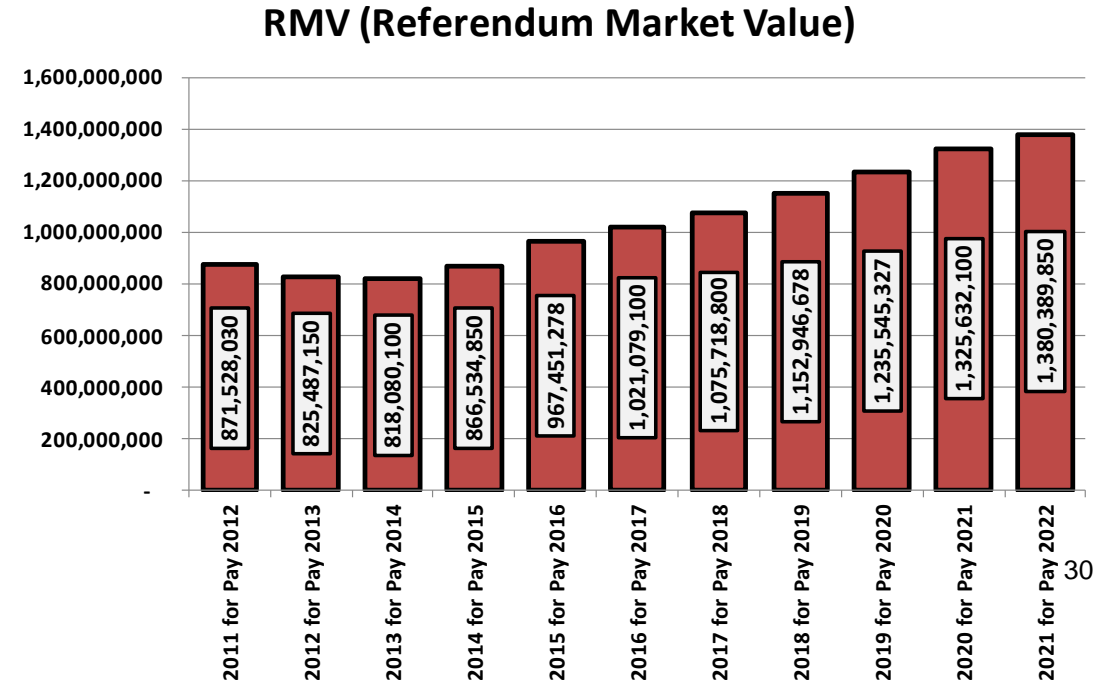
School Portion of Property Taxes Payable in 2022 on a \$300,000 Homestead Residential Property



ISD 282 - Historical School Portion of Property Tax Analysis on 300,000 Homestead Residential Property



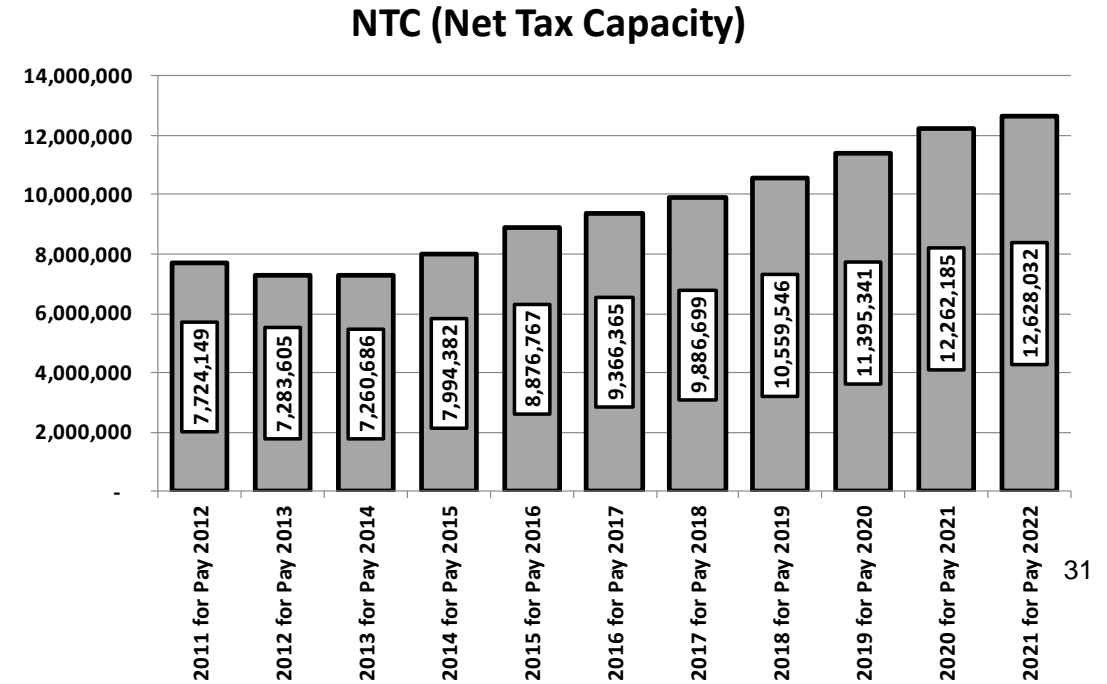
	RMV	% Change
2011 for Pay 2012	871,528,030	
2012 for Pay 2013	825,487,150	-5.28%
2013 for Pay 2014	818,080,100	-0.90%
2014 for Pay 2015	866,534,850	5.92%
2015 for Pay 2016	967,451,278	11.65%
2016 for Pay 2017	1,021,079,100	5.54%
2017 for Pay 2018	1,075,718,800	5.35%
2018 for Pay 2019	1,152,946,678	7.18%
2019 for Pay 2020	1,235,545,327	7.16%
2020 for Pay 2021	1,325,632,100	7.29%
2021 for Pay 2022	1,380,389,850	<u>4.13%</u>
10-year Average		4.80%



TAX BASE HISTORY - RMV

- Please note - RMV (Referendum Market Value) Tax levies are collected for four educational revenue formulas including voter approved operating referendum revenue, local optional revenue, equity revenue and transition revenue.

	NTC	% Change
2011 for Pay 2012	7,724,149	
2012 for Pay 2013	7,283,605	-5.70%
2013 for Pay 2014	7,260,686	-0.31%
2014 for Pay 2015	7,994,382	10.11%
2015 for Pay 2016	8,876,767	11.04%
2016 for Pay 2017	9,366,365	5.52%
2017 for Pay 2018	9,886,699	5.56%
2018 for Pay 2019	10,559,546	6.81%
2019 for Pay 2020	11,395,341	7.92%
2020 for Pay 2021	12,262,185	7.61%
2021 for Pay 2022	12,628,032	<u>2.98%</u>
10 - year Average		5.15%

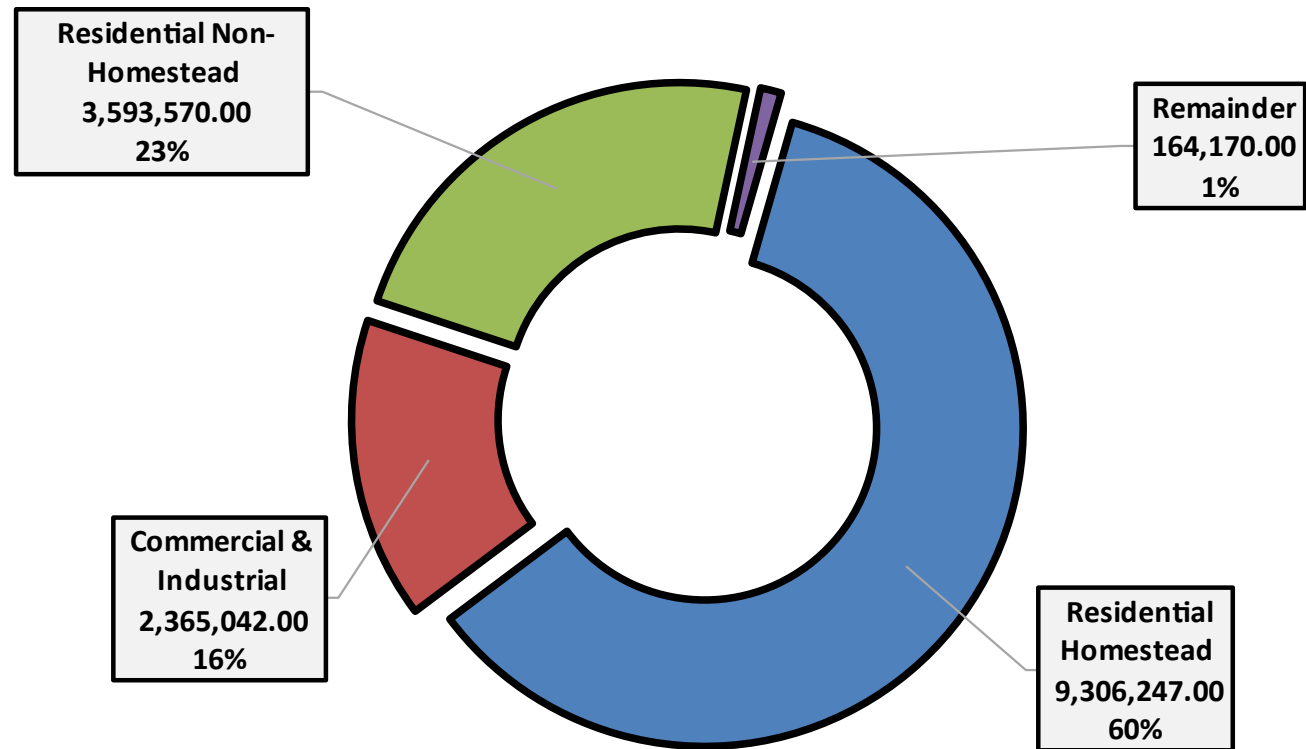


TAX BASE HISTORY - NTC

- Please note - NTC (Net Tax Capacity) Tax levies are collected for the remainder of the revenue formulas not included in the previous slide. Examples of these levies include community education, long-term facilities maintenance, voter approved school building bonds, operating capital, etc...

TAX BASE COMPOSITION FINAL PAY 2022

ISD 282 - Final Pay 2022 NTC Breakdown



VOTER APPROVED OPERATING LEVY REFERENDUM INFORMATION

OPERATING REFERENDUM LEVY - WHAT IS IT?

An operating levy (otherwise known as a referendum revenue request or excess operating levy referendum) is a procedure which allows school districts to raise additional funds to supplement regular state education funding.

The State of Minnesota equalizes many educational levies based upon the district's ability to pay (Equalization Aid). This is one of those levies.

Levy spread on referendum market value tax base of school district

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SUCCESSFUL OPERATING LEVY ELECTION HISTORY

Operating Referendum Results, 1991 to 2021 - By District Number

ISD #	district name	Year Held	Start Pay	Net \$/PU	# Years	Pass?	#	#
						Yes=1 No=0	Yes Votes	No Votes
282	St. Anthony-New Brighton	2003	2004	400.00	4	1	1,497	1,083
282	St. Anthony-New Brighton	2005	2006	442.89	10	1	1,254	597
282	St. Anthony-New Brighton	2014	2015	1,068.35	10	1	2,648	2,053

Phase Out Report With 2020 Elections

Authority After 2020 Elections (see detail below)	849.11	929.86	929.86	929.86	929.86	-	-
Elections Before 2019	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
(1) Authority without CPI	849.11	929.86	929.86	929.86	929.86	-	-
With Inflation Adjustment							
(2) Base Authority	-	-	-	-	-	-	-
(3) Subtraction Included in CPI Adjustment	*	-	-	-	-	-	-
(4) Amount Subject to CPI Adjustment	-	-	-	-	-	-	-
(5) Cumulative CPI Factor	*	-	-	-	-	-	-
(6) Cumulative CPI Applied (4) * [(5)-1]	*	-	-	-	-	-	-
(7) Authority with CPI (2) + (6)	-	-	-	-	-	-	-
(8) Total Authority from elections before 2019 (1) + (7)	849.11	929.86	929.86	929.86	929.86	-	-
(9) Non-CPI Adjusted Phase Out/Cancel	-	(80.75)	-	-	-	929.86	-

Operating
Levy
Phaseout
Report

FISCAL YEAR 2023 INFORMATION (TAXES PAYABLE 2022)

Taxes Payable	New	Total Authority	LOR	Both VA and LOR
2015	1,068.35	1,068.35	424.00	1,492.35
2016		1,086.93	424.00	1,510.93
2017		1,068.35	424.00	1,492.35
2018		1,149.11	424.00	1,573.11
2019		1,149.11	424.00	1,573.11
2020		849.11	724.00	1,573.11
2021		929.86	724.00	1,653.86
2022		929.86	724.00	1,653.86
2023		929.86	724.00	1,653.86
2024		929.86	724.00	1,653.86

NOVEMBER 4, 2014 REFERENDUM

REVOKING EXISTING REFERENDUM REVENUE AUTHORIZATION; APPROVING NEW AUTHORIZATION

The board of Independent School District No. 282 (St. Anthony-New Brighton) has proposed to revoke the school district's existing referendum revenue authorization of \$987.60 per pupil and to increase its general education revenue by the following amounts for taxes payable in the years specified: • \$1,068.35 per pupil for taxes payable in 2015 through 2017 • \$1,149.11 per pupil for taxes payable in 2018 through 2020 • \$1,229.86 per pupil for taxes payable in 2021 through 2024 Shall the increase in revenue proposed by the board of Independent School District No. 282 be approved?

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE.

Adj. PU 22-23 School Year are 1,972

- Adj PU bring in the revenue

Res PU 22-23 School Year are 1,660

- Res PU bring in State Aid

This generates the following

- Operating Levy Revenue is \$1,833,683.92
- Current amount per Adjusted Pupil Unit (Adj PUs) is \$929.86
- No State Aid
- Last Year of Collection is Taxes Payable 2024 / Fiscal Year 2025

Local Optional Revenue is \$1,427,728

Equity Revenue is \$234,495.45

POTENTIAL REFERENDUM TIMING

Statute requires Operating Levy Referenda to be held on the general election date in November unless school district is in statutory operating debt, or a mail ballot is utilized

- Only one election to approve an operating levy increase may be held in a calendar year

November of 2023 or November of 2024 would be the last two opportunities to renew existing voter-approved operating levy authority with normal ballot

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VOTER APPROVED OPERATING LEVY OPTIONS – RENEWAL

Enter Residential Homestead Market Value	300,000
PLEASE NOTE ALL TAX IMPACT CALCULATIONS WILL UTILIZE THIS FIGURE	

As a brief example, what will the required Notice to Taxpayers look like?

BALLOT QUESTION #1 - EXAMPLE

Enter New Request Portion for Operating Levy Referendum	-
---	---

ONLY portion of NEW Operating Referendum Revenue -
 Loss of Equity Revenue -

How much NET NEW revenue will the request bring?	-
--	---

Estimated District State Aid Percentages shown below

First Tier Aid % (first \$460 per Adj PU)	0.000%
Second Tier Aid % (next \$000 per Adj PU)	0.000%

Does this NEW Request Maximize the State's Aid Participation? YES

RMV Rate:	Effective Taxes Payable 2023	
	0.000000%	
	New Authority	
Property Value	Annual Impact	Monthly Impact
175,000	-	-
200,000	-	-
225,000	-	-
250,000	-	-
275,000	-	-
300,000	-	-
310,000	-	-
320,000	-	-
330,000	-	-
340,000	-	-
350,000	-	-

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SUMMARY OF TOTAL OPERATING REFERENDUM (EXISTING PLUS NEW) AUTHORITY

	Existing / Renewal	New Request	Total	State Aid %	
Op. Ref. Revenue per Adj. PU	929.86	-	929.86	Current Authority	0.000%
Operating Ref. Revenue Only	1,833,683.92	-	1,833,683.92	New Request Only	0.000%
Operating Ref. Aid Only	-	-	-	New plus Existing	0.000%
Operating Ref. Levy Only	1,833,683.92	-	1,833,683.92		

VOTER APPROVED OPERATING LEVY OPTIONS – NEW \$100K REVENUE

Enter Residential Homestead Market Value	300,000
PLEASE NOTE ALL TAX IMPACT CALCULATIONS WILL UTILIZE THIS FIGURE	

As a brief example, what will the required Notice to Taxpayers look like?

BALLOT QUESTION #1 - EXAMPLE

Enter New Request Portion for Operating Levy Referendum	54.00
---	-------

ONLY portion of NEW Operating Referendum Revenue	106,488.00
Loss of Equity Revenue	(5,570.90)
How much NET NEW revenue will the request bring?	100,917.10

Estimated District State Aid Percentages shown below		
First Tier Aid % (first \$460 per Adj PU)		0.000%
Second Tier Aid % (next \$000 per Adj PU)		0.000%

Does this NEW Request Maximize the State's Aid Participation? YES

Effective Taxes Payable 2023		
RMV Rate:	0.007714%	
Property Value	New Authority	
	Annual Impact	Monthly Impact
175,000	13.50	1.13
200,000	15.43	1.29
225,000	17.36	1.45
250,000	19.29	1.61
275,000	21.21	1.77
300,000	23.14	1.93
310,000	23.91	1.99
320,000	24.68	2.06
330,000	25.46	2.12
340,000	26.23	2.19
350,000	27.00	2.25

SUMMARY OF TOTAL OPERATING REFERENDUM (EXISTING PLUS NEW) AUTHORITY

	Existing / Renewal	New Request	Total		State Aid %
Op. Ref. Revenue per Adj. PU	929.86	54.00	983.86		
Operating Ref. Revenue Only	1,833,683.92	106,488.00	1,940,171.92	Current Authority	0.000%
Operating Ref. Aid Only	-	-	-	New Request Only	0.000%
Operating Ref. Levy Only	1,833,683.92	106,488.00	1,940,171.92	New plus Existing	0.000%



VOTER APPROVED CAPITAL PROJECTS LEVY INFORMATION

CAPITAL PROJECTS LEVY REFERENDUM - WHAT IS IT?

Capital Projects Levy Facts

- Voter-Approved Levy May be used to provide dollars for eligible costs on an annual basis pursuant to M.S. 126C.10 subd. 14
- Maximum duration of a capital projects referendum request is 10 levy years
- Levy spread on the net tax capacity base of the district
- Voters approve a tax rate and subsequent tax collections are generated on the approved tax rate (not on a dollar approved basis)
- Review and Comment submittal to MDE is not required for a Capital projects Levy Referendum if the dollars are being used solely to fund technology and the District submits a school board resolution stating that funds approved by the voters will be used only as authorized in section 126C.10, subdivision 14.

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NOVEMBER 4, 2014 CAPITAL PROJECTS LEVY REFERENDUM AND CORRESPONDING REVENUE HISTORY

Ballot Question:

SCHOOL DISTRICT QUESTION 2 (ISD #282)

APPROVAL OF SCHOOL DISTRICT CAPITAL PROJECT LEVY AUTHORIZATION

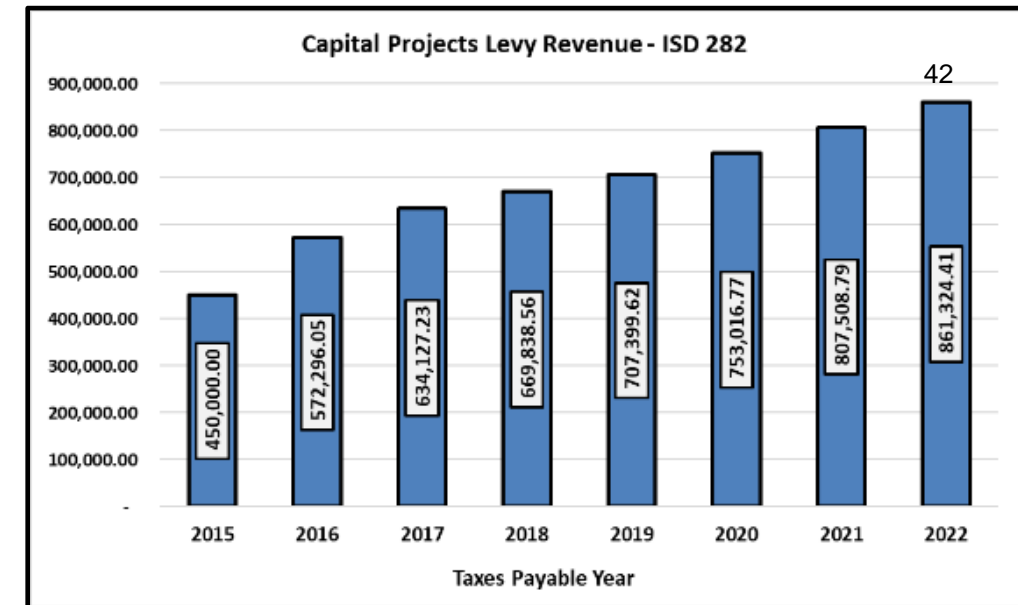
The board of Independent School District No. 282 (St. Anthony-New Brighton) has proposed a capital project levy in the amount of **6.198%** of the net tax capacity of the school district for taxes payable in 2015 through 2024. The proposed capital project levy authorization will raise approximately \$450,000 for taxes payable in 2015, the first year it is to be levied, and would be authorized for **ten years**. The estimated total costs of the projects to be funded over that time period is approximately \$4,500,000. The projects to be funded have received a positive review and comment from the Commissioner of Education. The money raised by the capital project levy authorization will be used to provide funds for the purchase, replacement and maintenance of curriculum and technology for school instruction. Shall the capital project levy authorization proposed by the board of Independent School District No. 282 be approved?

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE.

Yes Votes: 2,517

No Votes: 2,046

Taxes Payable Year	Fiscal Year	Capital Projects Levy Revenue
2015	2016	450,000.00
2016	2017	572,296.05
2017	2018	634,127.23
2018	2019	669,838.56
2019	2020	707,399.62
2020	2021	753,016.77
2021	2022	807,508.79
2022	2023	861,324.41



Final collection year for capital projects levy is taxes payable 2024

Eligible Uses for the Capital Projects Levy

MS 126C.10 Subd. 14. Uses of total operating capital revenue. Total operating capital revenue may be used only for the following purposes:

- (1) to acquire land for school purposes;
- (2) to acquire or construct buildings for school purposes;
- (3) to rent or lease buildings, including the costs of building repair or improvement that are part of a lease agreement;
- (4) to improve and repair school sites and buildings, and equip or reequip school buildings with permanent attached fixtures, including library media centers;
- (5) for a surplus school building that is used substantially for a public non-school purpose;
- (6) to eliminate barriers or increase access to school buildings by individuals with a disability;
- (7) to bring school buildings into compliance with the State Fire Code adopted according to chapter 299F;
- (8) to remove asbestos from school buildings, encapsulate asbestos, or make asbestos-related repairs;
- (9) to clean up and dispose of polychlorinated biphenyls found in school buildings;
- (10) to clean up, remove, dispose of, and make repairs related to storing heating fuel or transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined in section 296A.01;
- (11) for energy audits for school buildings and to modify buildings if the audit indicates the cost of the modification can be recovered within ten years;

CAPITAL PROJECTS LEVY REFERENDUM ELIGIBLE USES

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CAPITAL PROJECTS LEVY REFERENDUM ELIGIBLE USES (CONTINUED)

- (12) to improve buildings that are leased according to section 123B.51, subdivision 4;
- (13) to pay special assessments levied against school property but not to pay assessments for service charges;
- (14) to pay principal and interest on state loans for energy conservation according to section 216C.37 or loans made under the Douglas J. Johnson Economic Protection Trust Fund Act according to sections 298.292 to 298.298;
- (15) to purchase or lease interactive telecommunications equipment;
- (16) by board resolution, to transfer money into the debt redemption fund to:
 - (i) pay the amounts needed to meet, when due, principal and interest payments on certain obligations issued according to chapter 475; or
 - (ii) pay principal and interest on debt service loans or capital loans according to section 126C.70;
- (17) to pay operating capital-related assessments of any entity formed under a cooperative agreement between two or more districts;
- (18) to purchase or lease computers and related hardware, software, and annual licensing fees, copying machines, telecommunications equipment, and other noninstructional equipment;
- (19) to purchase or lease assistive technology or equipment for instructional programs;
- (20) to purchase textbooks as defined in section 123B.41, subdivision 2;
- (21) to purchase new and replacement library media resources or technology;
- (22) to lease or purchase vehicles;
- (23) to purchase or lease telecommunications equipment, computers, and related equipment for integrated information management systems for:
 - (i) managing and reporting learner outcome information for all students under a results-oriented graduation rule;
 - (ii) managing student assessment, services, and achievement information required for students with individualized education programs; and
 - (iii) other classroom information management needs;
- (24) to pay personnel costs directly related to the acquisition, operation, and maintenance of telecommunications systems, computers, related equipment, and network and applications software; and
- (25) to pay the costs directly associated with closing a school facility, including moving and storage costs.

INTERACTIVE
MODEL –
RENEWAL

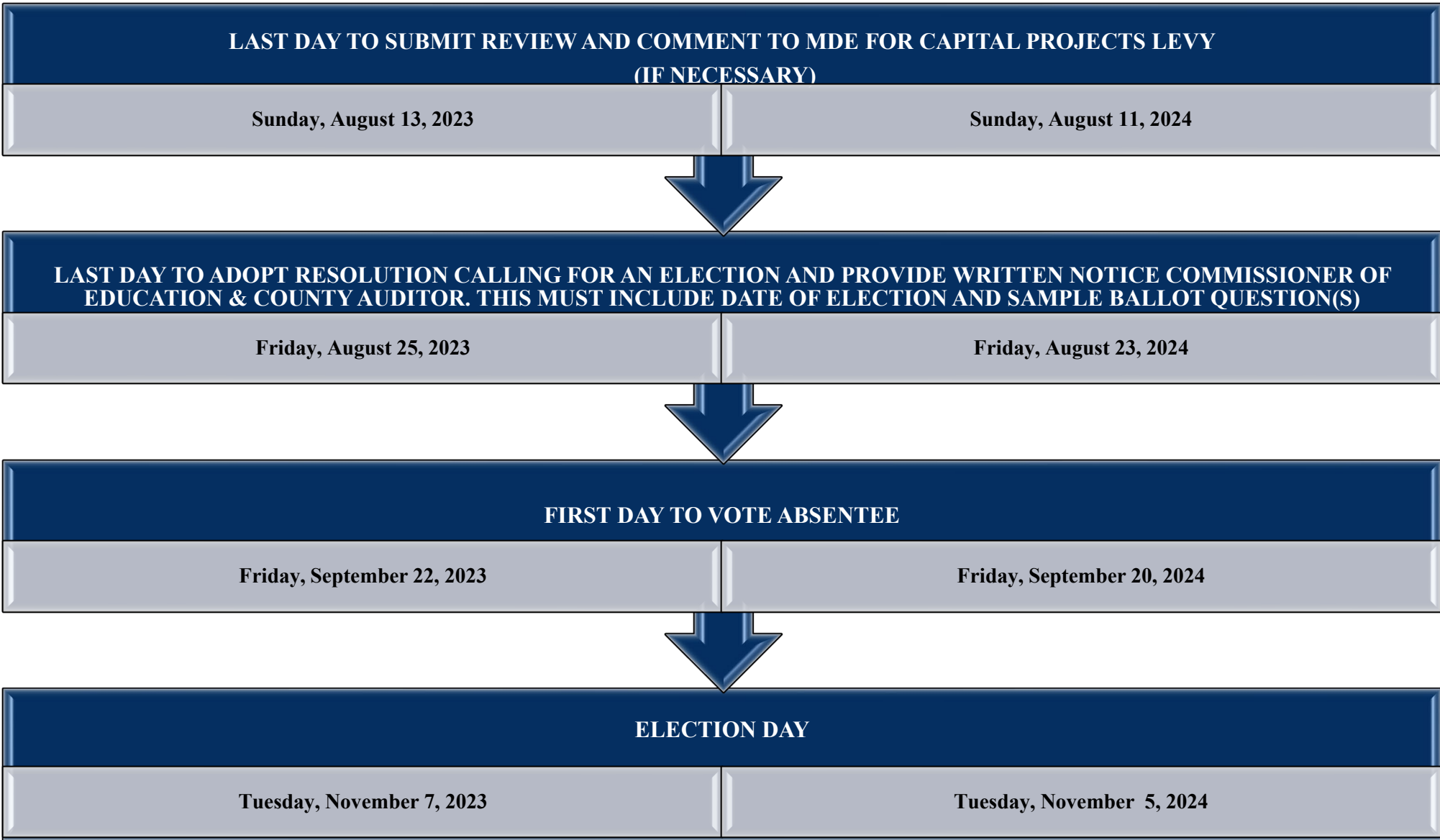
		CAPITAL PROJECTS LEVY		
		Existing Authority	New Authority	Annual Change
		861,324.41	861,324.41	-
		NEW LEVY Request		
		-		
		NTC Value	NTC Value	
		12,628,032.00	12,628,032.00	
		NTC Rate	NTC Rate	
Est. Tax Rate		-6.82073%	6.82073%	0.000000%
Estimated Market Value		Existing Authority	New Authority	Annual Change
Homestead Residential Property	250,000	(160.49)	160.49	0.00
	300,000	(197.66)	197.66	0.00
	350,000	(234.84)	234.84	0.00
Commercial / Industrial	250,000	(289.88)	289.88	0.00
	300,000	(358.09)	358.09	0.00
	350,000	(426.30)	426.30	0.00

INTERACTIVE
MODEL – NEW
\$100K

		CAPITAL PROJECTS LEVY		
		Existing Authority	New Authority	Annual Change
		861,324.41	961,324.41	100,000.00
		NEW LEVY Request		
		100,000		
		NTC Value	NTC Value	
		12,628,032.00	12,628,032.00	
		NTC Rate	NTC Rate	
Est. Tax Rate		-6.82073%	7.61262%	0.79189%
Estimated Market Value		Existing Authority	New Authority	Annual Change
Homestead Residential Property	250,000	(160.49)	179.13	18.63
	300,000	(197.66)	220.61	22.95
	350,000	(234.84)	262.10	27.26
Commercial / Industrial	250,000	(289.88)	323.54	33.66
	300,000	(358.09)	399.66	41.57
	350,000	(426.30)	475.79	49.49

NEXT STEPS

FALL ELECTION DATES OF IMPORTANCE



November Election Date Summary

November 7, 2023

November 5, 2024

First date to
“renew” current
operating levy
authority

Odd year election
- Statistically **best**
chance to pass a
referendum

Presidential
Election



Provide a history of District operating revenue and operating election results



Prepare an interactive document for District use to help determine revenue generated by such options as Straight Renewal or Renewal plus new amount



Baird coordinates with legal counsel to provide resolution calling for election at future School Board meeting



Base Package cost of \$1,000 which includes two on-site meetings with District



Additional Services packaged to meet your needs

Baird provides website tax calculator for every specific parcel \$1,000

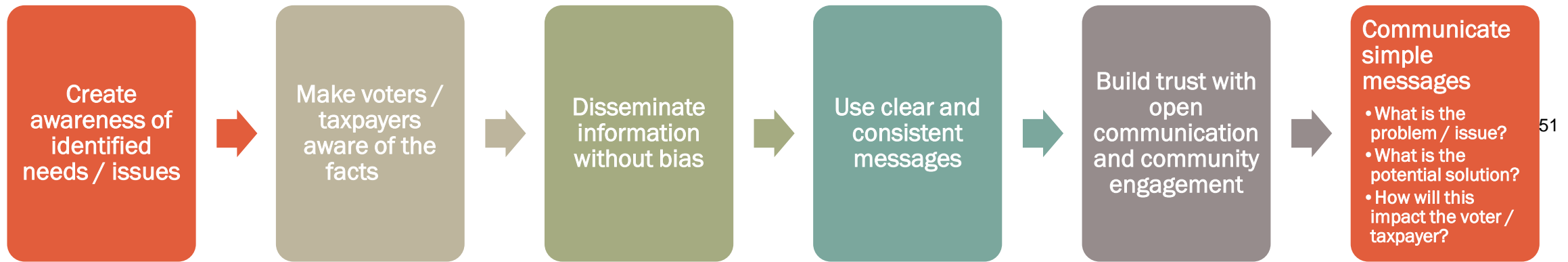
Election notice printing and mailing - \$1,000 plus the costs incurred by Baird from the County, Print Shop and Mailing Service

Informational Post Card printing and mailing - \$1,000 plus the costs incurred by Baird from the County, Print Shop and Mailing Service

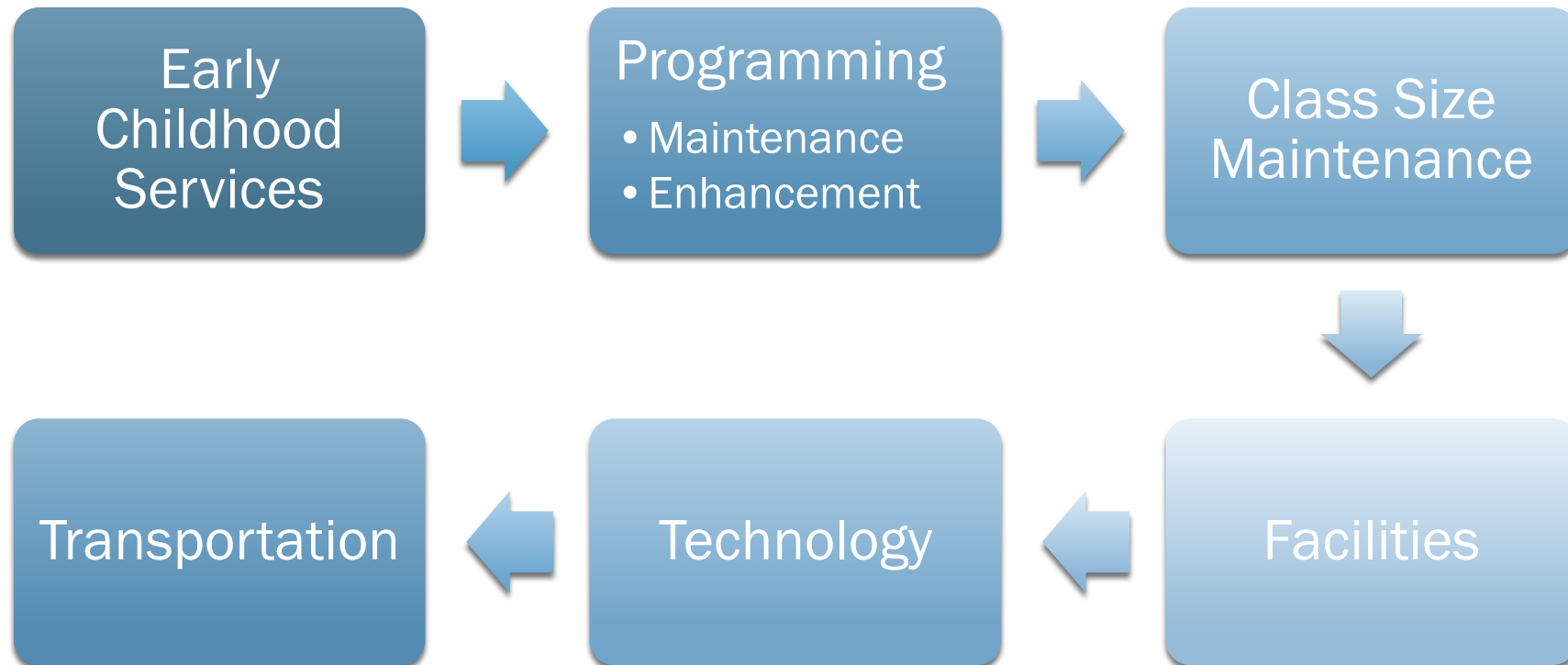
Additional meetings beyond the two meetings included in base package will be invoiced at \$500 per meeting.

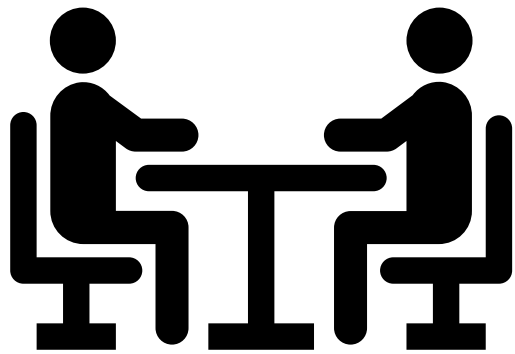
BAIRD'S SERVICE PACKAGE OPERATING & CAPITAL PROJECT LEVY REFERENDUM ASSISTANCE

SCHOOL BOARD AND DISTRICT GOAL



COMMON REVENUE NEEDS – WHAT ARE YOURS?



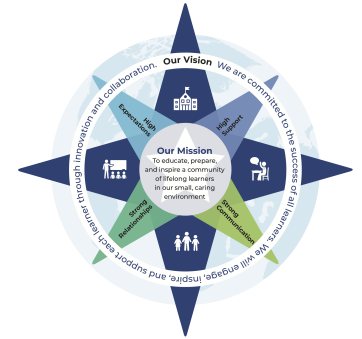


QUESTIONS/DISCUSSION

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[DRAFT] SANB School Board Goals 2022-2023

SMARTIE Goals Worksheet



Strategic Direction: High Expectations & High Support
Staff, Community, School Board

Rationale:

- To maintain a systemic throughline of professional development.

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders	54
Participate in district-wide InsideOut Initiative	Per InsideOut		2022-2023 School Year		

Strategic Direction: High Expectations
Community, School Board

Rationale:

- The School Board commits to continue the Equity Review process, including reviewing policies, practices, and learning environments in order to develop a District Equity Vision and Policy.
- See DEI Resolution

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Complete Equity Review in order to develop a District Equity Vision and/or Policy				

Strategic Direction: High Expectations, High Support

School Board

Rationale:

- One of SANB's strategic directions focuses on our community, specifically ensuring strong communication and relationships.
- Tell our story (District 282) to cultivate our culture.

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Implement new communication strategies as well as those developed during 2021-2022 school year:	<ul style="list-style-type: none">- Publish School Board E-Newsletter- Expand School Board packets through Board Book- Attend in-person events/host School Board tables	-		55

Strategic Direction: High Expectations

School Board

Rationale:

- The School Board's role in the board governance model is to
 - Establish expectations, parameters, strategic plan
 - Adopt policies, budget, contracts
 - Evaluate the board and superintendent outcomes

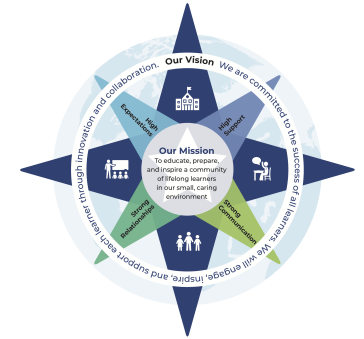
- Alignment of district Mission/Vision/Values with strategic directions
- Student Achievement for All

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
The School Board will hold X School Board Professional Development meetings in the 2022-2023 school year.				

SANB School Board Goals 2021-2023

Strategic Direction: High Expectations

Community



Rationale:

- District policies are on a 1, 3, and multi-year cycle of review.
- Use an equity lens when reviewing policies.
- Align with Teaching & Learning work

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Establish a policy advisory committee consisting of 2 school board members, an administrator, staff members, students & community members	<ul style="list-style-type: none"> • Implement suggested remedies from equity audit through Equity Alliance • Use IAP2 public participation spectrum review • Current policy review is transactional to see which policies haven't been updated in awhile, build a cycle of review, make adjustments according to 	<ul style="list-style-type: none"> - Committee members will be identified and invited - A schedule of meetings will be planned -The policy committee will meet at least 4 times a year on a quarterly rotation, or as needed, to discuss scheduled policies (1 year, 3 year and on going cycles) 	<ul style="list-style-type: none"> - Policy Advisory Committee will be enacted by January 2022 with quarterly meetings scheduled thereafter 	<div>57</div> <p>School Board Members:</p> <p>Laura Oksnevad - Chair</p> <p>Dr. Cassandra Palmer - Vice Chair</p> <p>Ben Phillip - Clerk</p> <p>Lynne Penke Valdes - Treasurer</p> <p>Barry Kinsey - Director</p> <p>Leah Slye - Director</p> <p>Dr. Renee Corneille - Superintendent</p>

	<p>MSBA's policy guidelines, with final approval by the board.</p> <ul style="list-style-type: none"> • Superintendent Dr. Renee Corneille would invite administrators who are responsible for implementing policies to help build each policy's review/creation, alongside the MSBA recommendations. These staff members can explain their requirements with the policies to the committee, and the committee can then address the entire board. • Properly set expectations of committee members that their role is advisory 			58
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Strategic Direction: Strong Communication Community

Rationale:

- One of SANB's strategic directions focuses on our community, specifically ensuring strong communication and relationships.
- Tell our story (District 282) to cultivate our culture.

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Develop school board communication strategies to engage with a greater number of stakeholders (students, staff, community)	<p>Update language from "Listening Session" to "Public Comment"</p> <p>Complete a community survey to determine board/community engagement strategy preferences. Options include but not limited to:</p> <ul style="list-style-type: none"> • Community circles • Coffee conversations • Town Hall Meetings • Public comment prior to board meetings • Zoom connectivity options <p>Record School Board Work Sessions and publish on district website for better community access to meetings</p>	<p>Based on survey results, implement at least two strategies</p> <p>Update January Organizational meeting based on community goal and survey results</p> <p>If Town Halls are a community preference: do a community survey prior to Town Halls to gather themes and talking points</p>	<p>Engagement Survey Sent to the community by September 30th, 2021</p> <p>Edit January Organizational structure based on community survey results at 1st meeting in January 2022</p>	<p>School Board Members:</p> <p>Laura Oksnevad - Chair</p> <p>Dr. Cassandra Palmer - 59 Vice Chair</p> <p>Ben Phillip - Clerk</p> <p>Lynne Penke Valdes - Treasurer</p> <p>Barry Kinsey - Director</p> <p>Leah Slye - Director</p> <p>Communications team:</p> <p>Wendy Webster</p> <p>Janet Kimmel</p>

	Publish board meeting summaries on district website, in addition to legally required meeting minutes			
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Strategic Direction: High Expectations, High Support

School Board

Rationale:

- The School Board's role in the board governance model is to
 - Establish expectations, parameters, strategic plan
 - Adopt policies, budget, contracts
 - Evaluate the board and superintendent outcomes
- Alignment of district Mission/Vision/Values with strategic directions
- Student Achievement for All

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Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
The School Board will hold 4 School Board Retreats in the 2021-2022 school year to analyze data from multiple community engagement sources	<ul style="list-style-type: none"> - Analyze information from equity audit - Analyze information from district branding process - Analyze data from Superintendent Corneille's meetings with community members 	<ul style="list-style-type: none"> - 4 School Board Retreats held - Examine an equity statement 	4 School Board Retreats held quarterly by Summer 2022	Laura Oksnevad - Chair Superintendent Dr. Renee Corneille School Board Members: Dr. Cassandra Palmer - Vice Chair Ben Phillip - Clerk Lynne Penke Valdes - Treasurer Barry Kinsey - Director Leah Slye - Director

Strategic Direction: High Expectations
School Board

Rationale:

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Engage in a district-wide Equity Audit through Equity Alliance	Per Equity Alliance	Per Equity Alliance	<p>June 2021 - Board action to approve spending for Equity Audit</p> <p>2021-2022 School year - Equity Audit completed by Equity Alliance</p> <p>Spring 2022 - develop action steps based on results of Equity Audit</p>	<p>School Board Members:</p> <p>Laura Oksnevad - Chair</p> <p>Dr. Cassandra Palmer - Vice Chair</p> <p>Ben Phillip - Clerk</p> <p>Lynne Penke Valdes - Treasurer 61</p> <p>Barry Kinsey - Director</p> <p>Leah Slye - Director</p> <p>Dr. Renee Corneille - Superintendent</p>

Equity Audit

Proposal

St. Anthony-New Brighton School District

Prepared by:
Muhammad Khalifa, Ph.D.
Ajusted, LLC. President
Ohio State University, Professor
Phone/email: 734-904-3458 / drkhalifa@ajusted.org

Equity Audit Proposal

St. Anthony-New Brighton School District

BACKGROUND INFORMATION

According to the latest data available at the Office of Civil Rights and U.S. Department of Education (2015), academic and disciplinary disparities exist in the St. Anthony-New Brighton School District. These academic and disciplinary disproportionalities confirm the need for a closer look at the discipline data using an Equity Audit. Certainly, the data may have improved since 2015, and demographic numbers may have shifted. And even in the 2015 data, there are positive indications. For example, when looking at the data for students in the chronically absent category, students who identify as two or more races are not overrepresented in this category.

Yet, there are other OCR/US Dept. of Ed. comparative data points that are cause for concern. There are indications of disciplinary disproportionalities; minoritized students are overrepresented in some disciplinary categories. For example, suspensions are egregiously disproportionate, especially for Black students. Black students comprise only 9.4% of the total student population but about 25.6% of all in-school suspensions. We must ask why are school disciplinary actions disproportionate towards minoritized students? These disparities in academic achievement and discipline are an indication that students and other stakeholders interpret an exclusionary or hostile school climates. There is much more that should be explored with this data, and other points. But these preliminary trends suggest there could be much deeper issues of equity in St. Anthony-New Brighton Schools, and therefore there seems to be a strong need for an Equity Audit.

We surmise that St. Anthony-New Brighton School District leaders are aware of these and other similar issues. That is not the purpose of this Audit. An Equity Audit would allow us to examine why these gaps are occurring in the St. Anthony-New Brighton School District, and would allow leaders, educators, and community members to prioritize responses and reforms. It is important to note that reforms not guided by Equity Audit data would often not be successful; to implement popular or trendy reforms without looking first at the equity data would likely not bring about an intended positive result. A deeper review of disciplinary referrals (not only suspensions/ expulsions) at the secondary level might indicate a more serious problem. Also, some students are likely to be overrepresented in special education referrals and placement.

What we offer and recommend? Our Equity Audits assume that districts are already aware of the raw equity data from the district and from governmental sources available. Therefore, we focus on finding out why such disproportionalities exist. To do this, we use surveys to examine **eight core equity** (see below) areas that are closely linked to exact cause of inequities in schools.

- Accepting or Marginalizing Student Identity and Voice (AMSIV)
- Culturally Responsive School Leadership, Teaching and Curriculum (CRSLTC)
- Discriminatory Behaviors and Practices (DBP)
- School Culture and Climate (SCC)
- School Community Relationship (SCR)
- Thoughts on Achievement Gap (TAG)
- Thoughts on Discipline Gap (TDG)
- Expectations and Teacher Ratings (TR)

Surveys are administered to: students, teachers, administrators, parents and key community stakeholders. What follows is a suggested Equity Audit design that will allow St. Anthony-New Brighton School District to better understand issues related to student achievement inequities and identify strategies for addressing these inequities. After our brief review of the data, we recommend 1.) Equity Audit that has both quantitative (surveys) and qualitative (interviews) components; 2.) We also recommend 25-30 hours of *leadership* PD (either in full/half day, or in the 2.5-day CRSLI Academy, inclusive of CRSL book study).

Assessment/Audit Purposes

1. To understand the factors that contribute to achievement and discipline inequities in St. Anthony-New Brighton School District and identify areas of significant achievement differences (e.g, race, socioeconomic status, gender, etc.). This includes identifying home, school, classroom, and individual-level barriers to high academic performance. Determine if there is a relationship between the relationship between achievement-suspension gaps.
2. To determine the differences in perspectives and expectations that exist between school employees and stakeholders.
3. To assist the district in identifying professional development and educational interventions to reduce achievement and discipline gaps and enhance school success for all students.

Assessment Questions Four questions are suggested to drive this assessment:

1. Based on previous research, what are the likely causes for disproportionalities in St. Anthony-New Brighton School District?
2. What factors do staff, students, and parents identify as contributing to achievement inequities in St. Anthony-New Brighton School District?

3. What initiatives (district-level, school-level, classroom-level) can be implemented to build cultural competency and enhance students' schooling experiences in St. Anthony-New Brighton School District?
4. What policies (or lack thereof) contribute to the current achievement and discipline gaps?

GENERAL METHODOLOGY

- **Quantitative Component:** Data and survey research methods will be used to conduct the audit. Data will be collected by document review, online survey administration, and data analysis.
- **Qualitative Component:** This will strengthen the research findings and allow for even more precise equity reforms. **We will conduct qualitative interviews with students, one with a parent group and one with a staff group.** A 2–3-member research team will conduct all aspects of qualitative research.

ASSESSMENT ACTIVITIES

- Develop the framework for the audit, including critical issues and questions, sources of data, like walkthroughs where feasible and standards for analysis
- Design and administer online equity audit tool
- Individual interview and focus group protocols
- Data analysis of all data collect/ develop and submit evaluation report

TENTATIVE WORK TIMELINE

Below is a draft work timeline for conducting the Equity Audit/Needs Assessment in 2022/2023. Dr. Khalifa and the Ajusted research team will work with St. Anthony-New Brighton School District to send surveys out to Students, Teachers, Parents, and Administrators. This data will be analyzed and will be part of the final report generated for the district. Below is a tentative timeline:

Table 1. Proposed Project Work Timeline

Activity (2021)	Month 1-4	Months 5-6
Phase 1 (Online Equity Audit and Surveys)		
Customize Online Audit Tool for District	X X	
Customize Surveys: admin., teachers, students	X	

Customize Survey: parents	X	
Administer Admin., Teacher, and Student Surveys	X	
Administer Parent Surveys	X	
Administer focus groups	X	

Phase 2 (analyze surveys and submit reports)		
Analyze Surveys	X X	
Compile report	X	
Submit Evaluation Reports and Recommendations to District		X

ESTIMATED EQUITY AUDIT BUDGET

St. Anthony-New Brighton School District has 3 schools and just over 2,000 students. The total cost for the Equity Audit with both a qualitative and quantitative component is **\$50,000.**

Table 2. Budget

Equity Audit/Needs Assessment (Online/Quantitative)	
Data Collection and Analysis (Qualitative and quantitative) - Qualitative Components include three focus group interviews with students and one focus group with parents and community.	<u>\$50,000</u>
Deliverables - Online Equity Audit Tool Summative Reports for schools - District Summative Reports, Executive Summary, and Recommendations Report	
Project Total:	<u>\$50,000</u>

ADDITIONAL ACTIVITIES BUDGET:

The following table outlines additional activities that may be included within the equity audit or that could be used as good follow up activities. We offer discounts with partnerships that include multiple activities.

Additional Equity Audit and CRSL Academy activities	
<u>Culturally Responsive School Leadership Academy</u> (in-person): ▪ 2.5-Day (Cohort of 45; other school districts can join a cohort) ▪ District-wide 5-Day Virtual Academy. This includes: One 2-hour Zoom Keynote, five half-day training sessions (3 hrs.)	<u>\$2,500</u> per person
- Keynote or full-day or half-day workshop (Interactive lecture/ PD) (half-day is 3 hours or less) - <u>Guided Book Conversation or Leadership Mentoring via Zoom</u> (2 hrs.)(Book: <i>Culturally Responsive School Leadership</i> by Dr. Muhammad Khalifa): https://www.amazon.com/dp/1682532070/ref=asap_bc?ie=UTF8	<u>\$8,000</u> per day <u>\$5,000</u> per half-day <u>\$3,500</u> per session

AJUSTED SCHOOL EQUITY SOLUTIONS TEAM

- **Dr. Muhammad Khalifa**: Dr. Muhammad Khalifa is a professor of educational administration and Executive Director for Urban Education Initiatives at the Ohio State University. Before coming to OSU, Dr. Khalifa held the Robert Beck Endowed Professorship in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota, Twin Cities. Having worked as a public-school teacher and administrator in Detroit, Dr. Khalifa's research examines how urban school leaders enact culturally responsive leadership practices. His latest book, *Culturally Responsive School Leadership* (2018) was published by Harvard Education Press. He has led equity audits in U.S. schools to reduce achievement and discipline gaps, and he is the first to develop and use online Equity Audits for schools. In addition to his urban work in the U.S., Dr. Khalifa has engaged in school leadership reform in African and Asian countries, including a recent U.N. project in East Africa.
- **Dr. Bodunrin Banwo**: Bodunrin serves as lead research and technology consultant for CRSLI. Bodunrin Banwo has spent over 13 years working in youth and community development. Currently, Mr. Banwo is pursuing his Ph.D. at the University of Minnesota, in the School of Education and is housed in the Department of Educational Policy and Leadership. His research focus is on liberatory effects of Afrocentric and ethnic educational programming. Before beginning his Ph.D., Mr. Banwo served as a food access manager for the City of Baltimore, where he was tasked with improving the city's healthy food supply chain and promote the economic viability of selling healthy food in

Baltimore City. Throughout his career, Mr. Banwo has served as a public-school teacher in Camden, NJ; Peace Corps Volunteer in Paraguay, South America; Food System Manager for the Philadelphia based nonprofit, The Food Trust; and an Arizona public advocate and lobbyist for a Washington DC-based nonprofit, Project Vote. Bo's professional life has been dedicated to the continual improvement of the lives of people from the African Diaspora. However, he looks forward to working with individuals with a passion for advancing the work began by "the ancestors" to make our world more merciful and just for the less fortunate in our society.

- **Sherief Elabbady**: As the Technology Innovations Manager at Land O' Lakes and current COO of Ajusted School Equity Solutions, Shereif has led oversight of all Technology Innovation Portfolio and Innovation Strategy activities including idea generation events, prototype development and scaling, as well as partnerships with Corporations, Universities and Startups. He is leading the selection, implementation and rollout of an Enterprise Innovation Management platform. He also educates the overall organization on the best practices and frameworks in the Innovation space

REFERENCES

- White Bear Lake (MN): Dr. Alison Gillespie
 - Equity Audit Year: 2020
 - Email: alison.gillespie@isd624.org
 - Phone: 651-407-7567
- Bloomington Public Schools (MN): Dinna Wade-Ardley
 - Equity Audit Year: 2016-2019
 - Email: dwade@isd271.org
 - Phon: 952-681-6417
- Jackson Public Schools (MI): Dr. William Patterson
 - Equity Audit Year: 2018
 - Email: William.patterson@jpsk12.org
 - Phone: 517-841-2208

CONCLUSION

In agreement with the St. Anthony-New Brighton School District, initial evidence resulting from conducting the Equity Audit/Needs Assessment will lead to identification of district-level, school-level, and classroom-level initiatives that can enhance the overall culture for academic excellence and enhance all students' learning experiences in St. Anthony-New Brighton School District.

This Equity Audit will include the establishment of trusting relationships between administrators, teachers, and *Ajusted* evaluation partners as a springboard for continued partnership in remedying the challenges being investigated. It will help districts not only identify gaps, but also the source of the gaps and what the precise appropriate responses of the district should be.

Contract Details

METHOD OF PAYMENT

Upon provision by the Ajusted team of a complete accounting of deliverables, activities, products and expenses, or other invoicing procedures as agreed upon by both parties, the Ajusted team will be compensated. Given the length of the project, two equal payments will be made: one at the halfway mark and one at the end of the Equity Audit. Exact dates will be determined at the beginning of the project.

LENGTH OF CONTRACT

Under this contract, the term of this agreement shall be from the effective date until _____, unless a termination is agreed upon by all parties. The parties shall consult prior to the end of the Term to determine whether to renew the Agreement for an additional time period. The first phase of the audit is contingent upon receiving necessary (anonymous) discipline and achievement data from the district. The second phase of the audit is contingent on district input of emails of survey participants and data around school/district policies. The time commitment is not significant, but v does need to contribute this basic data for the audits to be completed.

INDEPENDENT ENTITY/CONSULTING

The members of the Ajusted/CRSLI Team expressly understand and agree that they are independent consultants and shall in no way be deemed to be and shall not hold themselves out as an employee or agent of St. Anthony-New Brighton School District. The members of the Ajusted/CRSLI Team understand that they shall not be entitled to any fringe benefits of St. Anthony-New Brighton School District, such as, but not limited to, health and accident insurance, life insurance, paid vacation or sick leave, or longevity. Ajusted/CRSLI Team shall be responsible for all the withholding and payment of all income and social security taxes to the proper federal, state and local governments.

AMENDMENTS

Amendments to this contract can be made with the written consent of both parties. Both parties have reviewed and understand the terms set forth in this agreement and have executed this agreement by their duty as authorized representatives, as of the reflected dates.



St. Anthony-New Brighton School District (ISD 282)

Equimetrics
Annual Equity Assessment Proposal
August 10, 2022



Infinity Systems, Inc.

333 Washington Ave N, Suite 300
Minneapolis, MN 55401
Phone: 833.DEI.WINS
855.57.ALIGN

Proposal for The St. Anthony-New Brighton School District (ISD 282)

This document is a proposal for Infinity Systems and RSM US LLP (RSM) to serve ISD 282 in its efforts and commitment to develop a plan to become a more equitable, inclusive, and diverse organization. Our proposal outlines a shared journey to provide ISD 282 with a plan that will identify prioritized short-term action steps and longer-term reforms to accomplish ISD 282's goals around Diversity, Equity, and Inclusion (DEI).

Who We Are

Infinity Systems, the creator and provider of Orgametrics® and Equimetrics®, is a team dedicated to supporting leaders. Our passion is to help you achieve real change and make the true purpose and vision of your organization a reality. Our measurement and leadership consulting experience comprises organizations of all types, including public and higher education, law enforcement, city, state and international governments, and many private-sector employers, ranging from small businesses to Fortune 500 companies.

We exist to help maximize human and organizational potential by Empowering Leaders, Aligning Organizations and Driving Results.

Infinity Systems is a 100% Black-owned Business incorporated in 1993. Infinity Systems specializes in helping leaders ensure the success of their organization through alignment to Mission/Vision/Strategic Plan. Organizations rely on Orgametrics® to measure their current alignment and share this data internally to pinpoint specific patterns and areas of need within the organization. Our Equimetrics® tool helps leaders measure their current culture supporting Diversity, Equity, Inclusion and Cultural Competency initiatives within their organizations.

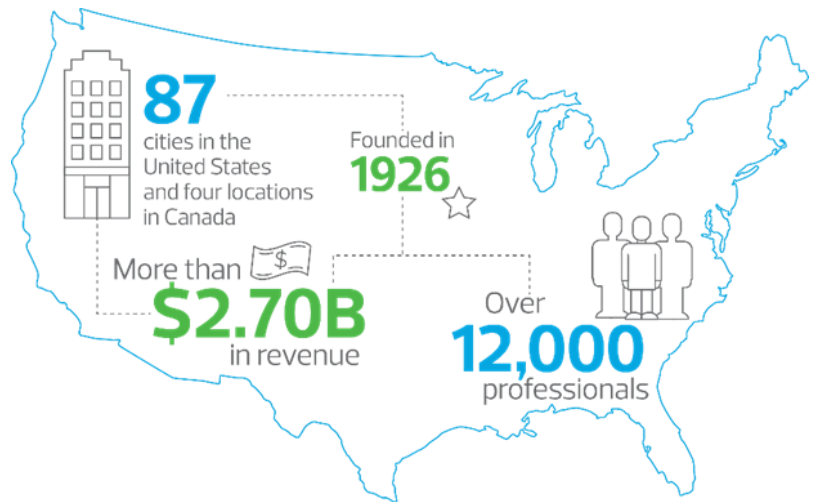
Through our clients' experience and success, we know that when employees work together in a common, aligned purpose, and with a shared vision around operational excellence, their organizations grow and thrive. In fact, organizations cannot fully achieve their mission and/or strategic plan without being aligned to the purpose and dedicated to the realization of the vision they set out to achieve. A significant part to achieving that vision is to ensure all employees see themselves as an important contributor in the mission and vision and feel a true sense of belonging within the organization.



However, we recognize that we cannot serve ISD 282 in the broadest capacity and reach possible without assistance from a national leader in DEI consulting. We are proud to include in this proposal our strategic partner in this space, whom we believe will be of great value to ISD 282 – RSM. RSM delivers world-class audit, tax, and consulting services to clients nationwide, with a particular emphasis on serving the needs of middle market organizations. RSM's clients are the engine of global commerce and economic growth. RSM focuses on developing leading professionals and services to meet their evolving needs in today's ever-changing environment.

RSM US LLP has more than 12,000 employees in 87 U.S. cities and four locations in Canada. It is a licensed CPA firm and the U.S. member of RSM International, a global network of independent audit, tax, and consulting firms with over 43,000 people in more than 120 countries. RSM uses its deep understanding of the needs and aspirations of clients to help them succeed.

RSM has a key focus on education, serving over 600 public and private education entities and 200 higher education entities. Through serving a wide range of education clients, your engagement team has gained unique experience in a broad range of areas such as organizational transformation, process improvement, re-engineering, and technology.



Why Infinity Systems & RSM

Based on our understanding of your expectations, we are confident that Infinity Systems and RSM have the right capabilities, qualifications, and diverse inclusive cultures to help ISD 282 by providing superior consulting services to help guide you through performing an equity audit and developing a strategic plan for DEI. It is through our partnership that we strive to bring the best aspects of each of our businesses to serve you, providing you with the best and most complete experience, leveraging each other's strengths.

Infinity Systems is dedicated to empowering leaders, giving them the data and support they need to align their organizations and drive positive results. Through our Equimetrics® Process, we are not only committed to supporting DEI, we are helping leaders use these tools to create winning cultures.

We work internationally with a wide variety of educational institutions, corporations, law enforcement and governmental entities to improve their organizational alignment to mission as well as to cultural goals. The result is enhanced data focus and mission-driven performance at the organizational, team and individual levels.

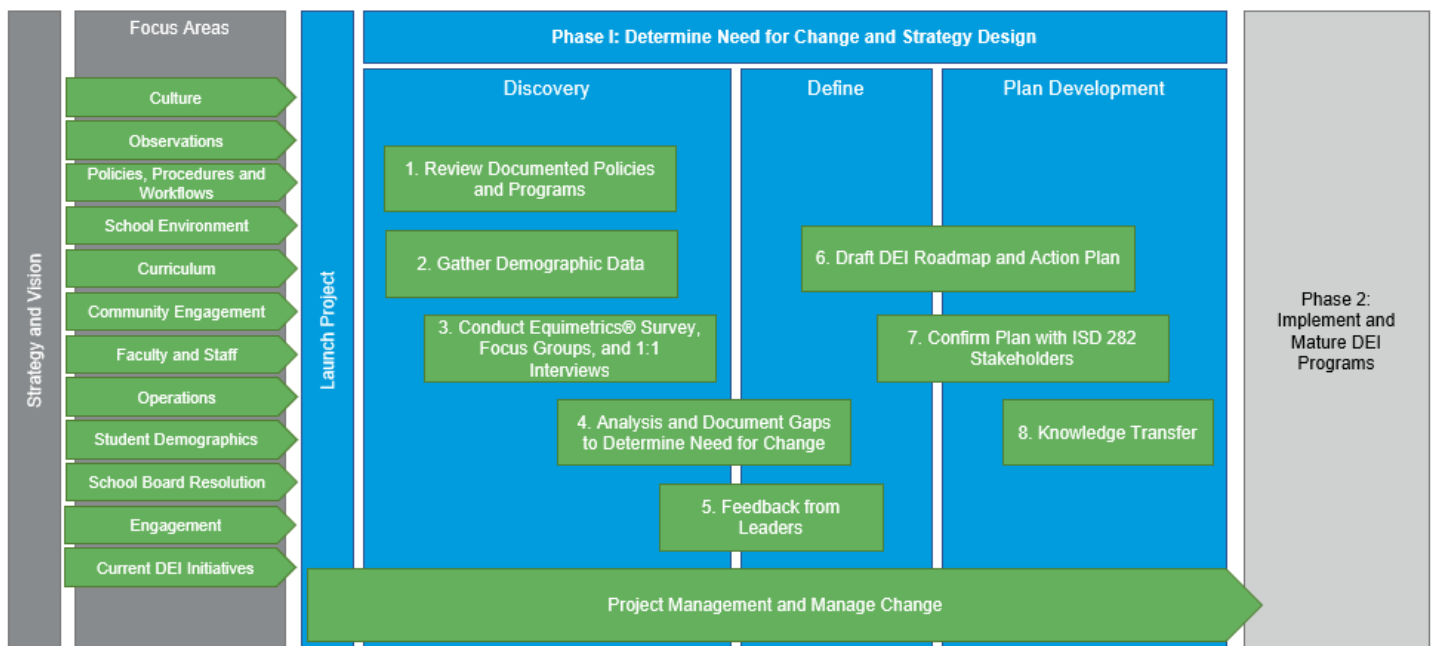
RSM is an experienced thought leader concerning the imperatives of DEI. We employ dedicated full-time professionals certified in diversity, inclusion and organizational behavior from Cornell and Harvard Universities, among others. RSM's dedicated team of organizational and culture design professionals provide industry-leading knowledge to help our clients overcome their challenges of how to attract, engage, manage, and retain their talent. By design, and enabled by our advanced proprietary analytics, our consulting approach is to invest in our clients, seek a more complete understanding of their needs and exceed their objectives. We are constantly looking beyond the scope of our core project objectives to provide additional value opportunities for our clients.

Proposed Services

We plan to employ our core client methodology while also providing flexibility in adapting to the specific needs and requests of ISD 282. This engagement focuses on the Phase 1: Discovery, Define, and Roadmap and Action Plan Development stages of our overall methodology, as shown in the accompanying graphic. During this project, we will measure and understand ISD 282's current environment, assess the current challenges related to DEI, and develop recommendations for near-term actions and longer-term reforms documented in a DEI Roadmap and Action Plan. It will be ISD 282's option to engage Infinity Systems and RSM under a separate contract for Phase 2 implementation and maturing of DEI programs. Our tailored methodology is described below.

We will begin this journey with a series of initial planning and opportunity identification meetings. We will shortly follow these initial planning meetings with a benchmark survey measurement of the school district's current DEI culture and climate for both faculty and staff, which will assist us in an action plan for improving ISD 282's culture and response surrounding DEI. Our proprietary, validated Equimetrics® survey will be the crux of this vital initial investigation stage toward development of that plan, we will work closely with you to align and strengthen ISD 282's link between its DEI strategy, structure, culture, and talent. The Equimetrics survey®, in addition to the subsequent conduct of focus groups and certain interviews of faculty and staff, will all assist us to identify those short-term action steps, as well as longer term reforms, along with specific measures of success that will truly assist ISD 282 in being a leading proponent and advocate for education in fulfilling the mission of the district "... to educate, prepare and inspire a community of life-long learners in our small, caring environment".

DEI Audit Methodology



Discovery Stage

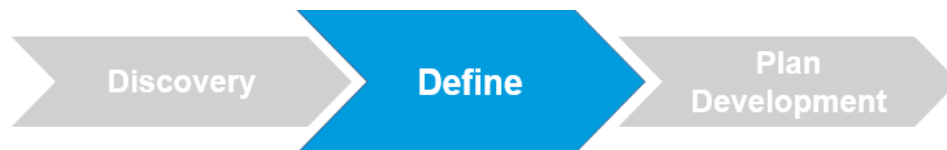
The purpose of the Discovery stage is to acquire key insights necessary to establish the baseline needed to effectively guide the Define phase that follows. We will gather policy and program documentation, demographic data, and conduct the Equimetrics® survey and focus groups/interviews of stakeholders to assess the key drivers, gaps, pain points and leading practices definitions to begin shaping the first working inventory of opportunities for improvement. Throughout this phase we may also perform a walkthrough of school grounds and facilities to document DEI observations and areas of opportunity.



Key Inputs	Key Activities	Deliverables
<ul style="list-style-type: none"> • Strategy confirmation • Stakeholder and leadership confirmed • Leadership buy-in • Policy and program documents • Demographic data 	<ul style="list-style-type: none"> • Launch project • Review documented policies and programs • Gather demographic data on staff and faculty • Conduct Equimetrics® survey, • Facilitate focus groups and 1:1 interviews 	<ul style="list-style-type: none"> • Project work plan • Interview plan and survey • Current-state assessment • Gaps analysis

Define Stage

The purpose of the Define stage is to design and document key findings and observations related to DEI improvements. Once key findings and observations have been compiled, the project team members will begin to create a list of preliminary opportunities for improvement that will be shared with ISD 282. The team will seek the approval of the desired future-state definition to validate the preliminary recommendations for DEI improvements.



Key Inputs	Key Activities	Deliverables
<ul style="list-style-type: none"> • Current-state assessment • Gaps identified • Deviations from leading practices • Preliminary recommendations reviewed with leaders 	<ul style="list-style-type: none"> • Initial analysis and document gaps to determine need for change • Complete analysis and documentation of gaps to determine need for change • Design future-state improvements related to DEI • Define DEI programs to achieve desired future-state • Feedback from leaders 	<ul style="list-style-type: none"> • Discussion notes and observations • Preliminary recommendations

Roadmap and Action Plan Development Stage

During the Roadmap and Action Plan Development stage, the project team will create a final roadmap and implementation plan based on a prioritized list of diversity programs and initiatives. This roadmap will be shared with project sponsors and leadership to identify next steps and discuss implementation support options.



Key Inputs	Key Activities	Deliverables
<ul style="list-style-type: none"> Future-state model defined Refined opportunities and findings Draft executive and summary reports 	<ul style="list-style-type: none"> Finalize executive and summary reports Finalize DEI Roadmap and Action Plan Discuss finalized DEI Roadmap and Action Plan with ISD 282 stakeholders 	<ul style="list-style-type: none"> DEI Action Plan and Roadmap

Implement and Mature DEI Programs (Samples of Additional Services for Phase 2)

Pay Equity Assessment - RSM can conduct a pay equity analysis to identify and understand gaps in pay based on the identification of gender and racial/ethnic groups. The analysis can be conducted across various levels and roles within the organization to provide more detailed insights regarding pay disparities within the organization.

Coaching and DEI Implementation Assistance – To further develop a DEI strategic plan or further mature DEI programming, we can assist in the formation and structure of DEI policies, programs, and templates to be used with faculty and staff. This could also include assisting in identifying metrics and aiding in data collection to monitor the success of implemented programs.

Diversity Equity and Inclusion Alignment - Through review of additional organizational policies and current Mission, Vision, and Goals, RSM can assist with aligning DEI communications and efforts to organizational goals. This alignment can include the creation of a formal DEI communication plan, drafting of DEI communications, and educational resources that connect DEI efforts to organizational goals.

Annual Equimetrics® Follow-on Survey – To monitor progress and assess the effectiveness of implemented DEI efforts, we recommend annual Equimetrics® surveys.

Detailed Statistical Analysis - This work can be done in a combination of workshops, team discussions and individual conversations as outlined and developed with your input. These engagements may also be conducted throughout the year with a schedule and content based on your needs and priorities that ultimately drives greater focus on DEI throughout your organization

Data Correlation Example - Orgametrics® has conducted an organizational alignment audit to describe the correlation between Orgametrics® data (aggregate and domains) and school district performance on key performance indicators.

For this district, key performance indicators were identified as the following student outcomes:

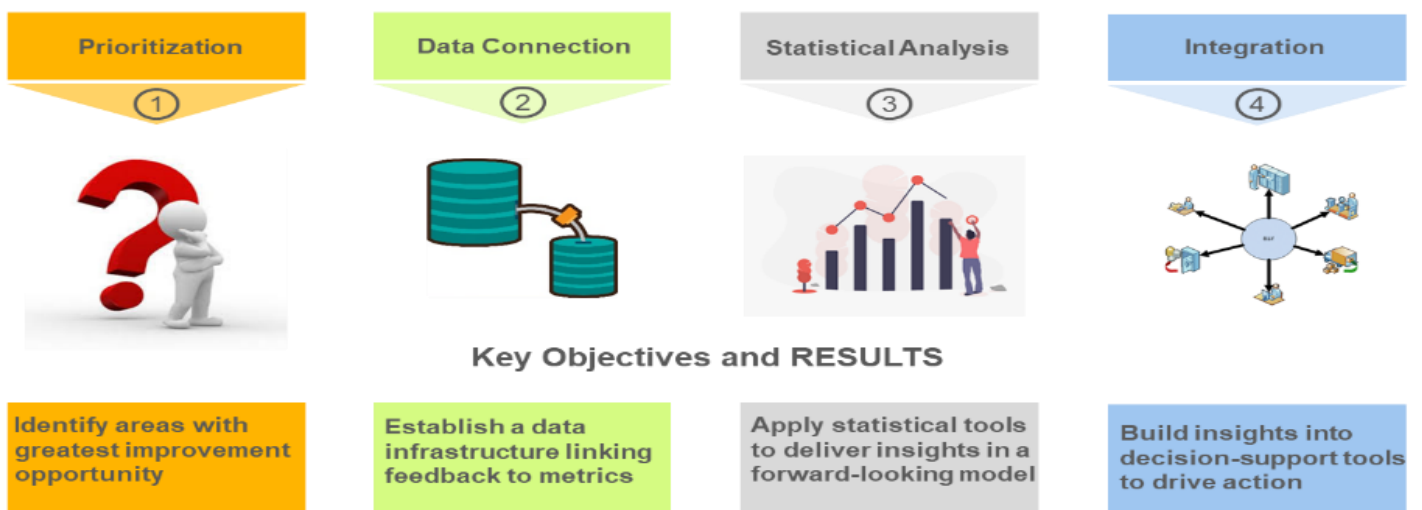
1. Student Engagement
2. Student Hopefulness
3. Chronic absenteeism

The model suggests there is a significant association between:

- Accountability Orgametrics® domain and the **student engagement** key performance indicator ($\beta=0.291$, $p=.005$). A 1-point increase in a school's average accountability score is associated with a 29% increase in the percentage of engaged students.
- Accountability Orgametrics® domain and the **student hopefulness** outcome key performance indicator ($\beta=0.144$, $p=.008$). A 1-point increase in a school's average Accountability is associated with a 14% increase in the percentage of hopeful students.
- Aggregate Orgametrics® score and the **chronic absenteeism** key performance indicator ($\beta=-0.201$, $p=.001$). Specifically, a 1-point increase in the average overall Orgametrics® score for a school was associated with a decrease in the odds a student is chronically absent (for every one-point increase, students were 0.82 times as likely to be chronically absent)

These are some of the projects that we could look at in a Phase II portion of the overall engagement. The cost of these engagements, particularly regarding the detailed statistical analysis, are dependent on the data available within ISD 282 and correlation to Equimetrics results over time. If this is of interest after the completion of the Phase I portion of this engagement, we can present a separate plan and proposal at your convenience.

STRATEGIC Areas of Focus



Project Timeline

Based on your needs for this project, we have developed the following preliminary project timeline in connection with the services.

Milestones	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Launch Project								
Discovery Stage								
Review policies, procedures, and practices								
Request and gather demographic data								
Survey								
Focus group sessions								
One-on-one interviews								
Define Stage								
Quantitative and qualitative analysis								
Review findings and refine preliminary recommendations with leaders								
Action Plan and Roadmap Development Stage								
Finalize Action Plan and Roadmap and review with relevant stakeholders								

In the run-up to the formal start of the project, the Infinity Systems-RSM team will work with the ISD 282 project team to agree on scope, understand business objectives and construct a more detailed plan to complete the work. Once the project is underway, our Project Manager will develop this detailed plan to complete the project. The resulting project plan will incorporate inputs from both ISD 282 and Infinity Systems-RSM to ensure a timeline that will meet both budget and schedule expectations. As the project is being executed, our standard project and change management disciplines take over.

Fees for Services

We estimate this work will run between 115-125 hours and we would bill between \$27,875 and \$30,125. Our hours and fee estimate includes the discounted cost of all survey delivery and execution (ISD 916 pays \$8,000 of the \$10,000 survey cost) along with the equity assessment efforts and have been translated into a flat survey fee along with an hourly estimate for each component of the equity analysis. Travel and other related planning expenses will be billed monthly as incurred. Our estimate of expenses at \$4,000-\$5,000 are in addition to fees included in our fee proposal and we will not exceed this level. These fees would cover all survey deployment work, travel expenses and consulting services as mutually agreed upon with ISD 282 and based on the Phase 1 deliverables outlined above.

Engagement Activity	Projected Hours	Blended Hourly Rate	Total Fees
Policy and Document Review	25 -30	225	\$5,625 – \$6,750
Demographic Data Analysis	30-35	225	\$6,750 - \$7,875
Equimetrics® Survey Analysis	15 Hours	225	\$3,375
Focus Groups and Interviews	25 (5-7 Interviews)	225	\$5,625
Creation of Recommendation and Roadmap	20	225	\$4,500
Equimetrics® Survey Execution	N/A	N/A	\$2,000
Total	115 – 125 Hours	225	\$27,875 – \$30,125

Project Team

The following professionals have the qualifications and experience to handle your needs for this engagement and are committed to exceeding your expectations.

Project role	Team member	Qualifications of Engagement Team Members
Relationship Lead	Art Johnson Chief Executive Officer, Infinity Systems	<p>Total years of experience: More than 30 years Education background: Master of Business Administration (M.B.A.)</p> <p>Work experience:</p> <ul style="list-style-type: none"> • Date of establishment: 1993 • Date of full-time employment: 2013 • Positions held: CEO, Infinity Systems <p>Related project experience:</p> <ul style="list-style-type: none"> • Long history in industry leadership and as an adjunct professor teaching MBA candidates
Equimetrics survey and data analytics	Joe Byrd Vice President Operations	<p>Total years of experience: More than 25 years Education background: Bachelor of Science</p> <p>Work experience</p> <ul style="list-style-type: none"> • Date of employment: 2015 • Positions held: VP Operations, Infinity Systems <p>Related project experience</p> <ul style="list-style-type: none"> • Primary contact for each step of the Equimetrics survey and data analytics process
Equimetrics survey and data analytics	Jennifer Whittaker Vice President, Business Development Equimetrics	<p>Total years of experience: More than 25 years Education background: Master of Business Administration (M.B.A.)</p> <p>Work experience</p> <ul style="list-style-type: none"> • Date of employment: 2020 • Positions held: VP, Business Development Infinity Systems <p>Related project experience:</p> <ul style="list-style-type: none"> • Experience in industry leadership developing diverse teams to deliver strategic plans.
Equimetrics survey and data analytics	David Turk Chief Strategy Officer (CSO)	<p>Total years of experience: More than 35 years Education background: Bachelor of Business Administration</p> <p>Work experience</p> <ul style="list-style-type: none"> • Date of employment: 2019 • Positions held: CSO, Infinity Systems <p>Related project experience</p> <ul style="list-style-type: none"> • Innovative executive with a broad base of financial, operational, and DEI experience.

Project role	Team member	Qualifications of Engagement Team Members
RSM Lead DEI Planning Consultant	Dr. Gary Broils Senior Director, Management Consulting	<p>Total years of experience: more than 25 years</p> <p>Education background: Doctorate of Business Administration</p> <p>Military background: United States Marine Corps, 1986-1992, Deployed Worldwide including Persian Gulf</p> <p>Work experience:</p> <ul style="list-style-type: none"> • Date of employment: 2011 • Positions held: Senior Associate–Senior Director <p>Related project experience:</p> <ul style="list-style-type: none"> • Decades of experience in the management consulting field advising clients • Certified specialist focused on delivering complex programs and organizational change management services <p>Doctorate in business with dissertation research in factors affecting collaboration and organizational effectiveness</p>
RSM Project manager and senior DEI consultant	Kevin Gilmore Supervisor, Management Consulting	<p>Total years of experience: more than 8 years</p> <p>Education background: Bachelor of Science, Accounting and Marketing, Indiana University, Master of Business Administration (In-progress)</p> <p>Work experience</p> <ul style="list-style-type: none"> • Date of employment: 2021 • Positions held: Supervisor, Management Consulting <p>Related project experience</p> <ul style="list-style-type: none"> • Experienced project manager <p>Project work with several clients involving diversity, equity, and inclusion consulting services</p>

Other personnel at the necessary skill and experience levels will be called upon to assist in this project as appropriate.

St. Anthony - New Brighton School District - Building Your Equity Leadership Vision

Proposal created: August 5, 2022

Center for Educational Leadership
University of Washington
Box 358731
Seattle WA 98195

Proposal created by:
Max Silverman
silvermx@uw.edu

OVERVIEW

The University of Washington Center for Educational Leadership (CEL) supports school systems with contextualized professional learning to help leaders create equitable student experiences and outcomes. After learning about St. Anthony-New Brighton School District's goals, CEL proposes to support St. Anthony-New Brighton in the 2022-23 school year to further develop equity-centered, learning-focused leaders who make students happy, proud, and inspired to realize their limitless futures.

Research continues to highlight the importance of principal performance for student learning. Through Building Your Equity Leadership Vision, we will collaborate with you to examine the current state of equity leader development in your school system and develop plans for how you can better prepare and support equity leaders in the future.

This approach follows from CEL's theory of action that student social, emotional, and academic learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction and learning environments, along with the role leaders play in improving instructional practice, learning environments, and student learning.

Partnership Outcomes

Your system will develop:

- A clear picture of how equity and equity leadership are defined and supported
- Strategies for authentically listening to stakeholder experiences and perspectives, especially those of students
- An actionable approach for how you can better create shared expectations and supports to develop equity-centered, learning-focused school leaders

We outline our fees and approach below.

PROFESSIONAL LEARNING	DAYS (QUANTITY)	PRICE
Building Your Equity Leadership Vision <i>Phase One - \$30,590; Phase Two - \$11,270 - Phases to be billed upon completion</i>	1	\$41,860.00

TOTAL	\$41,860.00
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DESCRIPTION

CEL will support you to develop a system-wide view of the current state and aspirations for the development of equity-driven instructional leaders.

Phase One: Kickoff, Information Gathering, Development of Findings

We will collaborate with you to refine this approach, convene up to 21 focus groups selected with you (to include possibly students, families and caregivers, cabinet members, school leaders, teacher leaders, and community or educational partners) and to review school system artifacts and data.

Inquiry will focus on the following and will be finalized in consultation with you:

- How are equity and equity leadership currently understood and demonstrated across the system?
- What are aspirations for equity and equity leadership across the system?
- What is the vision for the role of school leaders and how is their learning supported to grow in this role?
- Where are the greatest opportunities for growth in equitable school leadership across the system?

Our team will review focus group data and other collected data to synthesize and develop findings and recommendations, culminating in a final report and presentation.

Phase One fees to be billed upon completion: \$30,950

Phase Two: Planning, Coordination and Review of Findings

Upon development of findings and recommendations, we will review those with you and collaboratively craft an 18-month implementation plan contextualized to the strengths and opportunities of your system.

Phase Two fees to be billed upon completion: \$11,270

Key Contacts

Partner Sponsor - Renee Corneille - rcorneille@isd282.org
 CEL Partnership Manager - Max Silverman - silvermx@uw.edu
 CEL Contracts - Mindy Dotson - mjdotsen@uw.edu



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Building your Equity Leadership Vision

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CENTER *for*
EDUCATIONAL
LEADERSHIP



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Courageous leadership for limitless futures

Mission:

We partner with courageous leaders in classrooms, schools, and the systems that support them to eliminate educational inequities by creating cultures of rigorous teaching, learning, and leading.

Vision:

Transformed schools empowering all students, regardless of background, to create limitless futures for themselves, their families, their communities, and the world.



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More simply

We support leaders with professional learning so that they can ensure that every student, especially those who have been most marginalized, has a school experience that makes them happy and proud.



HAPPY / PROUD

“All students don’t get to be happy and proud at school”

Racial equity and our work

We understand that educational inequities are the logical outcome of policies, practices and systems designed primarily by those with privilege.

In order to live in a world where a child’s ability to realize a limitless future for themselves is not predetermined by their race, we recognize the need for deep listening, focused learning and humble cooperation.

We are committed to learning, teaching and leading alongside our colleagues and students of color as partners and allies to raise up and amplify their voices, cultures and experiences in order to co-create communities that uphold the fundamental values of human rights and racial equity.

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Building your Equity Leadership Vision

What we'll do together:

Get clear about how equity and equity leadership is understood in your community — and name your system's current and aspirational state.

What you'll accomplish:

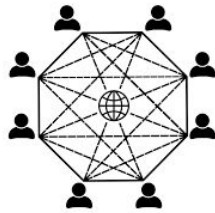
A roadmap for growing equity-driven school leadership across your system.

Who it's for:

For central office leadership teams.



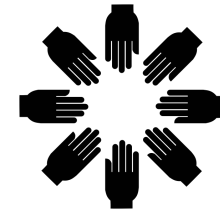
You'll develop knowledge in...



How equity and equity leadership are currently understood and demonstrated across the system.



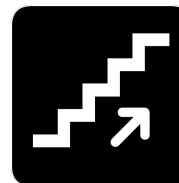
How the central office creates the conditions for principals to serve as equity-driven school leaders.



What aspirations there are for equity and equity leadership.



What the vision is for school leaders and how their learning is supported to grow in this role.



Where the greatest opportunities for growing equitable school leadership practices are.

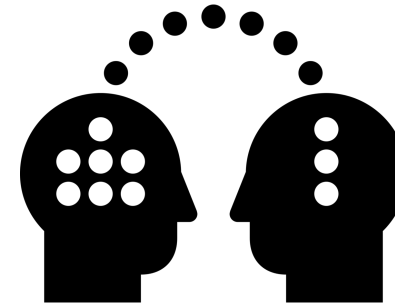


How to plan for growing equity-centered, learning-focused leadership across your system.

You'll also strengthen the mindsets for...



Authentically listening to stakeholder experiences and perspectives, especially those of students furthest from justice.



Developing equity-centered, learning-focused school leaders.

What will be different after?

Leaders have an equity vision of the community.

Leaders continuously develop learning focused school leadership practices across the system.

Leaders contextualize their practices in the equity vision of the community.



What you'll experience

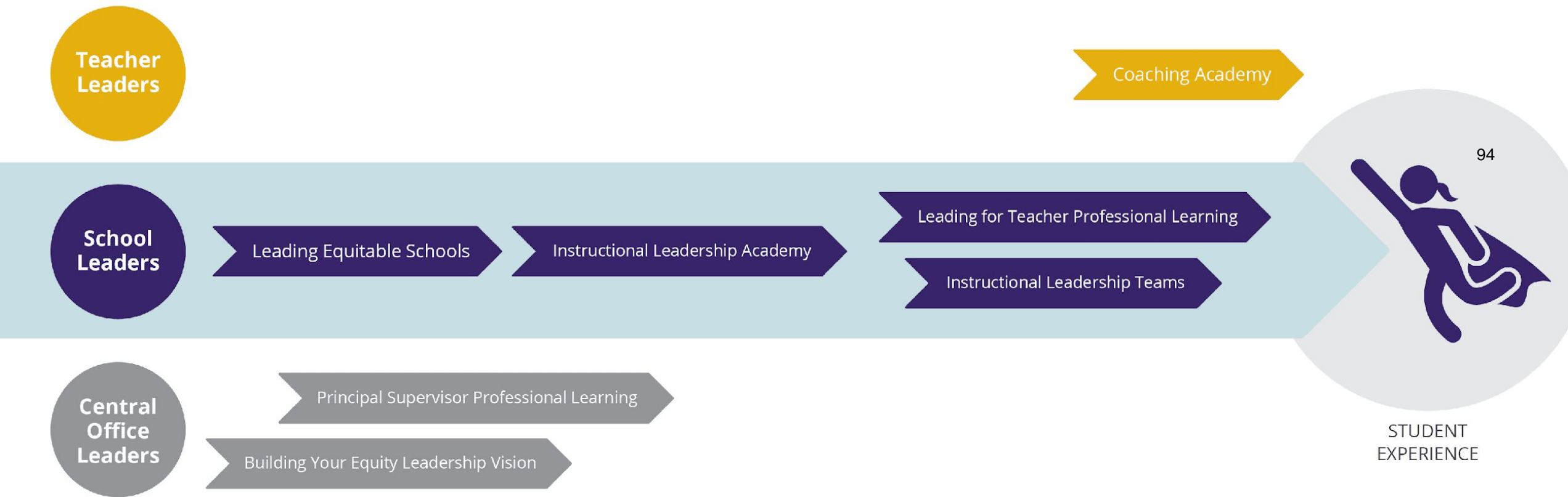
DISCOVERY

- Determine what you'd like to learn, and which stakeholders you'd like to learn from
- Create a process for gathering feedback and aspirations that fits the context of your community
- Conduct focus groups and interviews
- Listen to students to support the understanding of where you currently are and envision where you want to go

PLANNING

- Use the 4 Dimensions of School Leadership™ as a foundation to understand the connections that are being made between equitable student experiences and the expectations and supports for developing leadership practice
- Review and engage on key policies, artifacts and processes
- Use data to develop a roadmap for growing equity-driven school leadership across your system

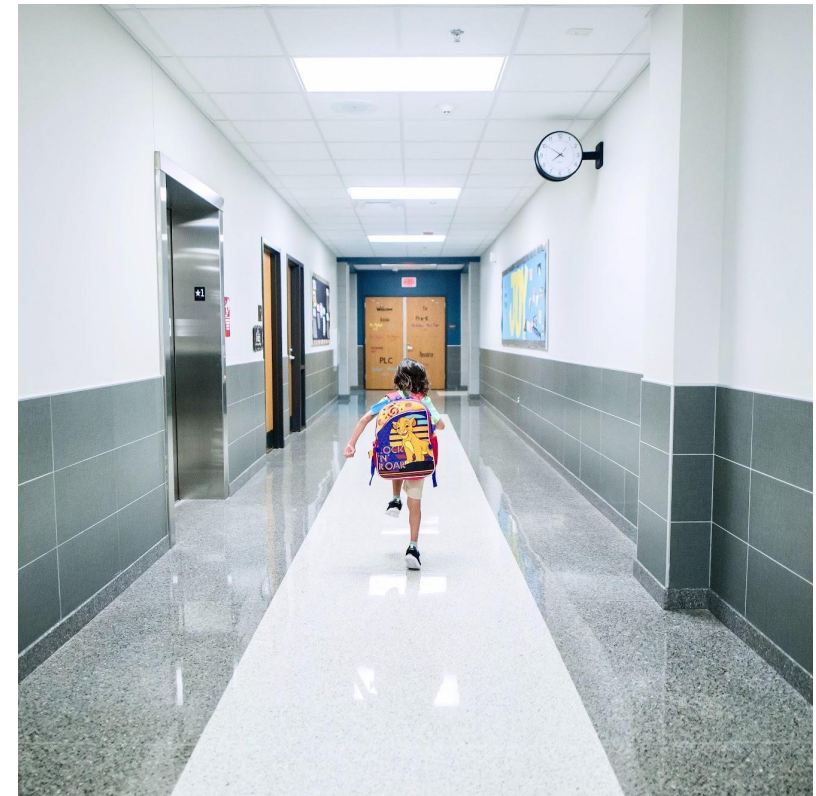
CEL's professional learning connects research to practice



More about professional learning with CEL

We start from your strengths and link research to practice. The learning is grounded in schools and classrooms and emphasizes listening and collaboration.

- Contextualized, side-by-side learning
- Frameworks as scaffolds for learning and collaboration
- Organized by primary participants (often includes leaders from other parts of the system)
- Yearlong — partners build capacity through multi-year engagements
- In-person (onsite) and virtual
- Tracks progress and outcomes
- Meets the needs of a range of districts in terms of size, geography and demographics



What our partners say

“CEL has been an outstanding partner with our organization. Our **leaders have felt heard and supported in creating stronger student outcomes.** We appreciate the expert facilitation, flexibility, and advice that has met our changing needs. Our team is always looking forward to the next opportunity to continue our journey in the safe space CEL provides.”

Superintendent
Washington State school district

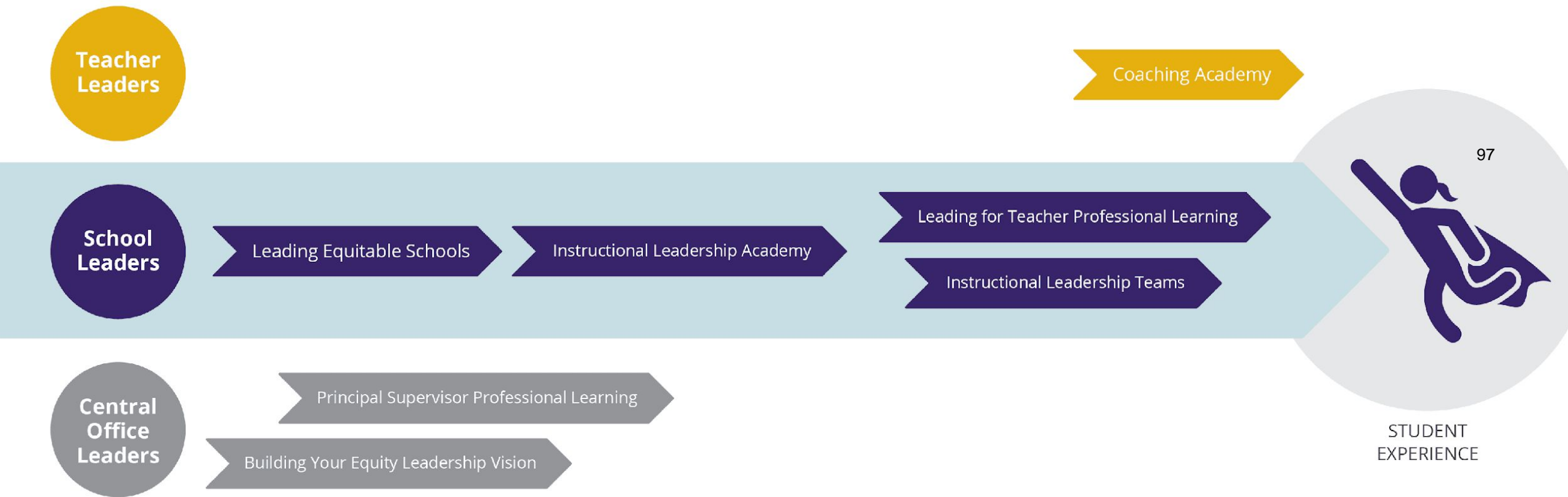
“This experience of working with CEL has been fantastic. The entire team was focused on working collaboratively with district and school leaders and provided **research-based resources, effective facilitation, and growth-oriented feedback.**”

Cabinet member
North Carolina school district

“CEL provides meaningful learning opportunities for leaders to grow. Through the work with CEL, leaders are provided direction, guidance, and inspiration in order to develop confidence and efficacy. CEL **seeks to nurture the skills and strengths of the community of people with whom they work** in order to build a community of leaders who are devoted to the success of all students.”

Superintendent
Louisiana school district

Professional learning connects research to practice



A photograph of three young girls of diverse backgrounds working together at a table. The girl on the left is a Black girl with long braids, wearing a pink shirt and a name tag that says 'Amie'. The girl in the middle is a white girl with blonde hair, wearing a blue sweater over a plaid shirt. The girl on the right is an Asian girl with glasses and a flower on her cheek, wearing a blue jacket over a plaid shirt. They are all focused on a task involving many small, colorful pom-poms (green, blue, purple, yellow) on the table. The background is slightly blurred, showing other people in a room. The entire image has a semi-transparent blue overlay.

Thank you