

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

**October 7, 2014
4:00 PM**

A G E N D A

I. CALL TO ORDER

- A. Introductions

II. AGENDA

- A. Promise Neighborhood Update

1. Introduction
2. Presentation
3. Discussion
4. Action (None Required)

- B. 2014-15 Legislative Update and Agenda

1. Introduction
2. Presentation
3. Discussion
4. Action (Approval of Agenda) 3

- C. Final 2013-2014 Budget Revision

1. Introduction
2. Presentation
3. Discussion
4. Action (Approval of Final Revisions) 8

- D. Project Labor Agreement (PLA) Update

1. Introduction
2. Presentation
3. Discussion
4. Action (TBD) 16

- E. School Start Time Update

- 1. Introduction
 - 2. Presentation
 - 3. Discussion
 - 4. Action (TBD)
- F. Standing Item: Policy Update
- G. Standing Item: PLTT Update
- H. Standing Item: SSSC 2.0 Update
- I. Work Session
- 1. Board Check-In
 - 2. Future PLTT Updates Game Plan
 - 3. Brief recap of PAC listening sessions.

III. ADJOURNMENT

DATE: October 3, 2014
TO: Board of Education Directors
FROM: Mary Dougherty Gilbert
RE: Legislative Recommendations

Background: The 2015 Legislative session convenes on January 6th and their focus will be developing the FY16-17 biennial budget. The Governor's budget recommendations will be based on the November 2014 forecast and then modified based on the February 2015 forecast.

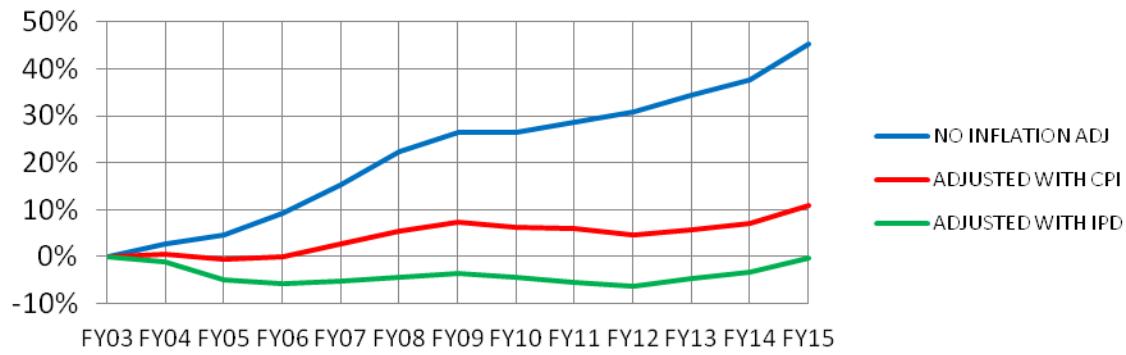
The SPPS legislative recommendations outlined below are consistent with the three goals of the district's strategic plan, *Strong Schools, Strong Communities 2.0 (SSSC 2.0)* – achievement, alignment, and sustainability. Additionally, the recommendations align with the focus areas of SSSC 2.0, most notably college and career readiness and establishing excellent PK-12 programs.

In order to accomplish the goal of student achievement, we must get all children ready for kindergarten, ensure students are reading by the third grade, and enable a successful transition from high school to college and/or career. To do this we must require that all schools have a well trained staff that provides a learning environment that meets the needs of each student regardless of race, income, or disability.

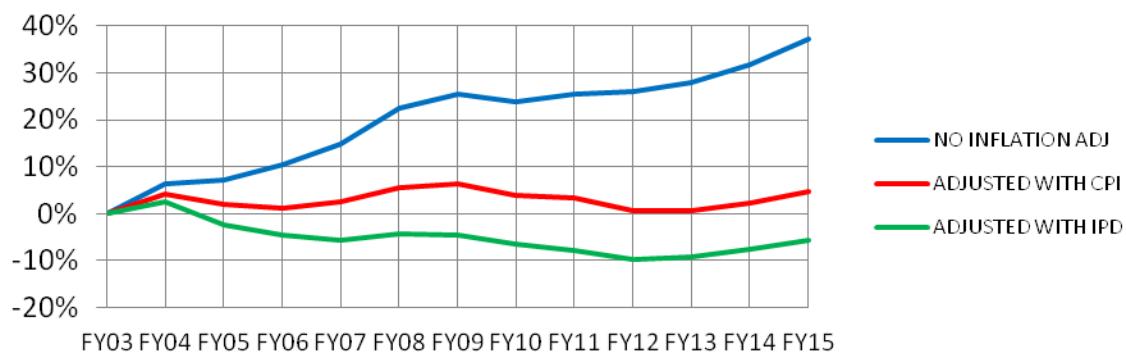
Students who experience poverty, homelessness, mental or other physical health disabilities, are new to the country, or are English language learners require additional learning time and supports if we are to close the achievement and opportunity gaps. Minnesota's funding formulas address some of those needs in the form of compensatory, integration, ELL and special education funding formulas; however, they are inadequate as state budgets put immense pressures on all districts to fund programs that meet the high standards with inadequate funding.

General education, compensatory, special education, and integration revenue provide the bulk of our regular, magnet, and special education programs. The 2013-14 legislature provided a needed increase in education funding and restored the integration levy, but as demonstrated by the graphs below have not kept up with inflation (either CPI or IPD). The percentage of the state general fund allocated to K-12 was 42% in FY12 compared to a high of 50.8% in 1973 (MN Miracle). Health and Human Services budgets are growing exponentially and unchecked with overtake the K-12 budget.

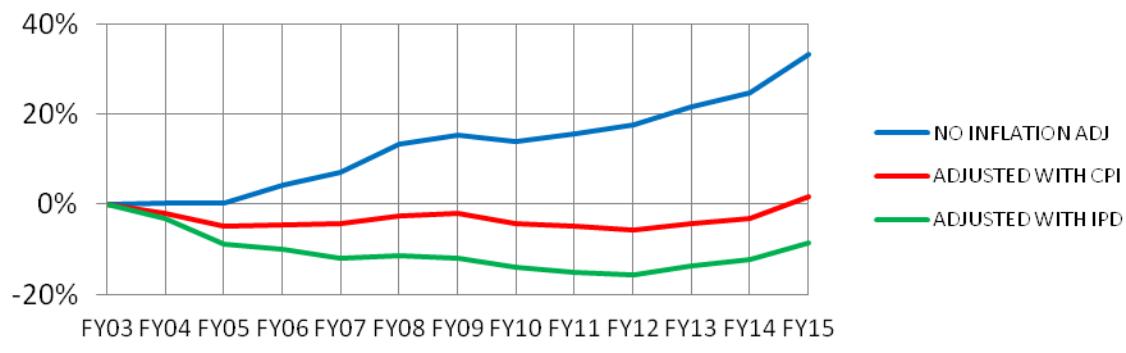
State Wide Percent Change in Revenue Per ADM Since FY 2003



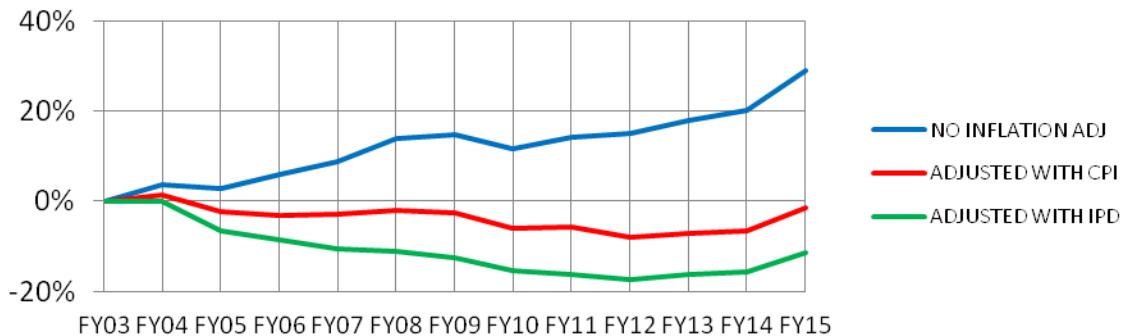
St. Paul Percent Change in Revenue Per ADM Since FY 2003



State Percent Change in State Aid Per ADM Since FY 2003



St. Paul
Percent Change in State Aid Per ADM Since FY
2003



To provide further context, under the Pawlenty administration several school formulas that were established over time to assist with the achievement gap were frozen or reduced, including ELL (changed from 7 to 5 years), extended day and time revenue that was delinked from the general education formula and had the number of hours of service reduced, as well as reductions in integration revenue. Furthermore, there were proposals to cap and/or delink compensatory, eliminate all categorical formulas and roll them into the general education formula (often referred to as a kid is a kid), fund private school vouchers, and end social promotion and other reforms that disproportionately impacted Minneapolis and St. Paul. Schools were not the only local agencies under attack—local government aid for the first class cities was also reduced. The budget situation did not improve and the state’s budget was only balanced with the use of over \$2.4 billion in borrowing/shifts from schools.

While support to K-12 has been much better under the Dayton administration, the November elections will determine who will run the executive branch and the Minnesota House. Both, along with the Senate that is not up for election this year, will have a say in developing the biennial budget, as well as other policy reform. And they must negotiate and pass a balanced budget by June 30, 2015 (although the session must adjourn in May) or Government will shut down.

The SPPS legislative recommendations for 2015 are listed below.

Early Childhood Education

- **Pre-Kindergarten Programs**—Target new early childhood revenue for school-based programs for students who are high-poverty, ELL, or need special education services, to ensure that students with the highest needs have at least one year of pre-K experience prior to kindergarten.

Updates to funding formulas

- **Extended Time/Year** – Tie extended time revenue to the formula and increase the number of hours that a student can be eligible for extended time revenue. Allow flexibility for a district to offer 400 hours (current law allows for 195 hours) using an array of both academic support and applied academic services for eligible students. In addition, support the Ignite Afterschool proposal to create new state funding to fund competitive grants for afterschool programming.
- **Integration Rule** — allow districts to provide targeted, culturally relevant specialized programs to engage students and improve achievement. Four of our seven racially isolated schools are magnet programs that currently have, or will have in the future, specialized programs targeted for communities of color.
- **Basic Formula** – Increase the basic formula allowance and index it to inflation.
- **Local Option Revenue** – Allow local option revenue to account for regional labor costs.
- **Levies** – Allow local boards parity with cities and counties in determining their levies.
- **School Closings** - Document costs of school closing due to weather, and work with agency to determine protocol for making the determination and offsetting the costs during extraordinary years.
- Oppose any new unfunded mandates

Specialized services

- **English Language Learners**—Continue formula phase in to 7 years. Expand concentration formula to weight students who are new to the district and have little or no formal education.
- **Special Education cross-subsidy**—Fully fund special education formula to eliminate the cross subsidy. The State funding task force recommended major changes in the special education formula that in FY16 moves to a census based, student driven formula including benefits. However, the recommendations included a more substantial state share of revenue to adequately address some of the cross-subsidy issues. Special education cross-subsidy aid was only provided for FY14 and FY15 only. In FY 12, the MDE cross subsidy report estimated that St. Paul's cross-subsidy was over \$36 million (\$838 per WADM).
- **IEP related mental health services** – Maximize federal revenue for IEP related mental health service. Minnesota leaves federal matching money on the table for medical assistant eligible mental health and other related services that are included in a student's IEP.
- **Mental Health Grants** – Increase school linked mental health grants. The need for services still outstrip the money available for schools to adequately serve students and families. DHS hold health plans accountable to create and maintain medical homes for students in Prepaid Medical Assistance Program.

College and Career Readiness

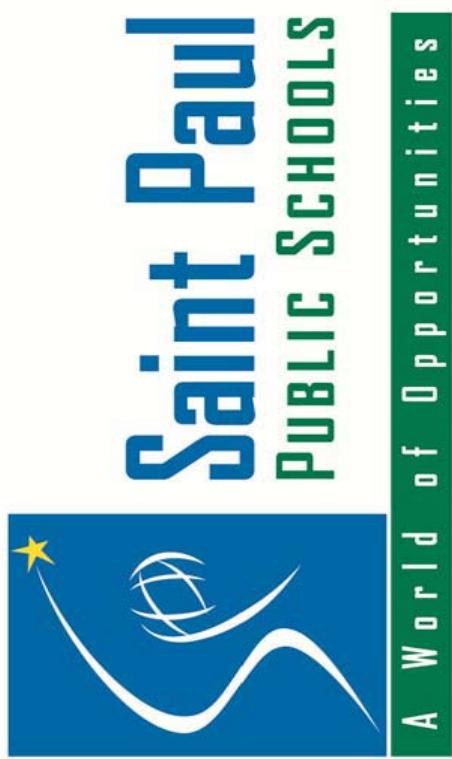
- **Credit and Internships Opportunities** – Create incentives and remove barriers for collaboration with post-secondary and other institutions (business, non-profit, other units of government) that provide credit and/or robust internship opportunities.
- **Concurrent Enrollment** – Increase funding and flexibility for concurrent enrollment in high schools and post-secondary institutions.
- **CTE** - Allow for credit acceleration starting in 6th grade for career and technical (CTE) that is offered outside of the school day/year.
- **State Testing and graduation** – Update the current assessment law and rule to grant exceptions to graduation testing requirements for special circumstances such as transfers, ELL, and prolonged illness.

Support Programs to Reduce Mobility, Homelessness, and Family Violence

- **Foster Care**—Fostering Connections Legislation that increases coordination with the state and county to help identify, stabilize, and support foster care students.
- **Housing Supports for Highly Mobility and Homelessness**—safe and affordable housing is critical to learning.

Teacher Excellence

- **Teacher Evaluation Resources**—Currently the teacher evaluation law is not aligned to QComp. QComp resources are capped, and there is inequity in resources to implement the new teacher evaluation mandate for non-QComp districts, which receive \$300 per teacher for FY15 only.



Final Budget Revision Fiscal Year 2013-2014

Marie Schrul

Controller

October 7, 2014



Purpose

To present information regarding the final budget revisions for FY14 (2013-2014).





Agenda

- Revenue and Expenditure Changes
 - Total All Funds
 - Questions





FY14 Final Budget Revision

Fully Financed Funds



Description	Amount
1. General Fund Fully Financed – Change	\$12,967,663
2. Community Service Fully Finance – Change	\$1,971,370

Revision of Fully Financed reflects final changes in revenue and expenditures for both General and Community Service Funds.



Final FY14 Budget Revision

(All Funds – Revenue Changes)



Revenue	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$505,636,982	\$0	\$0	\$505,636,982
General Fully Financed	42,775,213	9,467,466	3,500,197	55,742,876
Food Service	25,532,500	0	0	25,532,500
Community Service	20,068,945	0	257,670	20,326,615
Community Service Fully Finance	4,772,353	1,493,919	477,451	6,743,723
Building Construction	26,200,000	0	0	26,200,000
Debt Service	48,715,000	0	0	48,715,000
Total	\$673,700,993	\$10,961,385	\$4,235,318	\$688,897,696



Final FY14 Budget Revision

(All Funds – Expenditure Changes)



Expenditure	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$518,291,295	\$16,257,801	\$0	\$534,549,096
General Fully Financed	42,775,213	9,467,466	3,500,197	55,742,876
Food Service	25,532,500	0	0	25,532,500
Community Service	21,131,545	0	257,670	21,389,215
Community Service Fully Finance	4,772,353	1,493,919	477,451	6,743,723
Building Construction	32,000,000	0	0	32,000,000
Debt Service	43,560,000	0	0	43,560,000
Total	\$688,062,906	\$27,219,186	\$4,235,318	\$719,517,410



Recommendation



Approve the final revision for the FY14 budget
(2013-2014) as presented.



Questions



Project Labor Agreements

Tom Parent, AIA, LEED AP

Director of Facilities

October 7, 2014



Agenda

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



Definition of PLA

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



PLA vs. Prevailing Wage

PLA

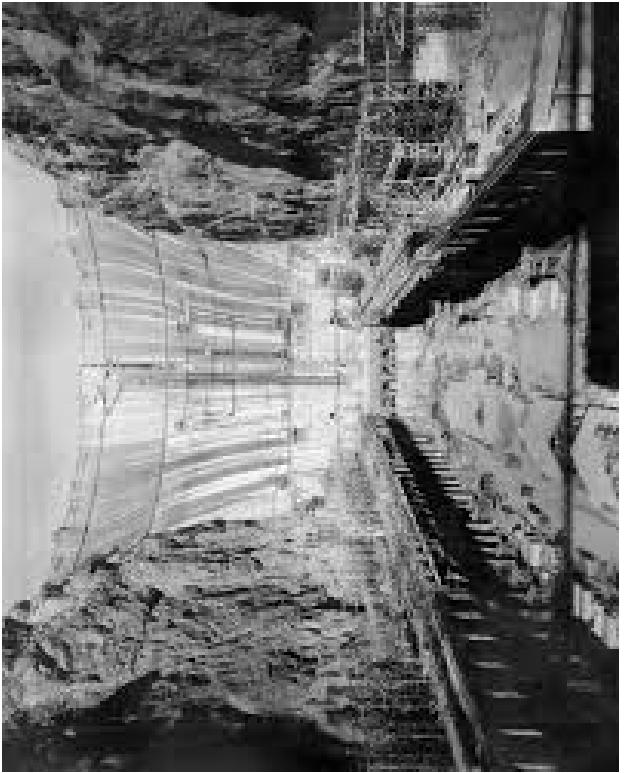
- A PLA specifies that contractors pay the current union wage for all trades on a construction project
- Does not require union membership, just union rate
- Contractor must also pay into Minnesota State Building Trades Health Reimbursement
- Prevailing wage is the hourly rate, including benefits, established by the Department of Labor and Industry to reflect local market conditions within each county
- BOE Policy 715.00 requires all contractors to be paid at least the prevailing wage rate

Prevailing Wage



History of PLAs

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



Perspectives on PLAs

Supporting Arguments

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

Opposing Arguments

- Increase construction costs by decreasing competition
- Favor union companies

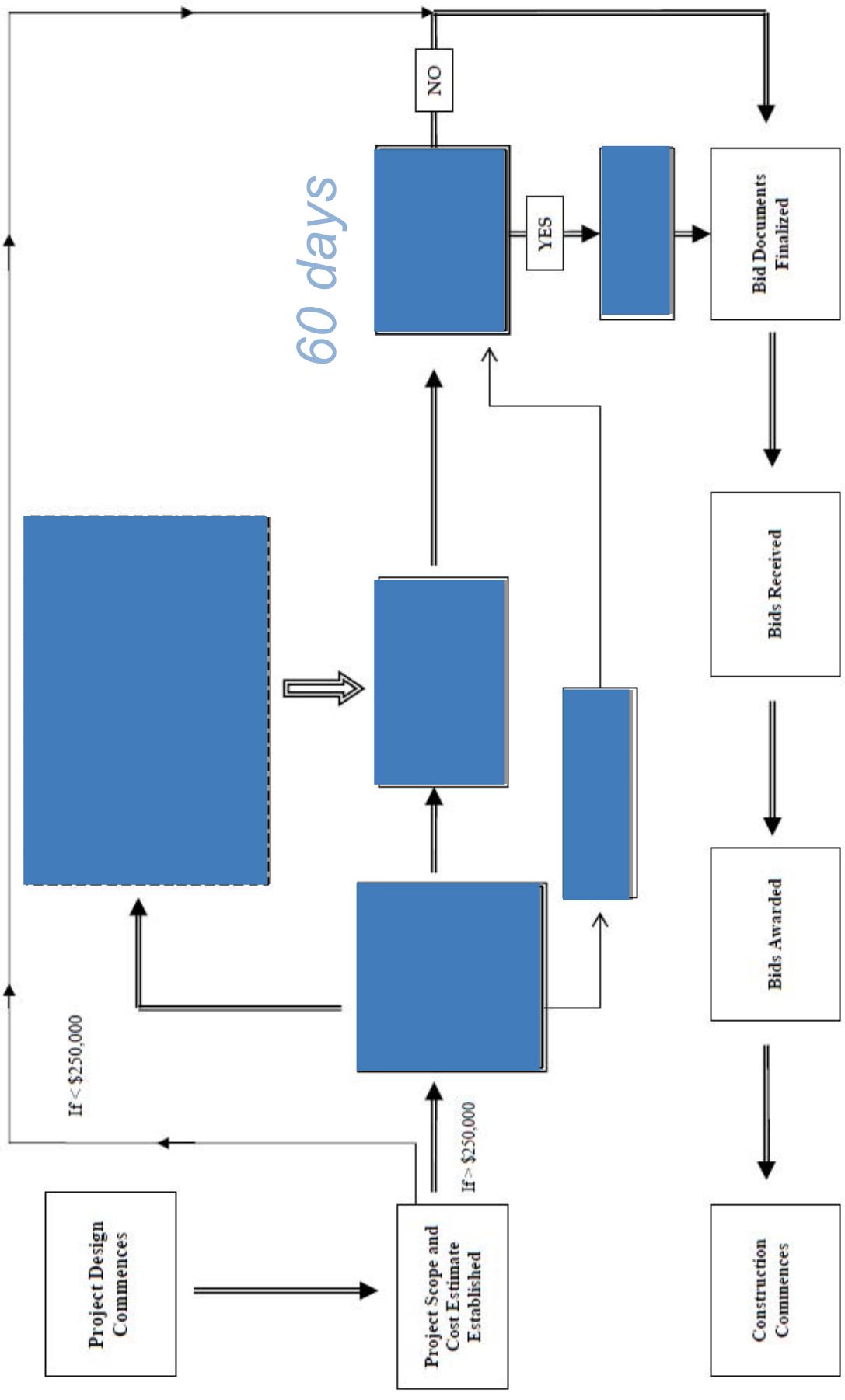


History of PLAs in SPPS

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



PLA Decision Chart



Criteria for Recommending PLAs

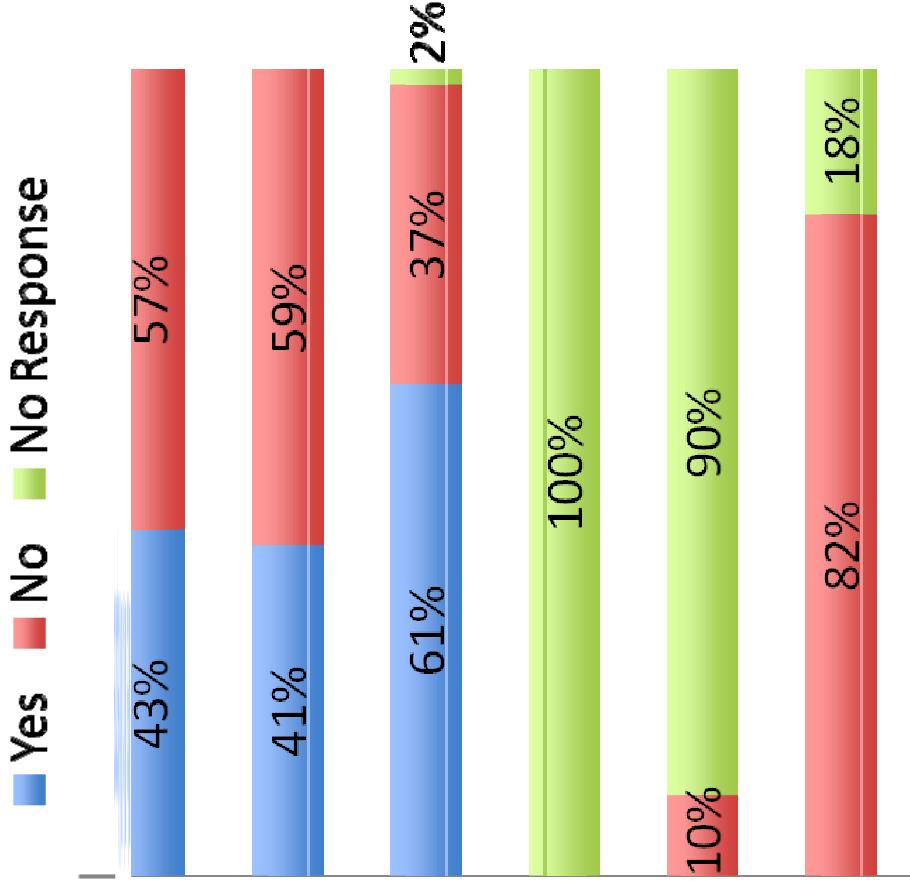
- Size of project
- Estimated cost of project
- Complexity of project
- Number of trades involved
- Tight construction schedules
- Potential for work stoppages



Construction at Creative Arts this summer- PLA Project



PLA Recommendations Per Group

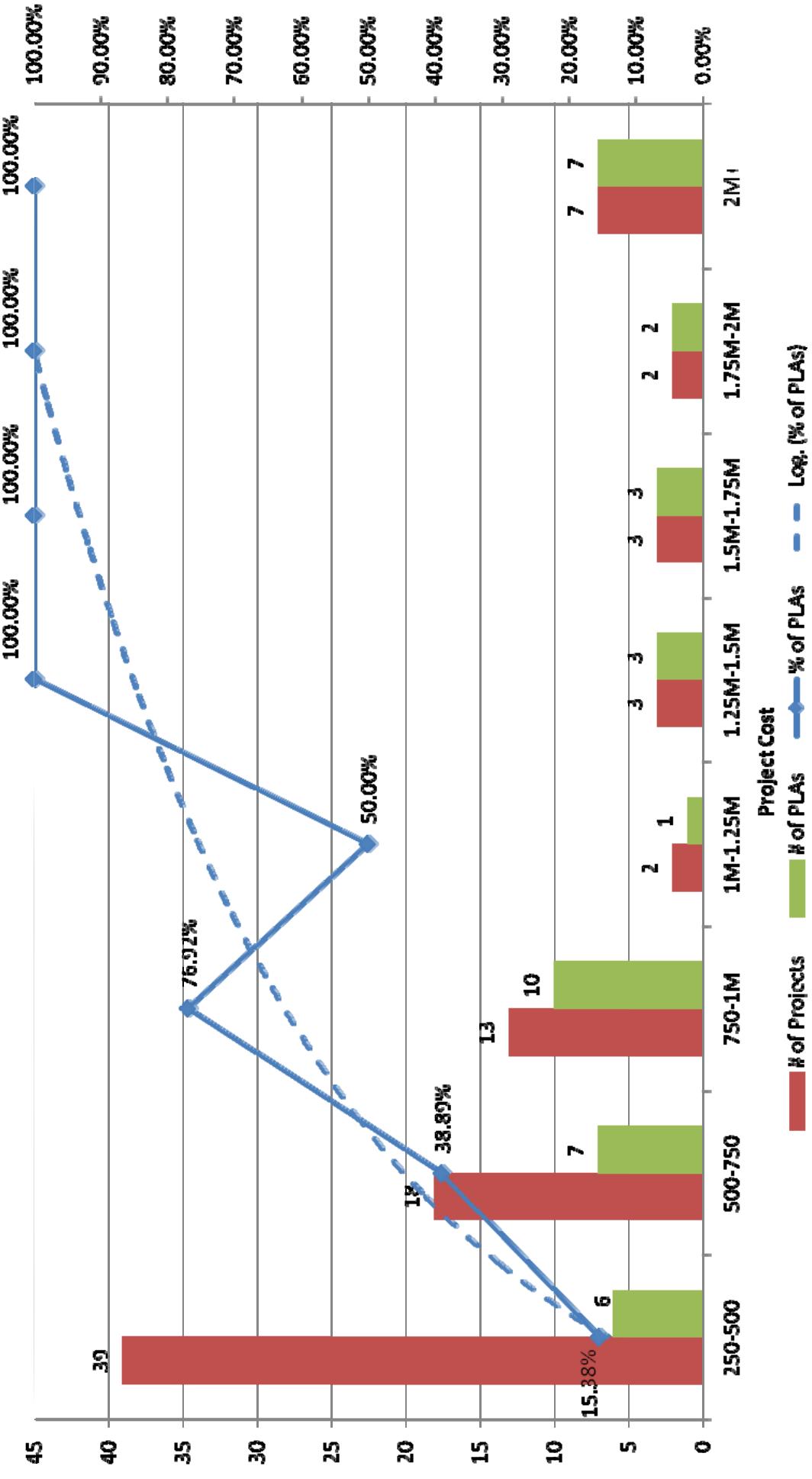


Analysis of PLAs in SPPS

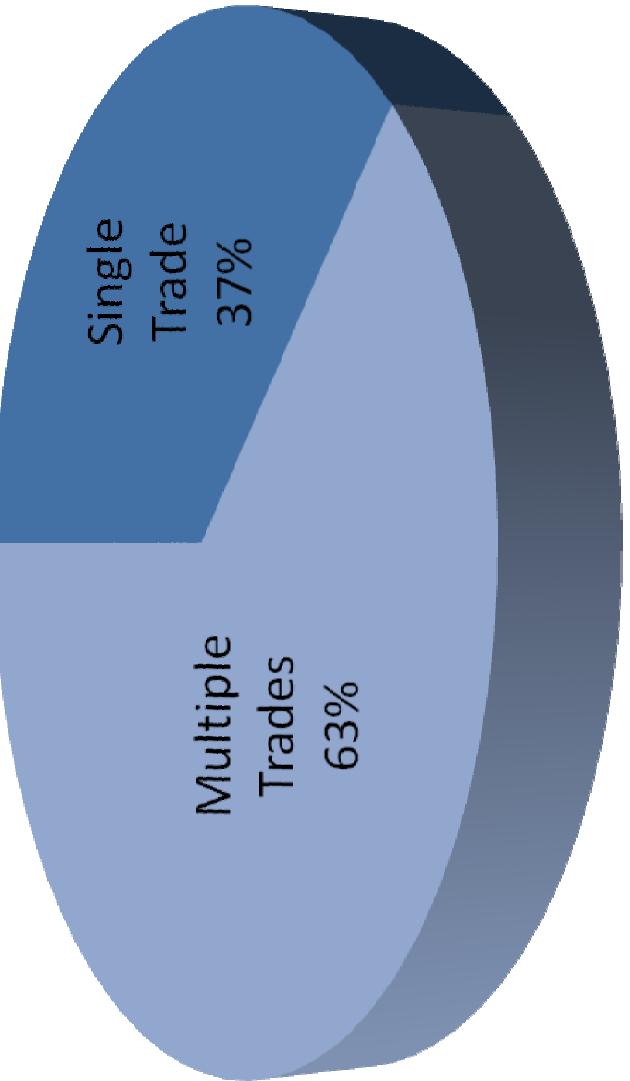
Year	2010	2011	2012	2013	2014	Total
# of PLAs solicited	11	25	14	19	18	87
# of PLAs approved	5	10	5	8	9	37
Total cost of PLA projects	\$2.6 m	\$11.5m	\$4.5m	\$14.4m	\$18.6m	\$51.7m



Percentage of Projects with PLAs, 2010-14



PLA by Project Type, 2007-14



PLAs Within Other Agencies

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



Racial Equity

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



Questions?

RETHINKING SCHOOL START TIMES FOR 2015-16



Committee of the Board
October 7th, 2014

Purpose

- Provide background and rationale for Rethinking School Start Times including an overview of:
 - Research
 - Start Time Scenarios
 - Metro Transit collaboration
 - Outreach and Feedback Trends
 - Steering Committee Recommendation



RESEARCH

Research – Sleep*



- Later sleep patterns are largely biological, not necessarily behavioral.
- 9 or more hours of sleep is best for teenagers
 - 69% of high school students do not receive the optimal 8 hours of sleep
- Delayed onset of melatonin for teens makes it difficult to go to bed earlier.
- Melatonin release and natural sleep cycle begins between 10:45 – 11 p.m.
- Later school start times show no impact on when teens fall asleep (i.e., they do not stay up later)

*Sources: Carskadon, 2013, 2011, 1998; Hagenauer, 2009; Beebe, 2011; Crowley, 2007; Hans, 2003



Research – Health*



- **Health impacts when students receive less than 8 hours of sleep**
 - Increased rates of depression, anxiety and fatigue
 - Increased risk of suicide
 - Increased rates of auto accidents
 - Decreased athletic and motor skills
 - Weight gain and/or elevated blood pressure
 - Increased likelihood of criminal or risk-taking behavior (drugs, alcohol)
 - Interference with brain development (memory formation)

* Sources: Gillen-O'Neil, 2013; Fitzgerald, 2011; Gau, 2007; Dahl, 2002; Wahlstrom, 2014; Pizza, 2010



Research – School*



- Results of an 8:30 or later **secondary school start time**

- Improved attendance and decreased tardiness
- Improvement in continuous enrollment
- Similar bed times as those with 7:30 a.m. start times
- Improved health and fewer trips to the nurse
- Improved alertness
- Increase in GPA
- Increase in percent of students scoring “proficient” on MCA math
- Increase in secondary students eating breakfast

*Sources: Wahlstrom, 2014, 2002, 1998; Perkins-Gloor, 2013; Kirby, 2011; Carrell, 2011; Eliasson, 2002



Research – School*



- Results of an earlier start time for elementary schools

- Increase in student attentiveness
- Increase in elementary students eating breakfast
- Schools are able to structure core classes before lunch and during the best learning time
- A decreased need for morning childcare allows fewer transitions for students
- After the first year, most families and school staff report a preference for the earlier start time

*Sources: Starting Time and School Life Reflections from Educators and Students by Patricia Kubow, Kyla Wahlstrom, and Amy Bermis; Impact of School Start Time on Student Learning by Hanover Research;



START TIME SCENARIOS

Determining Alternative Start Times

- Three-month process
- Analyzed each scenario against the required transportation criteria
- Reviewed feedback from District Parent Advisory Council (DPAC)
- Only one alternative for current start times met the required criteria



Transportation Criteria Used

- Student ride time
- Impacts to after school activities
- Customer service
- District Parent Advisory Council (DPAC)
 - Feedback
- Cost
- Efficiency



Scenarios Investigated

- One Tier System – All schools running at 8:30 start times
- Two Tier System – 8:00 and 9:15 start times
- Three Tier Systems
 - Middle and High School on different tiers
 - Middle and High School on same tier
 - Various time ranges
 - 8:00; 9:00; 10:00
 - 7:45; 8:30; 9:30
 - 7:30; 8:30; 9:30



Current System

No Change - Current Start Times

- **7:30 a.m.** – middle and high schools
- **8:30 a.m.** – most elementary community schools, some regional magnet elementary schools, most district-wide elementary schools, some special sites
- **9:30 a.m.** – most K-8 schools, some elementary community schools, dual campus elementary schools, some regional elementary schools, most special sites



Alternate System

Changed start times

- **7:30 a.m.** – elementary community schools, regional magnet elementary schools, special sites
- **8:30 a.m.** – middle and high schools
- **9:30 a.m.** – district-wide magnets, K-8 schools, dual campus schools, some special sites



METRO TRANSIT

- Ongoing collaboration to determine if Metro Transit can meet transportation needs of SPPS
- Multiple capacity reports are being analyzed
- SPPS would still need a three tier system even with a partnership with Metro Transit



METRO TRANSIT

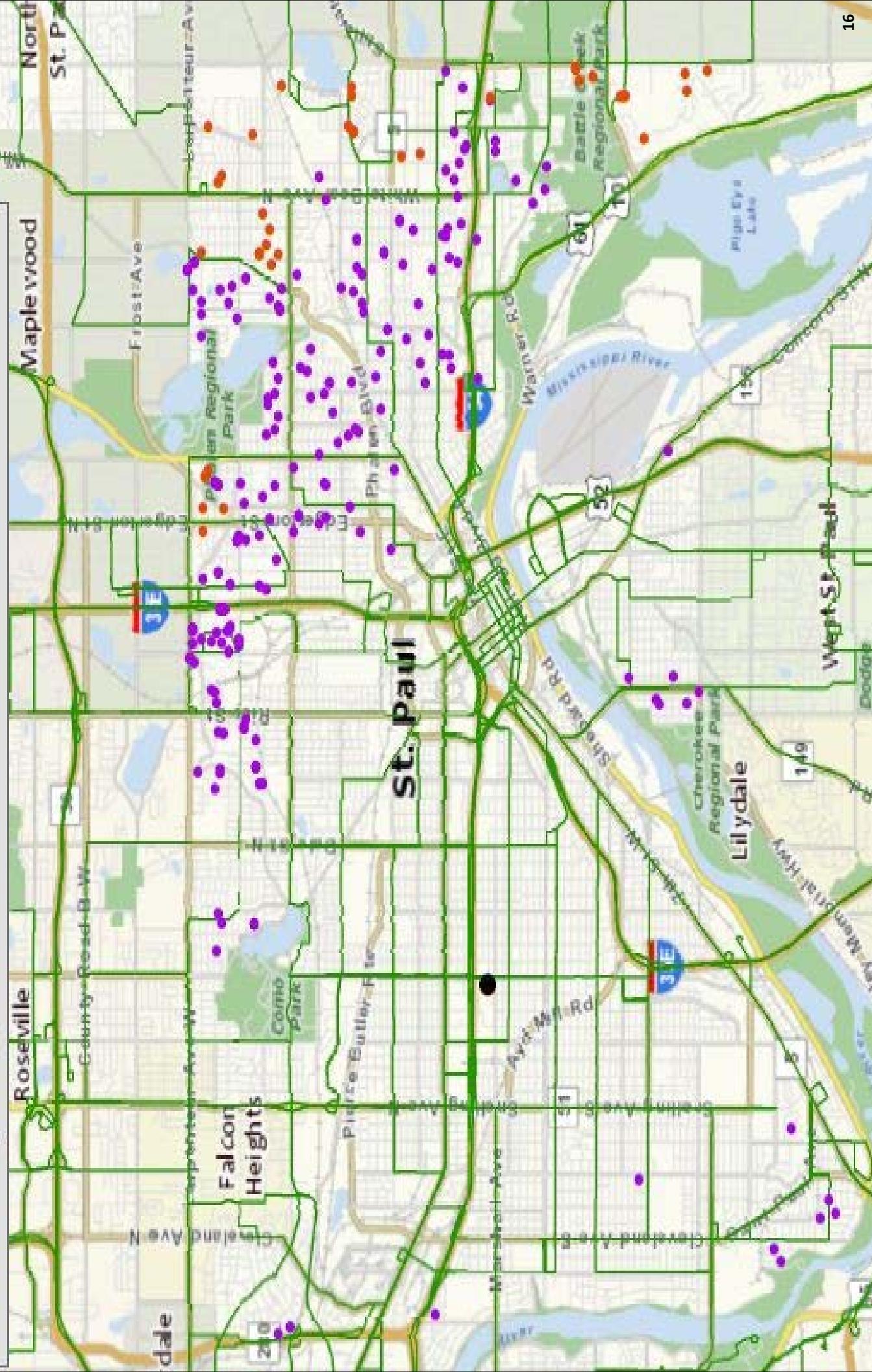
- 8:30 High School Start times are most conducive for Metro Transit
- Initial reports indicate that 77% of rides would be 45 minutes or less; 23% would be 45 – 90 minutes
- Further analysis needs to be done on how to overcome the challenges faced by underserved areas of the city



Central Senior High School: Student Travel Time

to-school and/or from school trips greater than 45 minutes
based on proposed school day

Metro Transit - August 27th, 2014



OUTREACH

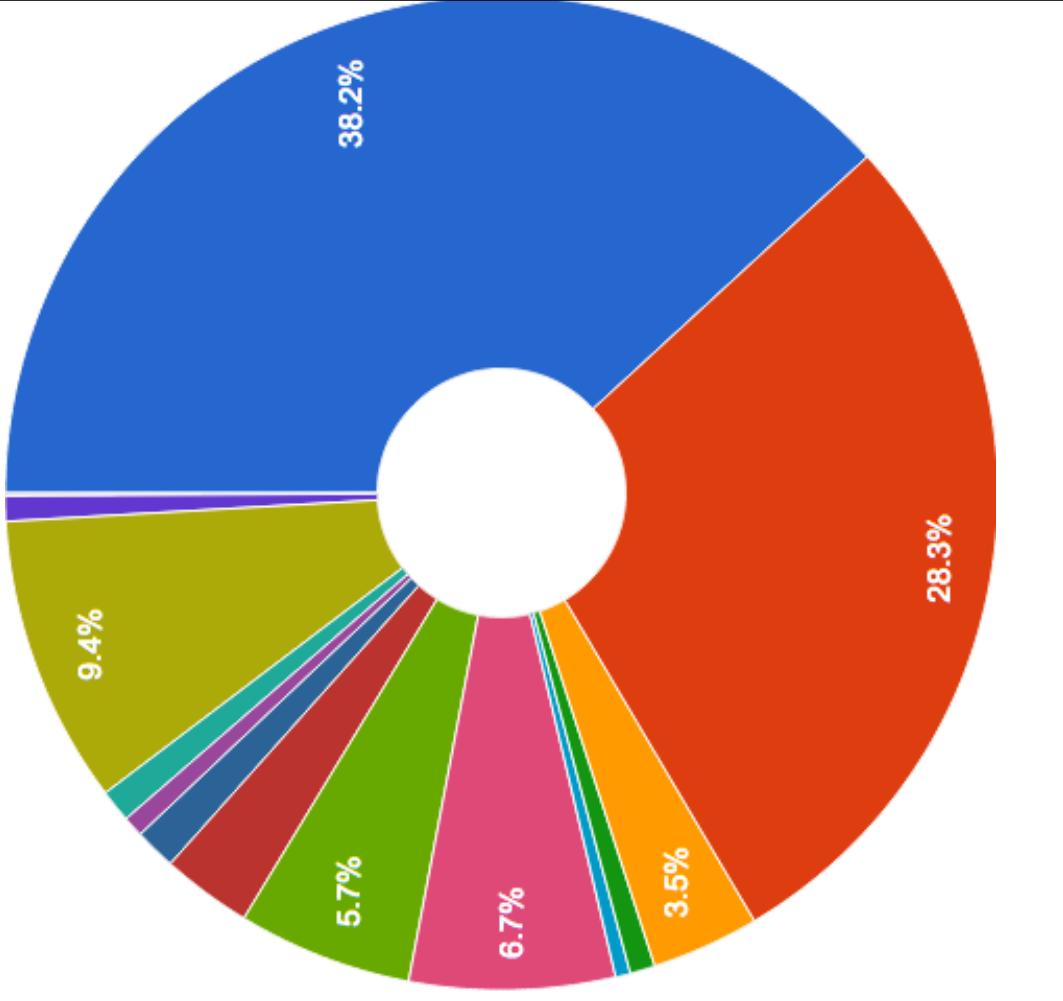
Outreach

- Met with roughly 2000 stakeholders
 - Families
 - Students
 - SPFT
 - Teachers
 - Principals
 - Community Partners
- Over 1500 responses to survey



Survey Participants

Parents of elementary students were the largest group responding to the survey

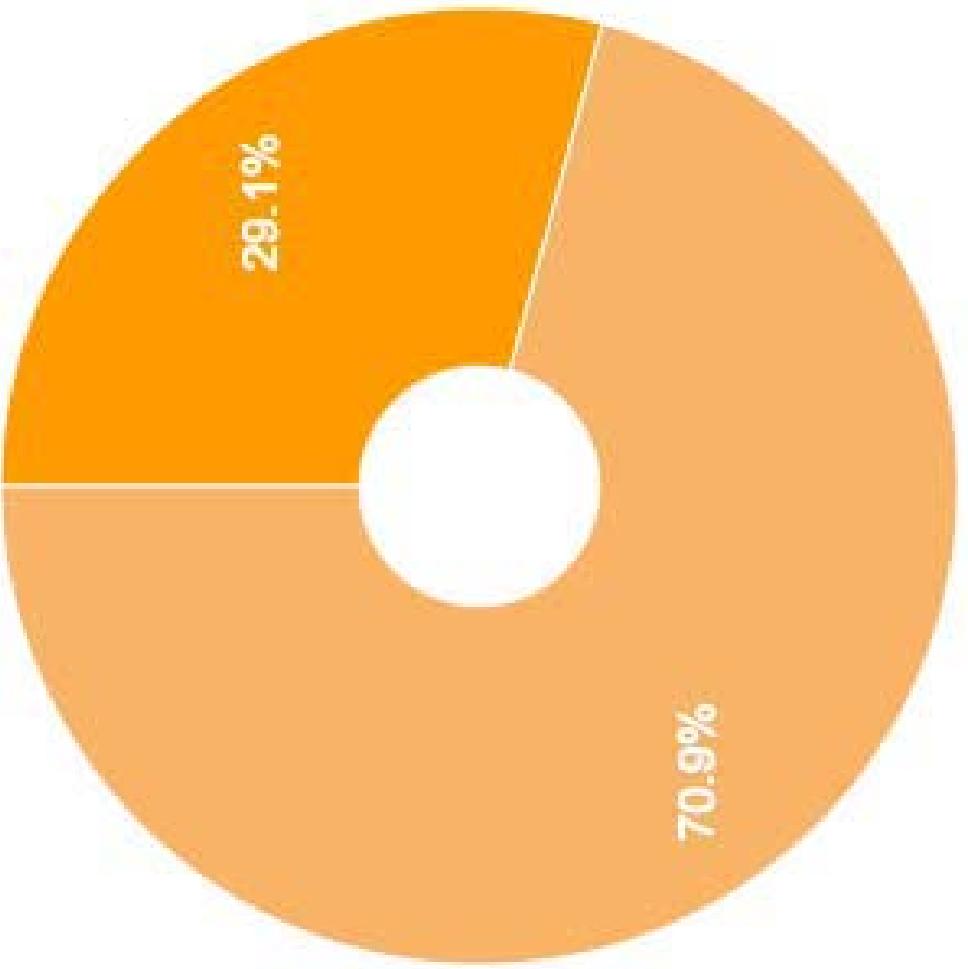


Survey Participants

A large majority of respondents did not attend an informational meeting

Have you attended an informational meeting?

Yes
No

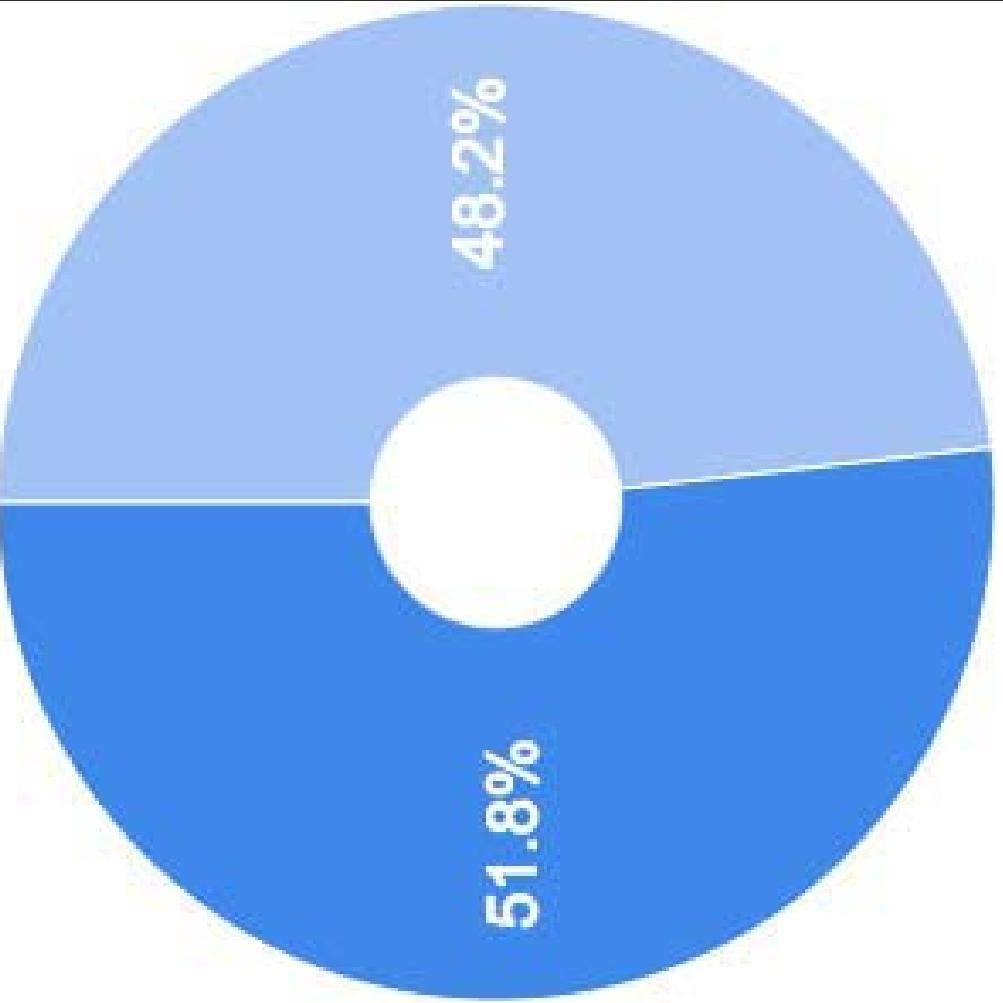


Survey Results

Scenario preference among respondents is evenly split

Which Start Time Scenario do you prefer?

- Scenario 1 - No Change to Start Times
- Scenario 2 - Changed Start Times



Feedback Trends Supporting Proposed Shift

- Research clearly favors later start times for teens
- Decision to shift times should have been made years ago
- Parents of elementary students will understand when their children become teens
- Majority of people support later times for teens but against early start times for elementary schools



Feedback Trends Opposing Proposed Shift

- Loss of evening family time for some families
- Some students having a 7:30am – 6:00pm day
- Shifting childcare needs
 - A combination of families that expect to have an increased need, decreased need, no change
 - No longer having high school students be home before elementary students
- Safety concerns about before 7:00am bus pick ups



Feedback Trends Opposing Proposed Shift (cont.)

- Concerns about shifting middle schools resulting in afterschool activities being pushed back an hour
- Community partner challenges
 - Staff shortage due to high school students not being dismissed until 3:00
 - Moving recreation leagues to later in the evening



Steering Committee

- SPFT
- Principals
- Teachers
- Youth Commission
- Discovery Club
- Parents/Families
- Park and Rec
- SPPS Foundation
- PACS
- Transportation
- ALC/EDL
- Athletics



Steering Committee

- Met regularly to synthesize feedback and guide outreach process
- Provided a recommendation report to the Superintendent



Steering Committee Recommendation

- Maintain current start times for school year 2015-16
- Continue work with Metro Transit to determine if any partnership would alter proposed alternative start time scenario
- Supports shifting start times, but want to ensure SPPS has time to analyze new information to avoid possibility of schools shifting start times in successive years





Questions?